

The Rose Programme for Prisoner Rehabilitation

Release Preparation Workshop Manual

Welikade Prison
Sri Lanka

Linda Rose
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Introduction

Dear Trainers and Trainees

I am so pleased that you have joined this scheme, and hope you gain as much pleasure out of being part of it as I have in writing and delivering it myself.

I hope you find this manual easy to use and helpful.

Please do tell me any suggestions, amendments or problems you have using it so that I can make improvements for future use.

You will find it very rewarding when things go well; and for some of you, this might take you into a new field of work on your release, as you experience the joy of helping others to improve their lives.

I wish you all the best in this new adventure.

With warmest wishes

Linda Rose
September 2006

About this Manual

This manual is set out so that the theory is at the beginning and practical exercises follow afterwards.

Section One is focussed on the main principles that trainers and officers need to understand before embarking on the workshops.

Section Two is a practical guide to running the sessions.

Section Three is an inventory of games and exercises.

It is important that all trainers understand the aim of the work and the main principles of training before they begin to use the practical exercises. All trainers should read through and discuss the manual with more experienced personnel before they begin the training process.

Aims and Objectives

Prison is not necessarily all a bad experience.

Prison can be a massive change of direction in people's lives – but it depends on how they respond when they leave; they can just continue on their path as if nothing had happened and then this opportunity is lost; or they can use the break in their life-habits to try and change their patterns of behaviour.

This training helps people look at where they are in their lives, and what changes they need to make to improve that path. It equips people with some of the skills and insights necessary to help them make these changes.

Aim

To support the re-integration of the prisoner successfully back into mainstream life, equipping them to make a new path for themselves towards a positive, crime-free future.

Objectives

By the end of the course the prisoners will have:

- Studied how they got to this place in their life
- Looked realistically and in depth at the changes necessary to make a positive difference to their future
- Been enabled to express their opinions and feel valued
- Made a short-term strategy plan on how to face the first few days of release, in particular planning important meetings with key loved ones
- Planned a long-term aim or goal to work towards
- Learnt about the importance of focussing on successes; support structures; and relaxation – or defusing negative emotions

Section One:
Training of Trainers

Methodology

The training uses a wide range of creative psychological techniques, including cognitive behavioural therapies, life skills, art and drama-therapies and psycho-dynamic exercises.

Trainers may use the following methods of delivery:

- Participative exercises
- Discussion
- Icebreaker games
- Relaxation techniques
- Drawing/art work
- Drama

Ethos

The trainers must aim to include the following:

- Supporting the trainees to feel safe and relaxed in the group.
- Encouraging them through planned exercises and games to speak in front of the group, at first about easy issues (e.g. names), then about personal opinions and experiences.
- Trainers should recognise that if the trainees do not feel comfortable to express their feelings, thoughts and concerns in front of the group, they are unlikely to have a deep enough experience in order to face the issues realistically and make real changes to their lives. They need to feel totally comfortable to express fears, explain mistakes, and be honest within this supportive setting before they go out to face a more judgemental and critical world. ***It is crucial that the group feeling is supportive and non-judgemental; trainers must never condemn any opinion, and must try to stop others making negative remarks at other people.**
- Trainers and trainees can discuss the implications of anyone's opinion in a constructive and non-judgemental way in order to discover the merits and flaws for all participants to learn providing the person under scrutiny does not feel criticised.
- Trainers need to make sure that the whole group listens to each participant equally, as sometimes people begin to chatter among themselves and this can be offensive to the person talking, who may feel rejected and not wish to contribute further.
- Trainers need to be sensitive to each participant and notice any emotional reactions.
- Trainers should offer support beyond the training sessions and make themselves available as much as they can if people need to speak to them privately at any point during of after the training. Officers need to recognise the problems some prisoners

may face in looking at their lives and allow this follow-up work to happen, finding time and space for people to meet for support.

Being Emotionally Safe

What does this mean? People can feel tense when they are with others and expected to speak, especially if they are nervous of others criticising or judging their point of view. Their nervousness makes them physically tense, but can also create a mental tension which blocks people's openness to new ideas.

Trainers have a lot of control over the feelings in the group; whether people feel supported or criticised. If there is a negative feeling in the group, then the group will be emotionally unsafe and little learning can be done. If someone is critical all the time, the trainers must challenge this and ask them politely to stop, for the sake of the other participants.

Creating a Voice

One objective of the training is for participants to create a personal strategy plan to help them make changes in their lives. For this to happen they need to be able to identify problems that they have. Before they are willing to think so individually, they must be encouraged to think individually about a simpler subject than personal emotional issues.

The journey to self-expression might be something like this:

START
Feeling too nervous to speak
↓
Introducing your name
↓
Introducing yourself standing in front of the group
↓
Introducing someone else to the group
↓
Practising saying simple preferences (favourite colour etc.)
↓
Feeling comfortable with one's own opinions being different to other peoples'
↓
Explaining personal issues, experiences and life stories
↓
Saying more complicated opinions that differ from others'
↓
Challenging other's comments appropriately

There are many exercises which help participants find a voice in safe matters, such as sharing what their favourite colour is, or most hated food, etc. These get people used to the idea that they might disagree with each other, but their personal experience is valid; it teaches people to respect the differences between each other in simple non-controversial things, so that the principle is repeated in more in-depth issues such as views around drug use, etc.

Learning Styles

People learn in different ways. We need to help the participants learn in as comfortable and easy way as possible. Traditional methods of teaching are that people listen to someone speaking and they are expected to understand and remember and learn from this. However, we know that this does not suit many people.

Many people do not remember a lot of what is spoken to them; and need to see things written down as well. Then they remember more of the content.

Even more is retained when the participants actually join in with the learning and participate as well as listening and watching.

The richest experience is when the participants have not just been told information, whether they join in or simply listen, but where they explore and make the discoveries for themselves. In this way they not only learn and remember the information, but they *believe* it too, as they have found it out for themselves.

This is why we use many active participative exercises and discussions, and encourage self-expression and debate. **We do not want to 'impart' knowledge to the prisoners; we want them to discover the truth for themselves.**

An especially important reason for this in the rehabilitation setting is that each person will need a separate and individual plan of action for their release; so although the general principles can be taught – the plan has to be recognised and devised by each person, or it will be no use at all.

The Journey

There is a process - or journey - that we want to take the participants on in order to move forward positively into the future with hope and courage.

How did I get here?
↓
Who Am I?
↓
What actually happened?
↓
How can I stop myself doing the same things?

↓

What do I want to happen in the future?

↓

How can I make it happen?

In order to be able to move forward, we need to look at how we have got to where we are in the first place – the mistakes and the successes, and everything that goes into making us the person we are.

Each of us is so different – we will each have a different mixture of ingredients that goes into making us the person we are at this moment in time; we have different personalities, different preferences, different life stories and experiences; different families. Some of us have fears of certain things because we had bad experiences that taught us to be fearful.

We can see how different we all are just by looking at our emotions about our parents. For instance, some of us feel the word 'father' is a loving, safe, protective word. So when we talk of being 'fatherly', this may conjure warm and positive emotions. However, if our father was absent through any reason, cold or abusive – then to talk about being 'fatherly' may at the very least give a confused if not fearful reaction. Yet the word 'fatherly' actually has no emotional content in it at all – it is simply our own experiences that add the emotion.

So we must be careful with our expectations of how people will react to what we say, that each person may have different understandings or emotional responses depending on their personality and experiences. It is helpful for each of us to look at ourselves to see why we react and behave the way we do, by looking at the journey which brought us to this moment in time.

It should be noted that this can be emotionally difficult for those who have not had a pleasant or easy life – and in prison there are more than the usual amount of painful life stories which have brought people to such a low ebb in their life.

Trainers need to be sensitive to each participant, notice any emotional reactions, and offer support to any they feel might need any follow-up work.

Cycles of Behaviour

We often realised when we look at our lives that we have patterns which repeat themselves – we find ourselves doing the same things again and again, often making the same mistakes. Our lives are full of these habits; things we always do and don't even think about. Many of these are not healthy or helpful, and we need to learn how to break the cycle.

It's possible for prison to be a very positive time to make these changes as our habits and cycles are already broken by being pulled out of our daily life and families, and being put into a new routine in prison.

We can use the benefits of this break in our habits if we look honestly at the problems in our lives and try to plan changes to stop the pattern repeating on release. If we do not plan and think about these patterns, when we return to our familiar life, they will automatically become part of our lives again. We won't even think about it, it will be what we do.

This is another important part of the work in these workshops – to identify patterns in our lives, and to look for changes that we can make so that we can improve our lifestyles.

Making Changes

Making real change in our lives can be very hard. We need to identify what we are doing wrong and what we need to change before we can even begin the process.

There are a number of ways to make change easier.

It is easier to make real change if:

- We feel strong within ourselves
- We acknowledge mistakes we have made and if possible realise why we went wrong
- We have good personal motivation for change
- We recognise our temptations and weak spots
- We plan our actions in advance
- We break our habit cycles
- We make substitutions for our bad habits

It is important therefore to focus in these workshops on areas which will help with these issues, including:

- Self-esteem
- Self-confidence
- Analysing the past
- Hopes and dreams for the long-term, medium-term and short-term future
- Looking at our dependencies
- Looking at our relationships
- Identifying potential blocks and solutions
- How to help ourselves: support structures and relaxation
- Being realistic: bite-sized plans for the first few days

Realism

It is so important that people are realistic about the problems they will face.

Trainers need to get the balance between encouraging people to be positive and hope for the best, but being prepared for some of the blocks and problems that people may well face on release, so that they have a strategy to cope and not be surprised.

This is especially important when people have trouble with drugs or alcohol – as bad surprises and shocks can send them straight back to their habitual coping mechanisms of drugs, aggressive behaviour or withdrawal. This will stop any chance of breaking these behaviour patterns. So trainers need to keep positive, but gently challenge anything that is unrealistic.

Always offer positive solutions where there are any; but keep people mindful of some of the negative situations they will have to face so that they can be prepared.

Planning

Trainers should have a plan of their workshops written out for their own use.

To begin with trainers should basically stick to their plan which should be thought out in advance. There is a natural progression of activities, and the example plan can be used in the early stages.

However, as the trainer gains experience and confidence, the plans should become a little flexible, as the conversations and discussions within the workshop will direct some of the important areas to cover. If the majority of the participants struggle with drugs/alcohol use, then the training should prioritise this area. If theft or another type of crime is predominant, then this should also take priority.

Programme Basics

Personnel and Mentoring

Trainers

This programme is designed for long-term prisoners to be trained in and undertake this work, supporting those to be shortly released. However, for some long-term prisoners, this may be too emotionally difficult, as discussing release issues when there is no chance of their own imminent release can stir painful longings and home-sickness. Therefore, prisoners who are put forward as trainers must be in full agreement and feel comfortable with the task they have been given. They must also be given the option to leave the programme if they find it is too hard personally and emotionally.

It is encouraged that having undergone the initial training, new trainers start by sitting in with more experienced personnel in order to watch the process before they begin to facilitate on their own.

It is expected that there is a certain amount of trial and error; and if the main principal of non-judgmentalism, supportive atmosphere and encouraging participation are followed, then there is little harm that can be given even if the programme is not as positive as it could be.

Officers

Participants should be able to speak openly about the fears, and as such, Prison officers should be selected to accompany these programmes who have a good rapport with the prisoners.

Officers should check that both trainers and participants are released from their duties properly and appropriately for the duration of the whole programme.

Participants

The optimum number of participants is 10 – 15 people, who should be consistent throughout the programme. It is not helpful to add new people half-way through a programme as this will disrupt the vital relationship building that will happen during the course, and will force you to repeat parts and waste time unnecessarily.

Timings

The longer the programme, the more beneficial it will be. Programmes should be a minimum of three sessions of two hours, in order to achieve some value.

The best time to do this work is within two weeks of the release date. This gives time to consider the content of the training and make plans; but is not so distant from the release date that any plans seem unrealistic. It is not advisable to do this work with longer than one month left to release.

Location

An appropriate venue that encourages positive participation should be used.

Chairs should be set out for maximum participation benefit – thus rows of chairs are not useful as some people will have their backs to others and there is the implication of hierarchy between trainers and trainees, which should be avoided.

A semi-circle of chairs around a white-board/flipchart is most effective.

Resources

There are some limited resources required for this training. The more resources, the better the training can be; but it is important that some art materials are accessible: ideally, large pieces of thick paper and coloured pastels or crayons, pens and paper, white board and markers/chalk board and chalk with good cleaners, materials to put the drawings up on the walls, both in the training room and then in their cells where they can study them further for personal reflection.

Music is very valuable, especially for meditation and relaxation. The use of a CD player, and gentle music is very helpful.

Review Meetings and Support

There must be the opportunity for trainers to meet together for **review meetings** at additional times for support and evaluation.

These review meetings are the equivalent of group supervision sessions and are very important to ensure quality control as well as support for the trainers.

Trainers need to meet together to share problems and solutions and gain each other's ideas. Some issues may have to be challenged by the group if they feel a trainer has not dealt with something appropriately. This is where trainers learn more about how to conduct the session better, and learn through admitting mistakes and asking questions.

The importance of these additional review meetings cannot be over-emphasised – in other words – they should be compulsory throughout the training schemes.

Prisoner-participants may need additional support if the sessions have thrown up major issues which they do not feel able to address within the larger group. This opportunity needs to be made available to them for follow-up with the trainers and/or welfare officers at other times.

Section Two:
The Workshops

Beginnings

Before the first participants enter the room, the trainers need to set it up ready for them, getting the chairs in a circle around the black/white-board, with the papers and colouring tools set out.

Icebreakers

Useful exercises include: (See Section Three for details of how to play each game.)

- Name Meanings
- Name Crossword
- Balls
- String
- Labels
- Self-portrait
- Interview
- Truth and Lies
- Who's Who
- Human Bingo
- Personal Objects
- Creative Play Objects
- Fruit Bowl Game

As previously stated, the group needs to feel emotionally safe together, or else they won't be able to think honestly and carefully about their situation and learn how to move on.

We need people to know that they will not be judged or criticised, and they need to practise speaking in front of others so that they physically and mentally relax. So the first thing the trainers need to do is to relax the group, and make them feel confident to speak in front of each other. This is done through icebreakers. Examples of ice-breaker games can be found in Section Three of the manual.

Name games can be useful introductory exercises as they achieve at least two important things:

- In the context of prison or other institutional life – it is a really important aim to re-humanise people before they go back home. Learning and exploring names are an

important way to re-humanise someone and make them feel an individual person who is valued.

- Names games also get people talking in front of each other but in an emotionally safe way, because there is no chance of being wrong about their own names. Trainers must make sure no-one is teased or made fun of because of their name or their lack of knowledge about it, and should be as positive and encouraging as possible about everyone's names.

Energy Games (such as Fruit Bowl) help with relaxation too, as when people concentrate on a physical activity, they worry less about what other people are thinking; so balls games, or introductory exercises where participants have to get up and move or play active games are very helpful in relaxing people, and building trust between people.

In a prison setting people may need encouragement to get moving as they are unused to this kind of activity and may feel especially intimidated to begin with. However, this kind of active game pays off as people will then be used to participating, and the energy levels will be higher which also makes better participation. Discuss this in your Training of Trainer sessions as you experiment with active games and how people relax and begin to smile and feel more comfortable with each other.

Written icebreakers (such as Human Bingo and Who's Who?) can be useful, but you need to be aware of literacy issues – maybe not all participants will have the ability to read and write easily; and there will be the issue about getting photocopies too.

But **interviewing** each other can be a useful exercise which doesn't need much, if any, writing; and when people introduce their neighbour to the group, it gives them the experience of speaking in front of the group, and also encourages everyone to value each person and get to know them a little more.

Useful Information to get from the participants is:

- name
- area they live
- family members
- job
- hobbies
- reason they came to prison*
- time remaining before release*

The last two are particularly important to the trainers as you need to know that the participants are appropriate and have not got too much time remaining before release; but also how to support them in their personal plans by knowing what issues they may struggle with on release. This is especially important relating to drugs or substance use, and if the majority of prisoners struggle with this issue then a section of the workshop should be devoted to this subject alone.

Ground Rules

Time permitting – it is a good exercise to look at ground rules for the workshops. This is a list of consensual rules, thought of and agreed by all of the participants about an acceptable code of behaviour i.e. how they would like everyone to be treated. This should be done as a group exercise so that a list of rules is not presented by the trainers themselves – thus looking like a hierarchical issue, but that the group can freely say how they would like others to treat them as well as how they promise to behave during the workshop.

Ground-rules should include things such as:

- Respecting each other.
- Listening to each other.
- Not criticising each other.
- Not judging each other, especially with crimes they have committed as this is unhelpful to the rehabilitation process.
- Confidentiality is also important – so people agree not to spread anything that they have heard about each other in the group to those outside it. This is important so people feel free to discuss without worrying about gossip.
- Having fun: It is important to aim to include having fun as part of the workshop rules! It is an important aim for the trainers to get such a comfortable attitude that people can laugh together and share a good time; not a boring stressful time. People learn best when they are relaxed and when they enjoy themselves – this is the best time to learn well.

Ground-rules should not be the very first exercise as the participants will be too tense to think of anything other than negative rules and may not contribute at all. This exercise can be done after an initial game or introductory exercise.

Opinions Games

- Circle Games: favourite colour; favourite animals
- Agree/Disagree

These can be used as a break between emotionally 'heavy' activities, or as ice-breakers, and are important to foster the tolerance of differing opinions, and give people the courage to express a different point of view to someone else.

The Journey / Cycles of Behaviour

As discussed earlier – the aim of many of the exercises is to look at:

- How we got to where we are - (who are we, and what experiences have we had that have shaped us?)
- What are, our reactions and our habits, and what directs them?
- Where do we want to get to in the future?
- What changes do we need to make to get there?

The following exercises are useful in exploring these issues. Further hints on use can be found in Section Three of the manual.

The Journey to Now

Useful Exercises include: (see Section Three for more information)

- Personal Shields/Flags
- Who Am I?

The above exercises can be used to explore through art and drawing about our own personal likes and dislikes, beliefs, values and skills that we possess. They help us to look at what is important to each of us in our lives, whether it is family, hobbies, drugs, faith, etc. It is important to encourage people to be individual about this and make sure that people do not copy each other or the example version.

- Life Journey
- Tree of Life
- Life Measure
- Life Graph
- Highs and Lows
- Life Review
- Life Collage – using magazines and glue

These exercises look at what has brought us to this moment in time. If there is enough time then all of these can be used. The ideal resources are plenty of colours and large papers so that they can go into as much detail of their journey as possible, and enjoy being creative.

Be prepared for some people to find this emotionally difficult. Note anyone who looks as if they are struggling or hurting, and repeat your offer for ongoing support after the sessions privately or to the whole group.

Tell the group how long they have to complete each exercise as we found that without this they finish too quickly and rush the job, whereas when they realised they had longer, they took more time and effort. Show examples so that the exercises are clearly understood, but make sure they know - repeating many times - that this is only an example, and each picture should look different as each person has lived a different life.

Feedback time
Allow plenty of feedback time for these activities.

I always reckon that **with one of these types of drawing/written exercises you need at least three times as much feedback time for a group of 12 – 15 as the creating time,** and more feedback time for each additional participant. If you have more than 20 – which hopefully you will not, you may want to split the group into two for feedback to save time.

So for example, I would give ten minutes to do the picture and half an hour to feedback. You must gauge whether the group will take time to explain things, as some groups are particularly quiet.

You will get an idea of the group after the first few exercises, so don't worry if in the first session you have your timings wrong. If the group needs longer, it is best to take this time, so that each person is respected properly and those at the end are not rushed.

Self-Discovery Exercises: Who Am I?

Useful Exercises include:

- Self-portrait
- Mind Map
- Skills Inventory
- SWOT Analysis
- Luggage Labels
- Personal Baggage
- Something That…
- Juggling
- Aspects of Self
- Public and Private Masks
- Good and Bad
- Positive Qualities
- Emotional Creatures
- Personal Landscape
- Prison Life:
- Dustbins and Trunks
- Hands and Feet
- Advertisements

This section is very important and can be interspersed within the other sections.

We need to constantly remind ourselves of our skills and abilities in order to gain enough strength to fight off negative thoughts and influences. Many of these exercises can be used as part of other sections too. I simply put them here as a useful category, but they can fit anywhere in the training.

Self-discovery includes understanding our own opinions on things, valuing our own experiences; allowing ourselves to have our own values which may be different from those around us. Where we have had a positive upbringing, these things may be obvious, but to those who have been treated as if they were of no consequence, either by society or by the family and those around them this is an important issue. Where our beliefs are against the norm, we might feel marginalised and outcast. We need to re-build a sense of self-worth, and that includes being allowed choices that are different from others around us. Only if we value ourselves can we have the strength that is needed to fight to make positive changes in our lives.

Many negative cycles come out of a sense of despair or hopelessness, and if we do not combat these feelings then we will have less chance to make positive changes. We also need to acknowledge that in some areas of society the hopelessness is so deep, through poverty, lack of opportunities, war, oppression or other social factors, so that climbing out of the pit of despair can be an almost impossible task and that however much people want to make positive changes, their lives are extremely hard and their escape mechanisms such as drug or alcohol use might be their only relief.

In this section we can offer the chance to look at negative issues and deal with them creatively. The problems we all carry around with us can be brought out into the open and studied. The dustbins and trunks and the baggage exercises can be very positive to look at what unnecessary stresses and worries we carry with us. Some of these visual and practical exercises can have a very powerful psychological impact.

Look through all of the exercises and experiment with them as a trainer before you use them with others. You need to understand the impact they have on you and what they are each trying to achieve before you use them in a group context as you will find it hard to feed back and draw conclusions for people about the exercise if you have not studied it first. Maybe stick to a couple you feel comfortable with until you are more confident.

Discuss among other trainers the exercises and what they gained from them too in order to gain further insights into how to use them.

Thinking About Release

Useful Exercises include:

- SWOT Analysis
- Hopes and Fears
- Ambitions
- Dreams
- Mountain Climb
- My First Few Moments
- Cartoon Strip – what I'd really like to do if life wasn't real!
- Jelly Babies
- Control

Part of the main aim of the training is to end by having a practical plan of action for release. This requires that people have thought through what it is actually going to mean to them to be released.

You need to do an introduction which explains that when they are released they will be going back into circumstances they have left abruptly. Ask them to think about when they left; what relationships did they have, what were their conversations, what was their life like.

They were travelling along a road in their life – for good or for bad, and then prison came chopping down into their life and it was as if a big hand plucked them off the road and dropped them into prison. Now they will be dropped back on the road again. Ask them to think exactly what their life was like before they came here.

This is useful to do just before they leave a session so that they can think about this over night when they are alone.

The cycles of behaviour and habits that are made up over years are suddenly broken into when people go into prison, even for a short time. This can be a really useful time in someone's life. Prison is not necessarily all bad. Sometimes, the shock and break in habits of prison can give people the opportunity to change which they would struggle to find at another place in their life. But they have to seize that opportunity and make the most of it.

This is what this section is all about. Prison can be a massive change of direction in their lives – but it depends on how they respond when they leave; they can just continue on their path as if nothing had happened and then this opportunity is lost; or they can use the break in habits to try and change their patterns of behaviour.

Often people have not thought about their lives constructively; they have not stopped in the daily routines to think what they are doing or where they are going. It is important to look at hopes for the future in order to try and make positive changes and take control back over events which seem to run us. When we have aims and goals, we can try to control what we do in order to work towards them and achieve these. This is part of the action planning – to have different levels of goals.

We aim to have a distant goal or dream which will make people feel that they have something good to aim for. Realistically this will not be achievable until the long-term, but hoping for something really good to happen gives a positive attitude to more short-term goals, and they may well make some headway towards their dream if they have enough courage.

They might assess that they cannot achieve their dreams where they are and in their circumstance – so then, are they going to change their dream, or their circumstances?

But they should also develop short-term goals that are more realistic in their situation. These may be tiny changes – such as developing more positive relationships – not beating their children, not taking so much betel etc; or larger ones such as further training, a change in job or area where they live.

Important
In addition to the above exercises, this section should include simple group discussions around the issues involved in being released. The **SWOT analysis** is the most useful of the above exercises to help with this discussion, but make sure you include:

- What stigma will they face when they go back?
- What are their fears and worries about returning home?
- What blocks will they face when they return that may hold them back from going straight?

Maybe they can discuss this in small groups of three and four, and then come back to the larger group to discuss this further.

This basic discussion is more important than any of the above exercises to make sure that their own fears and worries are dealt with openly. It will be reassuring that others share the same concerns that they have probably privately worried over for a while.

Relationships

Useful Exercises include:

- Stick People
- Relationships Chart
- How Others See Me
- Good versus Evil
- What Others Want
- Role-play: first conversations; arguments; etc.

- Trouble-spots
- Friendships
- Siamese Twins: Group sculptures
- Inheritance: family traits
- Playing with Children
- What Families Need
- Breaking the Cycle of Hurt
- Best Moments: precious memories drawn, acted or spoken
- Things I Love; Things I Hate
- Painting in Pairs

Communication Games:

- Blindfold/back to back drawing
- Draw a Conversation
- Chinese Whispers

Relationships are a key area where most adults have some problems, and those who have difficulties in their lives often have more than most.

Also, when people have been away for a period of time then the relationships need to be rebuilt. As prison usually comes after a period of trouble in someone's life, there is a good chance that relationships were sour before the person went away.

Yet good relationships can be the key to successful reintegration into life, and positive changes. Support from important people can make a crucial difference; many times people who have successfully come off heroin have said it is because of important relationships – likewise when these go bad, they often go back on to heroin.

So firstly people need to analyse what their relationships are like, and this can be done effectively using the **stick person chart** and the **relationships chart**. How do they see their relationships? Again, it is useful to ask them before the end of a session to think about their relationships, their last conversations and usual behaviour over night, so they can come back with some thoughts and reflection the next day.

It may be useful to divide people into small groups with similar families, so the single men can be together, married men together and those with children together; but even so, the difference between circumstances will be great. Some married people will be very happy, others despairing.

Role play and drama can be very helpful here if the group is willing and time permits. Role-playing trouble-spots and flashpoints (what things trigger an argument or anger?) can be useful so that people can discuss other people's points of view. Trying to get the person to see the relationship from another view point is also helpful.

Encouraging fathers to develop relationships with their children is also very important. Talk about how they can break the cycle of poor communication that they might have had with their fathers. What did they enjoy about their relationship with their fathers, and how would they have liked it to be better? How can they make a difference to their children? How do their wives and children see them? Are their wives and children afraid of them? How can they change this?

It is important to talk about the necessity of **proving** that you want to make a change, not just expecting others to believe it.

For a wife who has always been beaten, she will not believe any change until she **experiences** that his behaviour is different. And more than that, she will not feel safe with him, if all he does is **not** beat her. She will always be waiting for the next beating. He must go one step further and be positive with her for her to begin to relax with him. The same is true with children who are afraid. But it is never too late to try and mend relationships, and this is an area which is crucial to happiness in life, as bad relationships make everyone feel depressed, and are often the trigger for drug/alcohol use.

Teaching men to communicate their feelings with their wives is also crucial, so that the wives can try to help them in their changes; but as I already said, don't expect the wives to believe it until you have proved the changes. This is one of the hard things coming out of prison – it is not enough just **not** to do bad, you need to **actively undo** some of the previous troubles by doing positively good things.

Some of the communication exercises look at how easy it is to misunderstand each other, and these are important lessons in communication between families where people have to learn that most problems start from accidentally misunderstandings which then grow into bigger problem.

Patience, tolerance and seeing the other person's viewpoint can go a long way to mending broken relationships. And the satisfaction that comes from knowing the family is happy can also be healing for the man.

Drug and Alcohol Issues

This section can be misunderstood if it is not seen in the whole context of realistic practical change, as it might look to an outsider as if we are promoting drug use by including the positives drugs can give; but it is crucial that people seek to find an alternative to the pleasure or relief that drugs and alcohol gave to them for them to have any realistic chance of staying away from the drug on release.

Useful Exercises include:

- Drug Journeys: how I got to where I am
- Positives and Negatives
- Why I Use: what I want and what I gain
- Bottling It: alcohol cognitive-behavioural analysis exercise
- Replacements – in time and benefit
- Breaking the Cycle: what I usually do and what I'm going to change
- Snakes and Ladders – positives and pitfalls about staying clean

To work with drugs issues in more detail – please see my **Seeking Solutions Manual**.

These exercises are designed to give a basic study of why people take drugs – what they want to get out of using drugs and so how they can replace this drug use.

If they do not acknowledge the positives of drug use, then they will not realise why they take it, and then not be fully prepared for what to do when they are tempted to re-use. This is such a massive area of work that it is hard to include here as simply another exercise; yet it is crucial for many people in prison to address this.

Firstly the person needs to decide if they truly wish to make this change. We cannot condemn them if they do not wish it; we all make choices others disagree with in our lives. But we need them to be honest about it, with themselves and us, or we will waste time that can be spent more helpfully on others.

We need to establish why the person uses their drugs, in order to find an alternative that might help them. We need to see what place that drug holds in their life, and how it affects their lifestyle, their relationships, their health and the law.

Sometimes the solutions to drug use are practical. One man in Welikade prison previously used illegal drugs to help him with undiagnosed epilepsy. While in prison he was diagnosed and given prescribed medication. Now he has no need for the illegal drugs and he plans not to re-use when he leaves. This is a fortunate example of a practical solution; most people are not so lucky.

Often drugs or substances are used as a crutch in someone's life, to aid them in the painful task of living, either as an escape or to give them strength to cope with problematic areas or boredom. In these circumstances, we cannot expect them to give up this crutch easily without some kind of emotional replacement.

Unless the problems that gave a person the reason to numb their mind have disappeared, there must be some other kind of more positive help for the person. This may be in the form of yourself helping, listening to their problems, or some practical solution, or some other less harmful form of dependency.

Often ex-smokers put on a lot of weight as they eat to fulfil their cravings for things in their mouth, but is this necessarily less harmful? A wealthy person who is trying to give up a stimulant drug may consider achieving excitement in other areas such as motorbike racing etc. But these solutions are not always accessible to most people.

We are very often harsh to ourselves in expecting us to withdraw from a needed and enjoyed activity without allowing ourselves to feel positive in another way. I urge you to be kind to yourself and the particpants. Find positive ways to feel good, little treats and healthy ways to improve our quality of life wherever possible. This may indeed not always be easy or realistic, but it is an important aim to have.

There is also a practical need for replacement as the habits of drug-taking use little rituals that also need to be replaced for someone to successfully stay away from their drug. Plan what to do in the time when you are most tempted to use.

Other issues:
Other issues such as theft etc. can be dealt with in a similar way, but I have not covered these in detail. Violence can also be looked at under anger management and aggression.

Planned violence - such as murder, armed kidnap or abductions, revenge killings, etc. - is a different issue and is a choice that is made consciously, rather than a compulsive action such as much drug use and violent response. This can be looked at as one of the choices the participant has to make when they are released.

Compulsive behaviours are harder to change as they need to have the cycle of habitual response changed.

When Things Get Tough

Useful Exercises include:

- Self-protection (drawing body, and how to preserve yourself – what you can do when you are stressed, relaxation, hobbies, anger management)
- Body Armour – as above
- Safe Spaces
- Survival Needs
- Successes
- Island Escape – draw a desert island and show what you are escaping from and what you would find to help you. Who would you choose to be with you?
- Monster Fears
- Super-powers: what you need to overcome any issues
- Role-play
- Masks
- Discussions
- Support Structures

Anger Management:

- Drawing anger
- How to stay cool
- What winds you up
- Boiling kettle
- Stages of anger
- Expressing anger safely
- Role-plays
- Masks

Again, one of the most crucial issues in this training is being realistic to pre-empt and plan for any possible problem so participants are not shocked and de-railed by them.

With careful study of their lives in the earlier sessions of the workshop, they should recognise problem areas. These can be looked at as a group with the above exercises, in order to plan some strategy for dealing with them when they arise.

Even if the participants do not raise these issues themselves, there are a few problem areas which are likely to occur and can be discussed by the trainers. Few people do not have issues with anger at some point, and this can be explored, as can relationship problems and stress.

Focussing on successes and feeling self-confident can go a long way to combating the downward spiral which can occur after release, when the hopes and ambitions of keeping out

of trouble collide with the strain of real life: troubled relationships, the pressures to fight the stigma, get well paid employment, etc.

Role play and drama can be useful ways to practise positive intentions in stressful circumstances.

Anger Management

It is important to recognise that anger itself is not wrong. We should not be striving to crush our feelings of anger, or they might surface when we least expect it and most inappropriately and dangerously. The main aim is to channel anger positively and control any dangerous or anti-social behaviour. It needs to be expressed in some way to stop it being bottled up and exploding at the wrong time.

Anger management and how to keep cool when provoked can be practised to give useful coping skills for the outside world.

Skills for Life

Useful Exercises include (all self-discovery exercises plus):

- Job-skills
- Advertise your skills
- Role-play interviews, taking turns to play both parts
- Act the employer of a job you'd like and write the job-description
- Introducing yourself
- Body-posture and presentation
- Practical planning: what, where, how?
- Curriculum vitae/ résumé writing
- Selling yourself, acting as third party – broker etc. – sell yourself as a commodity, product or film to see.

These useful skills can also be looked at and practised as individual or group discussions, art, drama and role plays.

The importance of feeling self-confident in presenting yourself to the outside world should be looked at, with people practising how to introduce themselves at a job interview. Many people have not had the opportunity to explore these issues which will help them in their every-day lives and this is a wonderful opportunity to learn new skills.

First Few Days

Useful Exercises Include:

- Plan of Action
- Practising Relationship conversations
- Coping strategies

The first few days of release are key.

The cycles that are already broken by having a long or short term spell in prison have a chance to be re-shaped into something more positive; but if no planning goes into this, then it is human nature to fall back on the familiar, often negative cycles that we are used to and feel comfortable with.

Change is stressful, so we must make it as easy as possible by making a structured plan of the first things we will do on our release, the problems we will face, and how we plan to overcome these.

Example: If someone is used to drinking arrack with their neighbour at dusk, then that person has a choice to continue this tradition or to try and make changes. If he wishes to make changes, then he must start immediately or the pattern will easily re-form and change will be harder. So to make change, he has to break the pattern he has become used to. When it becomes dark at 6pm, there must create a new ritual – going out somewhere to be with a different friend, so that the temptation is not so great.

In this way he has

- recognised the cycle he created before
- thought of the obstruction to any new behaviour and when this will occur the most strongly
- created a plan of action to combat this cycle

He will have much more chance of making the vital changes and keeping to them than if he had not been through this thought and planning process.

Relaxation

Useful Exercises Include:

- Breathing
- Guided Fantasy
- Muscle Relaxing
- Safe Space
- Music

Relaxation is also very important in trying to make practical and long-term changes. We all need to relax more than we do; but many of us simply do not know how to do this.

Relaxation should be used in the training workshops for two reasons – firstly to tie the workshop to an end in a pleasant way; but also to teach key skills in how to relax yourself and others during prison life and after release.

Simple breathing exercises are very useful and help to slow down the body and mind and create a more relaxed atmosphere, or prepare for sleep. Learning to relax muscles is also important.

The use of gentle music is helpful to add pleasure and deeper relaxation, but this may not be practical. Use of music is not absolutely vital, though it is helpful.

Hobbies

Relaxation in the form of developing hobbies and enjoyment in one's life is also an important coping skill.

Many people might have discovered new skills in prison in the music or dance workshops that they should be encouraged to continue after release. Life should have some pleasurable moments in it, and they should be encouraged to discover simple things they can enjoy.

This will be different for each person - some may enjoy gardening, while others detest it! The same with music, dance or art. Encourage people to try new things to see if they enjoy them. If you have never tried wood carving, how do you know whether you enjoy this simple and cheap craft?

Not all hobbies have to be time-consuming or expensive, but add an important quality of life. Enjoying developing play with your children can also be a new, involving and rewarding hobby which can greatly add to your pleasure in life as well as benefit the whole family.

Evaluation

It is important to make some kind of evaluation of the training. This is for three reasons.

Firstly, the participants need to know that their views are important to you, and they need to have the opportunity to comment on the usefulness and enjoyment of the course.

Secondly, you need to know if changes are required for further workshops. We must be honest and open to mistakes we have made and improvements we can make for the next training.

Thirdly, positive evaluations are also useful materials to justify the continuation of further workshops.

However, sometimes there are reasons why certain exercises or methods didn't work so well in some classes compared with others. For example, the make-up of the group might not work towards some kinds of exercises, or circumstances that happen on particular days – such as the death of a close relative or friend, or a disruption in the prison that affects the group might also make a difference in the training which cannot be helped and does not require adjustment another time.

There is an example of an evaluation form in the Handouts section of the manual; however, just a sheet of paper, or the black/white-board marked up in columns with the different smiley faces showing a range of displeasure through to great happiness which people can tick as they leave can be enough to show if you have offered something helpful. This simplistic evaluation will not give you much information to make changes for the future, but at least the participants feel valued, and it is (hopefully) positive evidence that can be used to justify re-organising further courses.

What to do if…

Someone dominates the discussion:

Always be gentle and polite and encouraging…

- Thank the person for their helpful contribution, and ask others to join in.
- Deliberately face away when you ask for people to comment and look directly at others who you hope will speak.
- Remind them of the ground-rules that others need to participate and they are not allowing others any time to speak.
- If they are distressed or concerned, offer them a time to speak to you privately after the session so that they can discuss their worries without holding everyone else up.

No-one will join in:

Make sure your own energy level is high to encourage them…

- Try a more active game that gets everyone up and moving.
- Talk to them about if they want to be part of this group or would rather have their normal duties.
- Explain the importance of participation in learning.
- Remind them of ground rules (unless that is the exercise you are stuck on!!)
- Consider asking people to talk in pairs or threes and then feedback, rather than talk to the whole group – maybe they are just shy.
- Don't be afraid to change or ditch an activity if it doesn't seem to be working.

The room is unsuitable:

Make sure that this issue has been raised before the training begins.

- Make the best of it for that session, but then speak to an officer and preferably the supervisor privately before the next session, stating clearly what is wrong and why.

People keep walking out:

- Speak to the person quietly to see if there might be a personal problem. Maybe they are unwell and need help, or distressed by some of the discussion and this needs to be followed up at a different time.
- Remind people of (or add it to) the ground rules.
- Explain gently that this is disruptive and discourteous to others who are trying to participate.
- If they persist and there is no good reason, ask them to leave the group and do not include them the following day, as they are disrupting the group learning.

The participants are not released from duties:

Make sure that this issue is raised already before the training begins.

- Speak to the officers about this.
- Ask to speak to the Superintendent and explain politely how disruptive this is for the others.
- Check at the beginning of the training to see if there may be a problem with this.
- Participants need to choose to be part of this training for the whole period – not just when they feel like it. Make this clear from the beginning and check commitment.

Example Programme Plan

This programme is only included as an example. It may be a useful guide to begin with, but as you understand the issues more clearly, begin to use additional material from other exercises in the manual and your own experience. There is no definitive guide: it is only what may be helpful for people that is important.

**** all timings are very approximate, and if the group discussion is useful allow it to go on longer, and miss out another activity.***
~ can be omitted if running short of time.
 # Important: make sure there is time for this session before you end.

Session One – 2 ½ hours

Introduction to programme ***10 minutes****
(Why are they there? What do you hope they will achieve?)

Name Crossword: ***20 mins****

Interview each other in pairs and feedback:
5 mins each for interview + 20 mins feedback = 30mins*

- Name
- Area they live
- Reason for conviction
- Time remaining to release
- Favourite food
- If they were an animal, what would they be?
- Something they hate (e.g. insects or world injustice etc.)

Ground-rules Discussion ***10 mins****
Written up on paper so that it can be kept for the other sessions as a reminder.

Personal Shields ***10 mins drawing + 30 mins feedback = 40 mins****
A3 paper and art materials

~Release Issues ***10 mins + 10 mins feedback****
Small group discussion
Fears and concerns

#Preparation for Next Session ***10 mins****
Discuss issues they have to think about:

- What their life was like before
- If they want to make changes
- Relationships in their lives
- Other issues to do with their release

Relaxation Techniques **10 mins**
Learning to slow down breathing and relax muscles. (preferably with music)

Session Two – 2 ½ hours

Icebreaker games: ***20 mins****

- Name Game: 3 balls made of screwed up paper
- Pass the clap
- Pass the imaginary object
- Fruit bowl

 # Life Journey ***intro + 10 mins, then 30 mins feedback = 50 mins****
Art work looking at the life path with crucial turning points, both good and bad.

~ Future View **20 mins***
Draw or discuss a hope or future goal.

 # SWOT analysis of release issues ***50 mins****
Small group discussion and then group feedback. This is an important section to spend time on.

 # Preparation for Next Session ***10 mins****
Looking at importance of relationships and drug/alcohol issues in preparation for the next session. Special consideration to:

- Key relationships in their lives
- Last conversations they have had with these people
- Trigger points in their relationships where there is often trouble or arguments
- How the other people see them
- What place drugs/alcohol might have in their lives
- Thinking about a plan for the future

Session Three – 2 ½ hours

Icebreaker games ***20 mins****

- Circle games: if I had a million rupees; if I had one wish… etc
- A physical activity (opinion game?)
- Communication game: back to back drawing etc.

Relationships ***40 mins****

- Relationships chart
- Stick people exercise
- Discussion around relationships; how they are seen – what they need to do to mend them; issues included in this section of the manual.
- Role play scenarios if time (if section below not needed)

Alcohol/Drug Issues: ***80 minutes****
(This section can be changed if there is another issue that stands out for the group)
Good and bad things about their drug

Why they use?
Replacement
Practical plan of action

Preparation for Next Session ***10 mins****
Thinking through a plan for their release, especially the first few days.

Session Four - 2 ½ hours

Icebreaker Games ***20 mins****
Trust exercises – falling back
Blind walk in pairs

Safe space ***10 mins* no feedback***
Draw a safe space, imaginary or real that you can use in the future for cooling down and feeling secure.

Plan of Action **10 mins and 20 feedback***
How to move forward – the first few days…

Problem Busting… **20 mins***
Group discussion
Use issues that have already arisen and follow them up further.
E.g: Anger Management

Self-esteem **20 mins***
Skills inventory – feeling good about yourself

Practical Skills **30 mins***
Role-play or drama: interview techniques etc.
Other relationship issues if follow-up needed from previous day, anger management etc.

Relaxation **10 mins***
Reviewing and using relaxation techniques – preferably with music

 # Evaluation of Programme **10 mins***
Verbal discussion and written/drawn exercise

Section Three:
Games and Exercises

Icebreaker/warm-ups

Name games

Name meanings: can be done as part of crossword game. Each person tell the group anything you know about your name, what it means, why you were given it etc.

Name crossword: on flipchart paper, white or black-board, each person write their name, but joining it on to another name by using one of the existing letters. All the names will be linked together showing how we are all linked in many ways.

Balls: in a circle throw a ball to someone and call your name as you do so. After a while, change so that each person calls someone else's name and throws the ball to them. To become more confusing and fun, add additional balls so there are several balls travelling at the same time.

String: call someone's name and throw the string/toilet roll to them holding on to it yourself. They continue to call someone else and throw the string/paper to them, and so on. Eventually there is a mess of paper/sting but everyone is linked together.

Labels: design your own label with your name in fancy writing and symbols for who you are.

Self-portrait: draw/paint a self-portrait including things that show your hobbies and things about yourself e.g. tennis racquet.

Interview: in pairs, find out everything about the other person and then introduce them to the others later. Can be a prepared list of questions to fill in. (see handout)

Truth and lies: each member of the group says three things about themselves, two true and one lie. The others have to guess which is the lie.

Who's Who: interview in pairs, write down your partner's answers and then feed back, introducing your new friend to the group.
Variation for when people know each other well; to be filled in alone and stuck on the wall. Everyone has to guess who it is. (See handout.)

Human bingo: prepare a sheet with boxes, showing interests, personality likes/dislikes, etc., e.g. someone who has visited India; someone who likes cats; someone with asthma; someone who skipped breakfast etc. Go around the group and get someone different in each box. (See handout)

Personal Objects:
Using a personal object, tell the group something about yourself.

Creative play objects:
Using any objects supplied (or imagined if limited resources) explain something about yourself: e.g. a shell: hard on the outside, soft inside, moves around a lot, takes their home wherever they are, on a spiritual journey, likes the sea shore… etc.

Fruit bowl game:
Seated on chairs in a circle there is a person left standing in the middle. In order to get people to move, they say statements such as 'everyone wearing glasses' or 'anyone who likes sweets' or favourite music/football team etc. or any insignificant thing which links people. All those who can agree have to get up and change places, but are not allowed back on to their own chair. The 'odd one out' has to try and get a chair leaving someone else in the middle. A fast and furious game!
*variations – with or without 'odd person out', name everyone as one of three fruits, or animals then call the name of different fruits to make them get up. When you want chaos, call 'fruit-bowl' or 'safari' and everyone must swap chairs.

Circle Games

The participants go around the circle and each person in turn expresses their opinion on a subject. Others are not permitted to comment negatively or criticise. The topics can include:

- My favourite food -
- My worst food -
- My favourite animal -
- If I were an animal I would be -
- If I were a type of transport I would be -
- If I had one wish -
- If I were President for a day -
- What I would like to find in a treasure chest -
- If I could spend a day with anyone in the world, it would be -
- If I could spend a day doing anything, it would be -
- My favourite place is -
- My ideal holiday is -
- If I could be anywhere, I'd like to be -
- If I could change one thing in my life, it would be - *
- If I could re-live one day in my life, it would be when - *

* These should only be used when the group are comfortable sharing intimate details with each other.

Opinions Game: Agree/Disagree
This activity encourages people to think for themselves and to be able to express their own beliefs. It is useful as part of self-esteem work and also gaining confidence to make changes.

Stick up the words 'agree' and 'disagree' on either end walls of the room. Read out various statements and tell participants to stand where they believe. So that if they agree with the statements they stand by the agree sign and vice versa; but they can also stand anywhere in between, depending on their view. Try and mix the statements to make sure the majority move

each time. Make sure that the statements are ones with no factual answers, so that there are no right or wrong answers; and remind people that they must respect other people's point of view. Allow discussion, but not rudeness.

- You can begin with simple statements such as:
- I like ice-cream
- Cricket is my favourite sport
- I hate spicy food
- I would love to visit another country
- I hate rainy days

You can go on to make more controversial statements such as:

- I agree with the death penalty
- Alcohol is only bad for you
- Hitting children is okay as a punishment

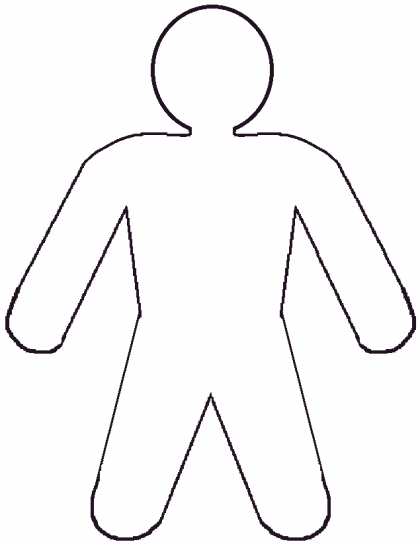
Journey to Now

➢ **Who Am I?**

A good **self-esteem exercise** is to draw a large gingerbread/balloon person, which is themselves (they could spend some time drawing a proper self-portrait).

Inside this person you write all their attributes, skills, positive feelings – anything positive that will help buoy them up.

Occasionally, with someone with extremely low self-esteem you have to start them off, and promote them a lot. I always add positive comments or prompts myself and work until there is a good healthy list.



➢ **Tree of Life**

Draw a tree with long roots, a thick trunk and branches. Label the roots as all the past events and people and experiences which have brought you to today. The trunk is the person you are now – with skills and expertise and positives. The branches are the hopes for the future.

➢ **Personal Shields / Flags**

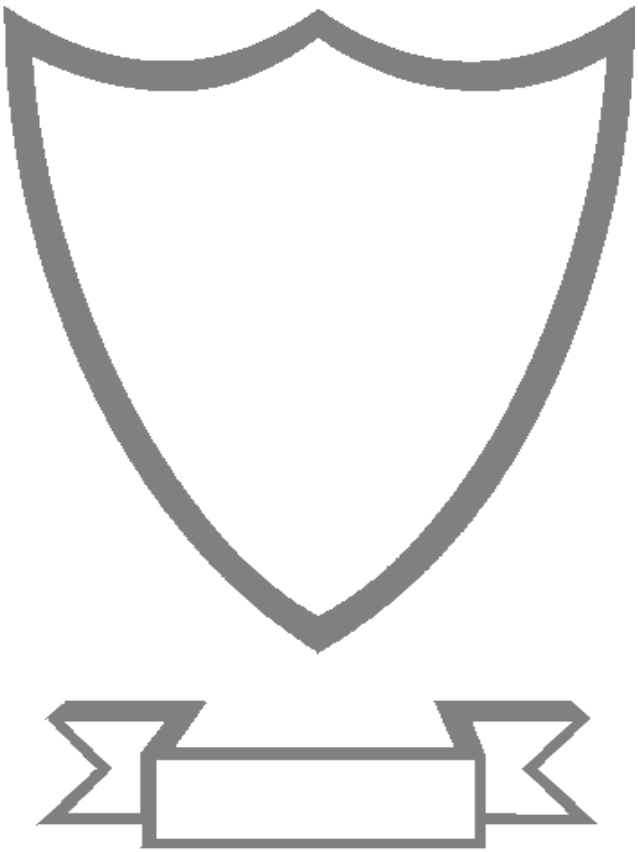
Participants can use the shield or flag ideas, or make up any shape they wish to use.

For the prisoner to think about and express what is important to them in their life, and to have these things valued by the worker.

For the trainer to gain an understanding of what things are central to this person's life.

This can also be used as an introductory activity to feed back to a group.

- Draw a shield, or photocopy and enlarge the template below. Or use a flag shape, but remind the participants they can use any shape they wish.
- Draw or write the most important things in your life. (E.g. family, friends, hobbies, faith, job, home, drug, etc.)
- Underneath, write a motto, belief, or summary of what you stand for. (E.g. "love conquers all", "live and let live" etc.)



- **Life Journey**

An important exercise to include in the training.

Draw a winding path or river. This is your life and you can write in your age at various times if it is important to you.

Along the way you face certain obstacles, boggy paths or rocks, or boulders. These are the troubles you have faced; or there may be sweet flowers, beautiful trees, and easy paths for happy times.

Make this picture as creative and as symbolic as possible. How did you get around the boulder? What events marked your path and made changes in your direction? Where was it an uphill struggle; where and why was it smooth-flowing water?

Make sure you allow enough time for feedback on this exercise. It can give useful information for how they can manage future problems when they see who they overcame things in the past.

- **Life Measure**

Aim: to give encouragement that they are not as low as they may feel. To look forward and plan some practical improvements to move them forward in their life.

0 **10**

Draw a line across a piece of paper. Draw number 10 at the far end. Tell the participant that this is the best moment they could possibly have in their lives. At the start zero is the worst moment they have ever experienced.

What might number 10 be? Write down their answer under the number 10. Ask what number they feel they are right now? Write down their answer.

Ask what the zero was – the worst moment in their lives. Discuss any issues that come up.

Ask what might be one step toward the number 10 – just one tiny thing that might move them on towards the best they can hope for. Practical issues are easier to aim for. Encourage the participant by showing how far they have come from their worst time of life.

If they can't find any way forward; ask them what is better about now than their worst time, and look at how that can be improved on.

If they are very low, use your own ideas to give genuine support and encouragement, however small the positive might be, e.g. - "you made it to today! That's great; you have survival skills," then swiftly move on to positive things about themselves and other self-confidence exercises.

- **Life Graph**

The above exercise can be done as a graph with highs and lows in life.

Self-Discovery Exercises: Who Am I?

- **Self-portrait**

Draw yourself as you wish to – either realistically, or metaphorically – with labels to explain if you want. The participants should have as much freedom, and encouragement to be as creative and imaginative as possible. When feeding back, so not allow any negative comments or criticism by others as this is very personal.

- **Mind map**

See Handouts section for an example – though it is better to draw your own.

An excellent personal assessment tool for any individual work, but can be used in this group setting to great effect.

This looks at the whole of someone's life at that time, and allows them to choose what aspect they wish to look at. It allows the full picture of their life to be visible, and for the worker to gain an understanding of where drugs, or any other issue, fits into that person's life.

A mind map begins with a circle in the middle of the page with the participant inside it – named or drawn. From this circle lines radiate to other circles. These are the primary issues/relationships in a person's life. An example is shown on the next page, but needs to be much larger than this, ideally on flipchart, or A3 paper.

Trainers lead by asking "so what are the things in your life that are most important to you…?"

Try to keep to main categories in this level, so if the person replies, "my mother's illness", you would draw a circle for the *family*, then a line and circle around *mother*, then a line for *illness*, as you sub-divide the issues. Keep asking gently "what else is important to you, what kinds of things do you like to do, or worry you…" Try to give as little prompting of ideas as possible.

The primary issues might include: release, family, drugs/alcohol, education/training/work, faith, friends, future, fears, etc. – any of the larger issues for which other things can spring off. Then from each of these circles spring off concerns/issues/relationships (not mentioning any value judgement – all things of importance to the person, good or bad). From *family* can come the different people of importance – not necessarily only close family. An uncle might be crucial to have on there as a good or bad influence etc.

If drugs are acknowledged to be a major issue in the person's life, it might be worth having a circle for this alone, as many other issues might come from it in further sessions.

- **Skills inventory**

Either using body-drawing or just words, write a list of all the good things about yourself.

Use skills, experiences, and any physical or mental attributes that you like. Use comments others have said to you ever, even if you are not sure they are true. Include every detail, however small and meaningless you think it is; and break down any larger skills into their smallest component.

- **SWOT analysis**

Strengths, Weaknesses, Opportunities, Threats: This is a business analytical tool which can be used for personal analysis of own skills, or the analysis of a situation. Divide the paper/board into four sections and write the headings. Look at the good and bad things about yourself (or the situation); then look at your hopes and fears – which might be able to be achieved but what might stop this happening. It is a great tool also for discussion and planning.

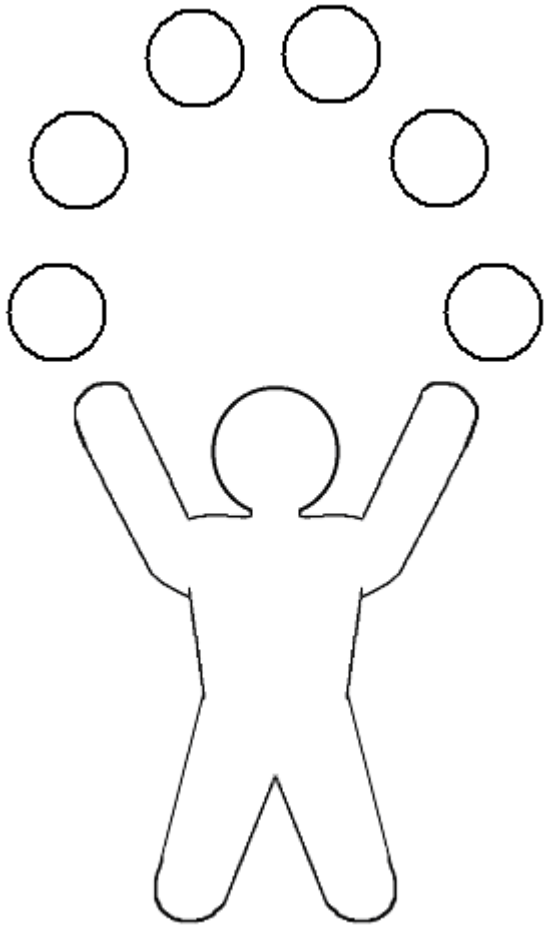
- **Luggage Labels**

Make up large luggage labels and write your name and destination – real or imaginary - on one side and on the other side draw or write all the baggage you struggle to carry with you. This can be emotional baggage, or relationships you are responsible for.

- **Personal Baggage**

Draw a whole load of bags/cases and label each one with an issue that you struggle with – maybe a flaw in your personality e.g. alcohol, anger/depression, loneliness etc.

You can go on to decide how to get rid of these burdens – where can you offload them, or how can you make them lighter to carry?



- **Something that…**

Aim: To give expression to some personal feelings, and to have these feelings validated by the worker. Also a useful starting point for understanding the individual and how they see their life.

The examples in the handout section can be substituted for any other pertinent issues.

- **Juggling**

Draw or imagine yourself juggling with many balls. In each ball write each area of your life you have to keep responsibility for e.g. job, family, parents, money, food, stigma…
How do you balance each part of your life?
What can you pass on to others to help with?
What must you not drop?

- **Aspects of self**

Make a map with yourself in the centre. You can use this about the roles you have in your life, or the burdens you carry. Draw/write the issues at different distances to yourself depending on how much they impact on your life, how much stress they bring.

Variation: You can do this also by colouring three bands across the page and marking each band: spiritual, mental and physical aspects of you. Write in each band the different parts of your personality.

- **Public and Private masks**

Draw or make a mask. On one side make the public face that you present to the world; on the other make your private face that only you see.

Discuss the difference between the faces we put on for the public to see and our own inner world. Why do we have an inner world that is different? What aspects of our inner being are better than the outside world? How do we get stuck in our roles? What changes would we like to make? How can we make changes?

- **Good and Bad**

Draw a large face across the middle of the page and fold it in half. On one side write all the positive things about yourself and on the other write all the negative parts of yourself.

- **Positive Qualities**

Make a set of cards with positive skills and traits written on them e.g. thoughtful, kind, organised, resourceful. Shuffle the cards; let each person take one and say when they have showed each quality in their life.

- **Emotional Creatures**

Draw emotions as creatures and give them life; you can make puppets and have conversations/drama, with someone else or person's worst/best part of themselves.

- **Personal Landscape**

Draw a landscape and relate it to your own personality or experience (similar to Life Journey, but without the movement or timeline). This can be city, village, beach or hill country. Use pictures as metaphors to explain parts of your character or life.

- **Prison Life**

Fold paper in half and draw bars across one side. Draw your prison personality. On other side draw yourself where you'd like to be, with your free personality.

- **Dustbins and Trunks**

Areas of your life that need sorting and organising. Trunks are for storage, dustbins are for disposing of rubbish. Which parts of your life need organising and putting away in the trunk, so that they can be used later on in life? Which parts of your life need throwing away and leaving behind?

- **Hands and Feet**

Draw round hands and feet and write positive things in each finger/toe or over whole picture.

- **Advertisements**

Make an advert about yourself (for a job, or for a wife, etc. to look at your personal or practical skills).

Thinking About Release

- **SWOT analysis**

Strengths, Weaknesses, Opportunities, Threats: As above, but with issues about release. Divide the paper/board into four sections and write the headings. Look at the good and bad things about being released; then look at your hopes and fears about what might happen i.e. what might be able to be achieved but what might stop this happening. It is a great tool for discussion and planning the next sessions depending on what comes up in this.

- **Hopes and Fears**

Draw a person being held up by balloons and being dragged down by weights. In each balloon write a hope and each weight write a fear. It is a similar, just more creative way of doing a part of the SWOT analysis.

- **Ambitions**

Draw yourself some winner's cups/trophies. Write on them what you would like to achieve and write the date on the bottom to say when you hope to achieve this by.

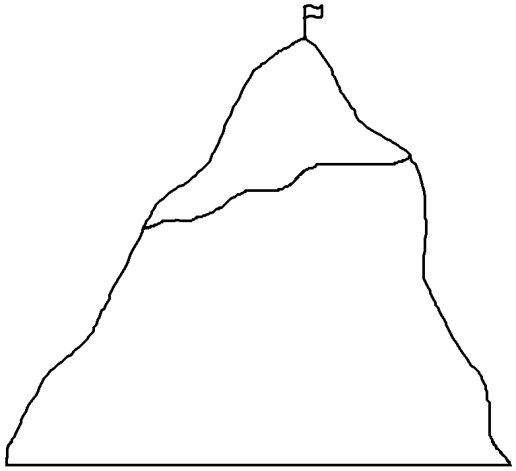
- **Dreams**

Draw, act or discuss a dream you have for the future. It can be as wild and unrealistic as you like. What might get you there? (This should only be done as a forerunner to a more realistic exercise if there is abundant time.)

- **Mountain Climb**

Aim: to encourage the participant to feel positive about their life, to see some successes and to learn how to move forward.

Draw a mountain.



The top is where you would like to be in 20 or 30 years' time. Draw a little flag right on the top, and the person you hope to be.

What does it mean for you? What do you want to have achieved? Write it in.

Where are you now? How far up the side of the mountain? Draw yourself there.

What is the very next small practical step you must take to get closer to your dream?
How far have you come? What points have you struggled with? What have your successes been?

Tell people not to be afraid if they slip a little – they can still be facing the right direction, and have to get back up and keep moving upwards in small steps.

- **My First Few Moments**

Plan, discuss, act or draw what you will do for the first few moments when you are released. This can include your first conversations and what you would like to say to anyone.

- **Cartoon Strip – what I'd really like to do if life wasn't real!**

Act out, or draw a series of cartoons to show what you'd love to do when you get out if you could get away with anything at all!!! (Not part of serious planning – and only to do if you have plenty of time to play!)

- **Jelly babies**

See the handout. Use this to describe how someone feels about something. This can also be an evaluation form for the training, even looking at how they feel about release before the training (they colour the appropriate person) and after the training. Hopefully there has been an improvement!

- **Control**

Many problems come from participants feeling that they have no control over their lives. While in many situations this is true, particularly post tsunami, it is not the case in everything.

Aim: This exercise is designed to help participants realise that they do have some control over their lives, to take more control, and to aim towards taking more control over their substance use.

- Ask the participant to rate how much they think they are in control over each issue.
- If they feel totally in control they circle number 1. If they feel totally out of control, they circle number 6.
- Discuss their feelings with them and the implications for their life.
- How can they gain more control over their surroundings?

Relationships

- **Stick People**

I find the relationships chart of stick people (in Handouts section) extremely useful.

Ask – "do you recognise anyone on there", and participants can see the relationships more clearly than they can express verbally. Or you can take a specific relationship and ask "which of these people is you and your wife….?"

Always ask what they see in the picture as it may be a very different interpretation than you have made.

Ask how the other person might see their relationships. Ask what relationship would be their ideal, again asking them to clarify what they see in the picture they have chosen.

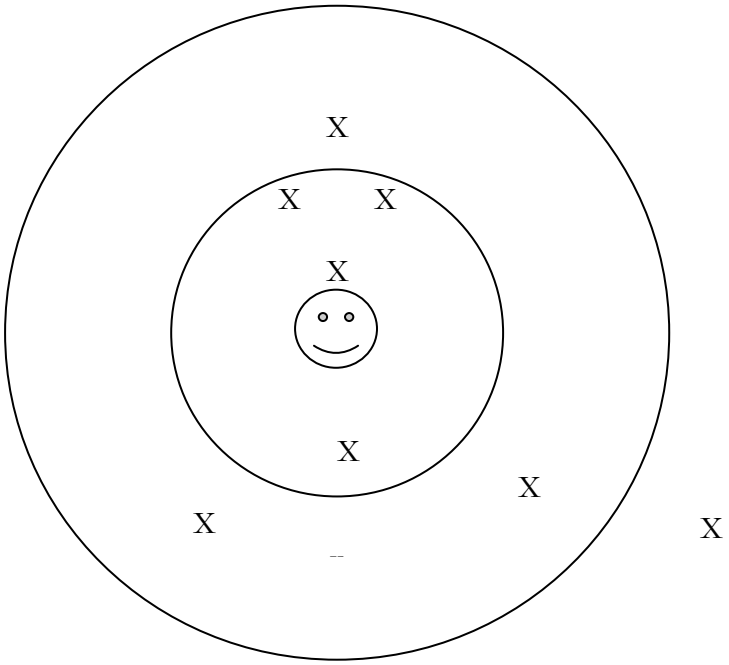
➢ **Relationships chart**

Draw a series of circles inside each other – like a target. Inside the middle circle draw a stick person – that is you! Then mark the different relationships you have in your life with other people who are important to you – for good or bad reasons. Where are they in relation to you? Close by or further away. You can use little figures, or crosses, or initials – it's up to you.

This exercise gives us a view of how we are with other people. Maybe we are very private and have no-one close by, or have lots of people near us. Neither is wrong, it is simply understanding how we function with other people. It is also useful to identify support structures too. For the trainers it is interesting to ask:

- Who would you like to be closer to?
- If you had a big problem, who would you go to for help?

If the person has no one close to them at all, then they will find it harder to gain any support. Equally it can be dangerous if they only have one person on their chart, as it shows that they rely on one person, who will probably find this to be an unbearable pressure. If that person fails in their support, then the person will not be able to cope. That is not fair on any individual to put that much pressure on them. This issue needs to be highlighted, especially where drugs are involved, as someone is likely to re-use if they feel let down by their sole loved one.



➢ **How others see me**

Draw a picture of how others see you, or discuss this issue.

This can also be done as a **tableau** – where the participant uses others as actors who stand as models ready for him to sculpt them into posed figures to illustrate a point. They stand still while he moves their arms and legs and tells them how to have their faces and body-posture, so that he sets up a scene like a photo of how others in his family sees him. This is called a tableau, but is like a photo – a snap-shot of one moment in time. This technique can be used for many other exercises too.

- **What others want**

As above – depicting what others might want from you. This can be drawn as pictures, or written or simply discussed.

- **Role-play: first conversations; arguments**

Discuss in pairs or threes what usually sparks arguments in your home. How do you think your wife/family/friends will react when you come home; what might tensions be?

Each person should take a role and act out what might happen. If there is an extra person, then the person whose situation you are enacting stands back and watches.

After the first time through, go back and see what changes you can make to improve the situation. Everyone can comment – telling each character – "try saying this – or doing that" to see if you can find a different way for the conversation to go without conflict.

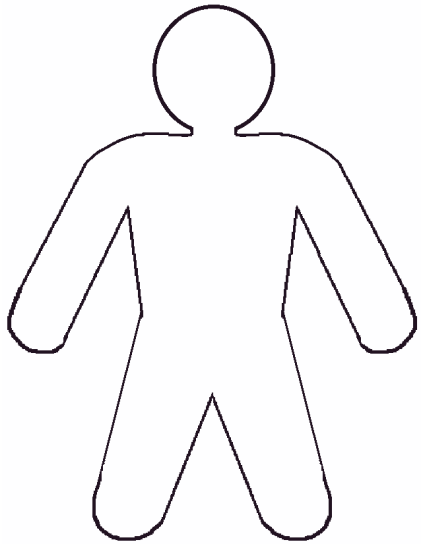
If there is enough time, re-enact this in front of the larger group and allow everyone to give advice.

De-roling: This is very important in using role-play. People can get stuck in their roles and others can tease them about what they did acting in a role – which is not fair and can inhibit people from acting well another time.

After using role-play, everyone should go around the circle and say something about who they are – even as simple as 'My name is_____ and I love ice-cream'. They can also take the opportunity to say 'I do not agree with the things I said in that exercise – it was only a role/ I was only acting,' just to make it clear.

- **Good versus evil!**

For those who feel they have no friends and the world is against them. Using the body of the self; use the outside area to write down all the people who they feel are against them.



On the inside write down all the people who care about them. Those who are important write/draw larger. Use yourself if you are struggling for numbers.

Do not use this exercise if there is no-one to support this person as it may highlight their problems, but in most cases they had not realised how many people really cared or would stand up for them. It can be friends, acquaintances… anyone to boost their confidence. You can also look at the importance of those outside the body – does it matter what they think? Who are they anyway?!

- **Trouble-spots**

Draw your home. Highlight any physical places where arguments mostly happen. Label what kinds of things you argue over. If there are no particular places, then write around the edge about the problems and issues you argue over.

- **Friendships**

Draw a friend and their qualities – draw an activity you enjoy doing with them or role-play it.

- **Group sculptures / Tableaux**

A tableau or group sculpture is where the participant uses others as actors who stand as models ready for him to sculpt them into posed figures to illustrate a point.

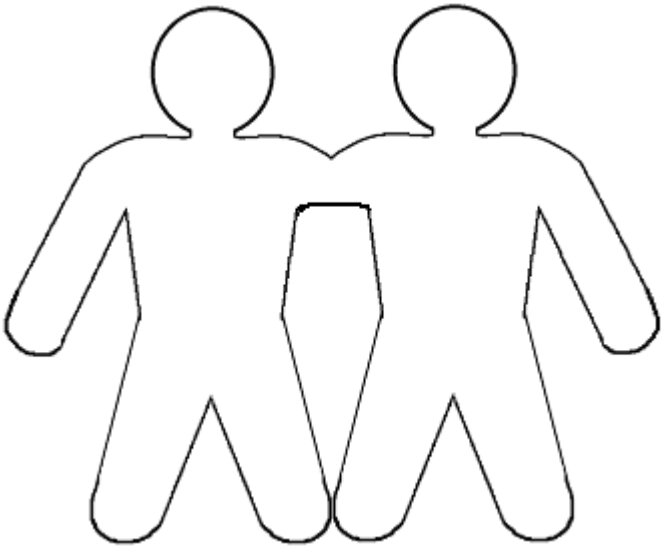
They stand still while he moves their arms and legs and tells them how to have their faces and body-posture, so that he sets up a scene like a photo of how others in his family sees him. This is called a tableau, but is like a photo – a snap-shot of one moment in time.

This technique can be used for many other exercises too.

- **What families need**

Write/draw a shopping list of the needs of families. Don't just include physical things – include emotional and spiritual things like 'love, respect, laughter' etc.

- **Siamese Twins**



Draw yourself and your wife/friend as Siamese twins and what characteristics and interests, both good and bad, that you share together.

- **Inheritance: family traits**

Draw a family tree; but where the lines link people, write in the characteristics and traits that you share with your parent/child/sibling.

Which of these are good traits that you want to continue; which are bad traits or experiences (not communicating; always out; always drunk; always shouting etc.) that you don't want to pass on to your children/grandchildren.

How can you break the cycle?

- **Playing with Children**

Discussion around how to play with children. Discuss children's games you used to play, or you have heard about. How can you make a better relationship with your children? Practise playing some of these games.

Learn to tell stories with silly voices, and crawl around on the ground. Learn to lose your inhibitions in order to be at their level.

Discuss the value of fathers – what you missed in your own childhood.

- **Breaking the cycle of hurt**

Write down something that hurt you as a child. Trace back the process that led up to that moment – who did it; why did they do/say it? What could they have done that was different?

Think of a time when you have been told you hurt someone. Follow the same process. What could you have done differently? How will you change in the future?

Think through some of the arguments you have in the home: Who started it? What were they feeling? Think carefully. Maybe no-one started it but each person felt hurt by something from before, so we all act aggressively or defensively.

What can you do to break this cycle of hurt? How can you make a new beginning when you come out of prison?

- **Best Moments: precious memories drawn, acted or spoken**

Think through your favourite memories. Draw, act or discuss them. Write a poem about how you felt. Take a moment to enjoy that memory and relive it in your quiet moments. Enjoy the positives in your life.

- **Treasure box**

Close your eyes and make a mental treasure box; you can draw it to make it more real. Draw or make your favourite moments, and imagine putting your favourite memories in the box.

Savour these times; use them when you feel low. Imagine opening your treasure box and seeing all your precious moments – nice things people have said to you; a beautiful sunset; your baby's first smile; your wife/family being loving to you.

Add to this treasure box every time something good happens to you – however small it is. Keep a note of nice things people say or do, or beautiful things you see.

- **Things I love; things I hate**

Fold a paper in half. On one side write things that you hate in life, and on the other write things that you love. This can be done more creatively by making a butterfly painting, or any double-sided object and using the two sides for the opposite feelings.

- **Painting in pairs: sharing the paper to see reactions**.

Using one piece of paper, draw together in pairs, with no discussion about how you will do this – first doodling, then if you wish, with a theme, to see how you decide what space you will each use. How do you feel if the other person draws in 'your' space? How do you feel about drawing over each other's lines? Discuss the emotions that this raised.

Communication Games

These activities demonstrate how hard it is to communicate accurately to others. We all add our own perceptions and belief and come out with a radically different understanding from what was meant. Yet we will swear that this is what was told to us!

These show how much communication can be dangerous to believe over important things, as no malicious intent changed the meaning, only human error. And so it is within our relationships, that human error can make big misunderstandings and unnecessary hurts.

- **Blindfold/back to back drawing**

In pairs, one person describes a drawing or scene to the other, who has to draw as precisely as possible. The speaker cannot see what the drawer is doing until the end.

Variation: the trainer can describe a picture from the front and each person tries to copy it exactly as they understand it.

- **Draw a conversation**

Talk together and write notes on what you think you both said. Compare notes to see the difference in each of your understanding of the conversation.

- **Chinese Whispers**

Standing in a circle, whisper a phrase in the ear of the next person, who has to pass this message on quietly to the next person. If they genuinely haven't heard, repeat it, otherwise only say the phrase once. At the end of the circle speak the phrase aloud and compare how it has changed.

Drug and Alcohol Issues

The aim of this section is to look honestly at personal drug / alcohol use in order to make practical plans to help people stay in control after release. The first issue is whether people actually want to stay off the drug.

These exercises all go together to look at the personal situation around drugs. Although drawing and drama can be useful, group discussion after individual and small group thinking time is the most effective use of time.

You may not achieve all of this process during one session. Trust and honesty are crucial. You may need to go back to this exercise later if you feel there is little honesty.

Some of this work may be damage limitation rather than the ideal situation, but it is a step in the right direction, and that can be enough to begin with!

- **Drug Journeys : how I got to where I am**

Similar to life journeys, but specifically around drug use. Work out the path you took to where you are now –

- What started you on drugs/alcohol?
- What things helped you tackle your drug/alcohol use?
- What things dragged you deeper?
- How has prison affected this? (honestly!)

This exercise can be done by drawing, or writing individually first, then with feedback and group discussion.

- **Positives and Negatives**

An honest look at the positives and negatives of each drug used. Divide into groups of different users and make notes. Feedback to the big group and discuss the similarities/differences.

- **Why I use: what I want and what I gain**

A personal look at why you started using the drugs/alcohol. What do you want to gain?

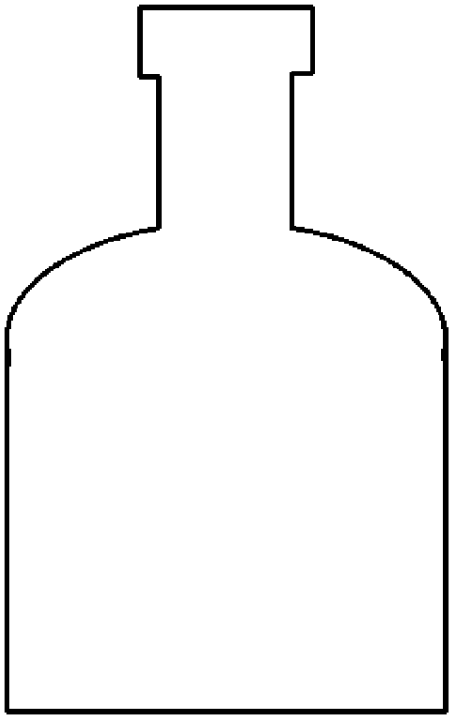
Useful to have thinking time individually, then feedback and write up as a large group.

- **Bottling it**

Aim: For use with alcohol drinkers to look at their method of use, limits and danger zones/triggers.

Draw a beer/arrack bottle.

(This can also be adapted for drug users, in which case draw the substance of use, or method – such as a cigarette, or syringe, and adapt the questions to suit)



- Ask how much a normal drinking session would consist of – how many drinks?
- Ask what the *maximum drinks* in one session is. Draw this number in at the top of the bottle.
- Discuss the *process* the person goes through drinking in a normal session. After how many drinks do they have what reactions/feeling? When/do they feel 'merry', sleepy, depressed, aggressive?? Write these in up the side of the bottle.

- Consider *other factors* that affect the feelings/experiences during drinking; what makes any difference – combinations of drinks, particular company/friendships, places, conversations? Write these in where appropriate.
- What do they consider to be the *problem* with their behaviour? (If they do not consider they have any problem, you probably cannot achieve anything significant until they do.)
- What are *danger points* during the drinking session that they need to be aware of? For example – how can they tell in advance they are about to become aggressive? What might help them recognise that trigger point? What can they do to avoid it?
- How can they learn to *control* aspects of their drinking?
- Write out a *plan of action* of things to avoid or change.

➢ **Replacements – in time and benefit.**
Using the exercise about 'Why I use' - plan how to replace these with non drug / alcohol products or experiences. What activities will you do instead of using the drug at the time you would normally use?

➢ **Breaking the cycle: what I usually do and what I'm going to change.**
Use the handout "***Drugs we use***" if you wish to, or draw a schedule of how you use the drug; what you do before and afterward, where you are when you use, how it fits into your life.

Work out a plan of how to replace this schedule, and what you need to change.

➢ **Snakes and ladders – positives and pitfalls about staying clean**
Play the game of snakes and ladders, creating your own board with several pieces of paper, or acting it out; study what the benefits and pitfalls of staying off drugs / alcohol are when you are released. This can also be a discussion point, but this way is more fun!

When Things Get Tough

➢ **Self-protection**
Draw a body, as seen above. Outside the body write the things that particularly stress you.

Draw an additional line around the body. See this as an aura of protection.

What are your personal stress-busters? What helps you relieve stress? What are your hobbies, relaxation, anger management etc? Write it in-between the two lines as a kind of protective layer against the world.

➢ **Body Armour**
As above, but draw as items of armour to protect you. Shield of honour? Spear of self-respect? What personal attributes will help you in your fight to stay out of trouble?

➢ **Safe Spaces**
This is useful for a number of areas.

Close your eyes and imagine you are in a wonderful place. It can be real or imaginary. It must be a safe and happy place. *Sometimes it is better to use an imaginary place as it can never be tainted by real problems.*

You can imagine being there with your favourite person. What would you like to say to them?

Practise being in this space so that you can summon it by closing your eyes with a moment's notice. This is a useful skill to use when you are stressed, or angry or panicky about anything.

- **Desert Islands**

Imagine you are shipwrecked on a desert island. What would you need to survive? Include physical things, but also spiritual and emotional things and attributes, like courage, stamina etc.

Take a moment to imagine yourself with those things, and see how they can help you as you face release back into the real world.

Variation: Think, discuss or act out if you were there as a group – how could you help each other? What would the problems be? Do you prefer to lead or follow?

- **Successes**

Write a list of your successes, however small (e.g. facing a tough time and coming out the other side; surviving poverty or unemployment or death of a loved one). Feel the successes; allow yourself to be immersed in them; feel strong and capable.

Focus on one time you felt a success in your life. Take that feeling away with you. Remember it and meditate on the feeling of success and know that you can achieve this again.

- **Island Escape**

Draw a desert island and show what you are escaping from and what you would find to help you.

Who would you choose to be with you?

- **Monster Fears**

Draw your worst fears about release. You can draw them as monster faces if you wish. Look at them.

Think of any solutions to combat them.

Then slowly tear the paper up strip by strip until it is in tiny pieces.

Altogether everyone throw the pieces into the air so that they are mixed as tiny as possible like confetti or rice.

Stamp them into the ground. Feel the power of conquering your fears.

- **Super-powers: what you need to overcome any issues**

Imagine you have superpowers. Draw yourself as a Superhero – what powers would help you in your battle for truth and freedom?

- **Role-play**

Take issues that worry you and role-play them in groups to try out any solutions. Practice makes perfect and this gives the opportunity to see how things might work out without actually being there. Replay the role-play, getting feedback from the group, and ask people what they might change.

- **Masks**

Masks can be made out of paper if no real ones can be used. Use masks to explore issues taking away from ourselves as individuals. Experiment with emotions drawn on to masks.

- **Support Structures**

Draw a house held up by scaffolding. Each of those scaffolding structures are the different types of support you have. Name each one.

This can also be a simple written exercise or discussion.

Anger Management

These are pictorial exercises, but each can be a simple discussion instead if drawing makes things more difficult. The crucial aim is to look at these issues and explore them and come to some solutions and plans for improved behaviour.

- **Drawing anger**

Draw a picture of how you imagine anger to look like. Or draw an angry face. What do you look like when you are angry?

- **What sparks you?**

Draw a fire with lots of flashes and sparks. In each spark write down things that make you angry.

- **Boiling kettle**

Imagine you are a boiling kettle – in the clouds of steam write down what reactions you have when you feel angry? What does it feel like; what do you do?

- **Stages of anger**

Draw a ladder and on each step write the stages you feel as you get more and more angry. What do you feel like, and what do you do when you are at bursting point?

- **How to stay cool**

Draw a glass of drink with ice cubes in it; each of those ice-cubes is something that can help you cool down when you are angry. Label each one. This will be different for each person.

If you struggle to think of things to calm you down, discuss as a group what helps each of you.

- **Expressing anger safely**

Write a list of ways that you can express anger safely. What can you do to let out your energy? Share this as a group and learn new techniques from each other.

- **Role-plays**

Practise using some of the scenarios of things that annoy you and spark you off, and see what alternative endings can be achieved; practise keeping cool in the face of provocation.

- **Masks**

Repeat the above exercise with masks to see how it feels having your emotions shielded and hidden. Does it give you more or less power over the situation?

Skills for Life

- **Job-skills**

Write a list of all your skills; break these down to the smallest skill.

- **Advertise your skills**

As an exercise – not for real use but to practise the importance of selling yourself and recognising your skills; write an advertisement selling yourself; make a poster.

- **Role-play interviews, taking turns to play both parts**

It is useful to learn how it feels to be an interviewer and also practise being interviewed.

Decide what kind of job it is you are interviewing for. Make it relevant to the participants.

You can either split the group into pairs and all practise this, or you can have a 'demonstration pair' who act this out with everyone watching and making comments afterwards. If your participants are very shy and nervous – make everyone do this exercise in pairs simultaneously, so that they don't feel they are being watched.

Useful questions to ask are:

- Why do you want this job?
- What can you bring to this job?
- What experience have you got that will help you in this job?
- What are your strengths and weaknesses?

- **Being the Boss**

Imagine you are the employer of a job you'd like and write the job-description. What qualities would you look for in a worker? This might give you insights into how to present yourself for this job.

- **Introducing yourself**

Ask for a volunteer and get them to introduce themselves and explain about themselves, their hobbies, family, interests and what they hope to achieve out of life to the group. As a group feedback what they did which was good and inviting, and what they might improve. How can you tell if someone is confident? Why does confidence look better and make people more attractive for employment and friendship?

- **Body-posture and presentation**

If the group enjoys acting, they can act different roles and study the impact of each presentation, what works and what doesn't. How does body posture affect the image we present?

- **Practical planning: what, where, how?**

Write a plan of what you hope to do, how you will get there? What are the practical steps you will take to achieve the job or training you want? Make these small steps that are realistic and easy to achieve.

- **Curriculum vitae/résumé writing**

Not everyone will need a CV, but for those who might need this type of skill; it is useful to know how to write a CV or **résumé**. Formats, writing education, qualifications, job experiences, hobbies etc. Include the skills you have talked about in other exercises. You might need to gain additional advice in this area from some officers if the group and trainers have no experience of this. See the examples in the handouts section.

- **Selling yourself**

Acting as third party – broker etc. – sell yourself as a commodity or product; or film to see. Make a poster or a flyer. Shout out like a market seller! How can you sell yourself effectively? Make yourself sound exciting!

E.g. "Last chance for this spectacular offer - One magnificent coconut picker – has Olympic award in tree-climbing; marvellous skills in manual dexterity, could win at any coconut picking competition…" etc!

First Few Days

- **Plan of Action**

Using the discussions and thinking time that you have had, devise a plan of action for your first few days. Where will you go; who will you meet; what do you plan to say to them? Include any changes to routines that you usually do.

- **Practising Relationship conversations**

Work out what you want to say in your first important conversations. Write down your first sentence and role play the situation. (also, see under relationships)

- **Coping strategies**

Write a list anticipating any problems you might face – areas of temptations or difficulties and write alongside.

Relaxation

- **Breathing**

Learning how to breathe to slow the body down and relax:

- Sit comfortably in a chair – or lie down on the floor (which is better and more relaxing but not everyone likes to do this)
- Close your eyes.
- Allow your body to feel heavy.
- Concentrate on your breathing. Feel your chest rise and fall, feel the breath coming into your nose and sucked into your lungs.
- Blow out the air and feel it on your lips.
- Count to four as you breathe in slowly.

- Hold your breath in, and then count 4 as you exhale.
- Keep this slow counting and make sure you stay physically relaxed. As you slow your breathing down, your blood pressure will lower and your body will become more relaxed.

Practise this technique at night when you are getting ready to sleep.

➢ **Guided Fantasy**

While you are in a relaxed state (using the breathing exercise to begin with), someone reads or tells a story about a pleasant journey. The participants imagine being on that journey.

Music is helpful to set the mood; but not necessary. Some example guided fantasies are in the handouts section, but you can make up your own.

Speak very slowly and musically to get the most relaxed effect, as if you were telling a story to small children. Allow as much detail to be left to their imagination – thus speak of seeing flowers, but not what kind or what colour – so that they can imagine this themselves.

Make sure that you end the journey by being back in the room. It can leave people surprisingly disturbed if they are left out in a fantasy, even if the place is nicer than the prison they have to return to. Psychologically it is important for them to return back to reality at the end.

Some people love these journeys – others find them difficult to relax and enter into the imagination. Tell them not to worry but just to stay relaxed and breathe slowly, not to disturb others.

➢ **Muscle Relaxing**

Follow the breathing exercise by working through the muscles. Again, speak extremely slowly and gently to keep the relaxed mood.

- Starting at the toes, tell the participants, "clench the toes, then release; clench and then release, and release."
- Then the balls of the feet
- The ankles
- Calf muscles
- Knees
- Thigh muscles etc. up through the body, repeating the instructions to clench or tighten the muscles, and then to release.

Occasionally if someone relaxes very much, they might have trouble getting up. Just tell them to wiggle their fingers and then their toes and not to try and get up too suddenly. They need to re-connect with their body, so let them feel different parts of their body and re-connect bit by bit.

➢ **Safe space**

Close your eyes and imagine you are in a wonderful place. It can be real or imaginary. It must be a safe and happy place. *Sometimes it is better to use an imaginary place as it can never be tainted by real problems.*

You can imagine being there with your favourite person. What would you like to say to them?

Practise being in this space so that you can summon it by closing your eyes with a moment's notice. This is a useful skill to use when you are stressed, or angry or panicky about anything.

- **Music**

The use of relaxing music is very helpful. It affects the mood and can be very positive to have playing quietly when people come into the workshop to demonstrate the difference that this session will be from their normal life. This sets the mood straight away.

It is also very useful for part of relaxation. The use of a CD player with some gentle music is very valuable. But it is not the end of the world if this is not accessible. Most of the exercises can be done without music.

Evaluation

See handouts section – but you can write your own to ease photocopying problems.



Draw faces across the top of a paper or white/blackboard and ask people to mark how they felt about the training.

- Was it useful?
- Did they enjoy it?
- Will it make a change to their lives?
- What changes would they make to the training?

Have a range of expressions so that they can choose if they really valued it, or really hated it and so on.

Handouts Directory

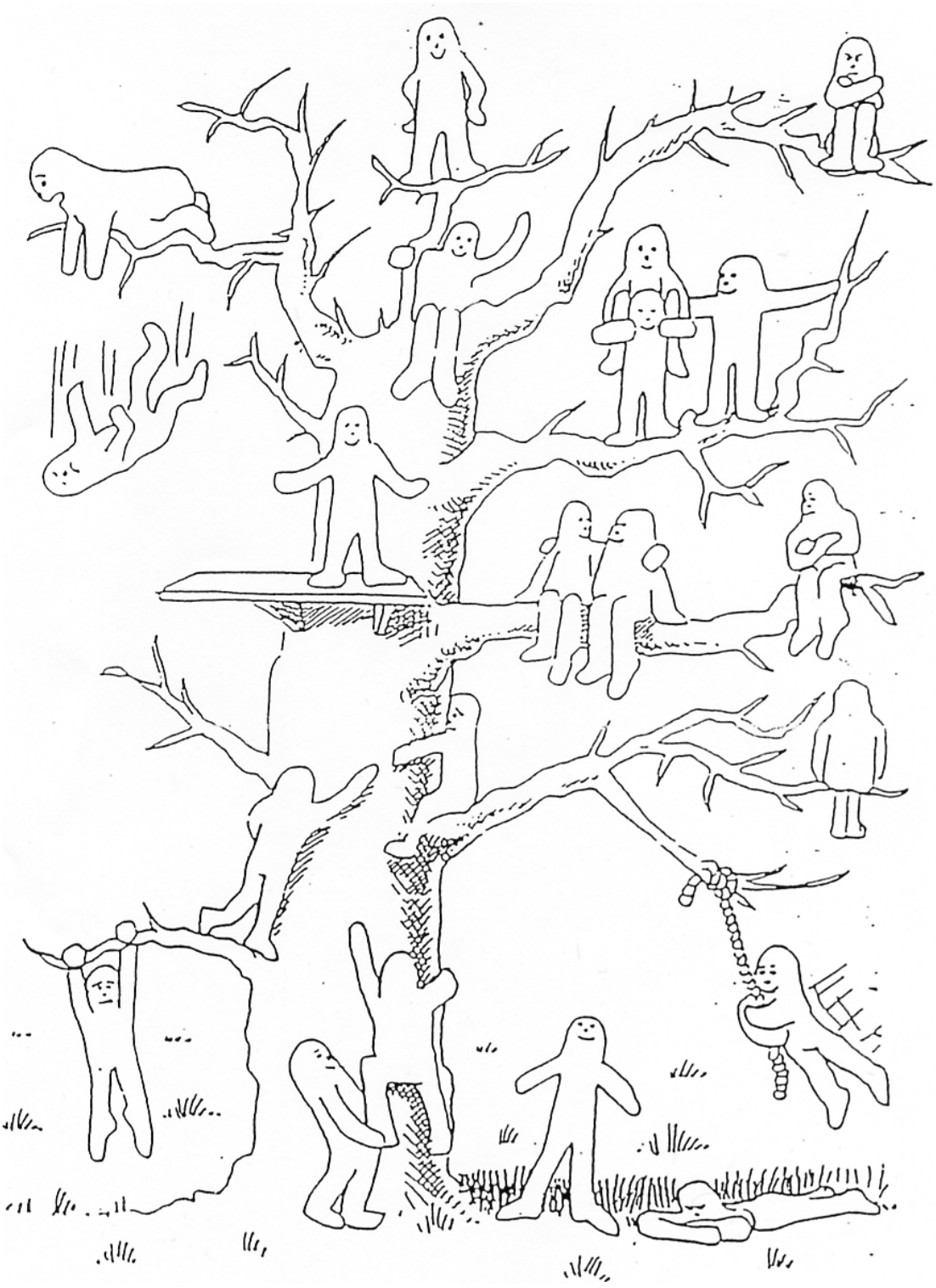
Human Bingo
Jelly Babies
Who's Who
Stick People
Control
Something That…
Mind Map
Drugs We Use
Sample Curriculum Vitae
Example Guided Fantasies
Evaluation

Human Bingo

Someone who loves curry and rice	Someone who has been here longer than one year	Someone who has children
Someone who visited a place of worship	Someone who has never been to India	Someone who can swim
Someone who can play a musical instrument	Someone who will be released within two weeks.	Someone with relatives in another country
Someone who rides a bike	Someone who enjoys watching movies	Someone who likes sweet food

Jelly Babies

How do you feel?



Who's Who?

Personal Profile



Favourite Colour:.....

Dream Holiday Destination: .....

Most Disgusting Food:.....

I Really Hate (Phobia): .....

Favourite Place:.....

Best Film Of All Time:.....

Worst Pop Song: .....

My Greatest Ambition:.....

Favourite Film Star (male or female):.....

If I was an animal I'd be a...:.....

Name:

KEEP
OUT

Control Exercise

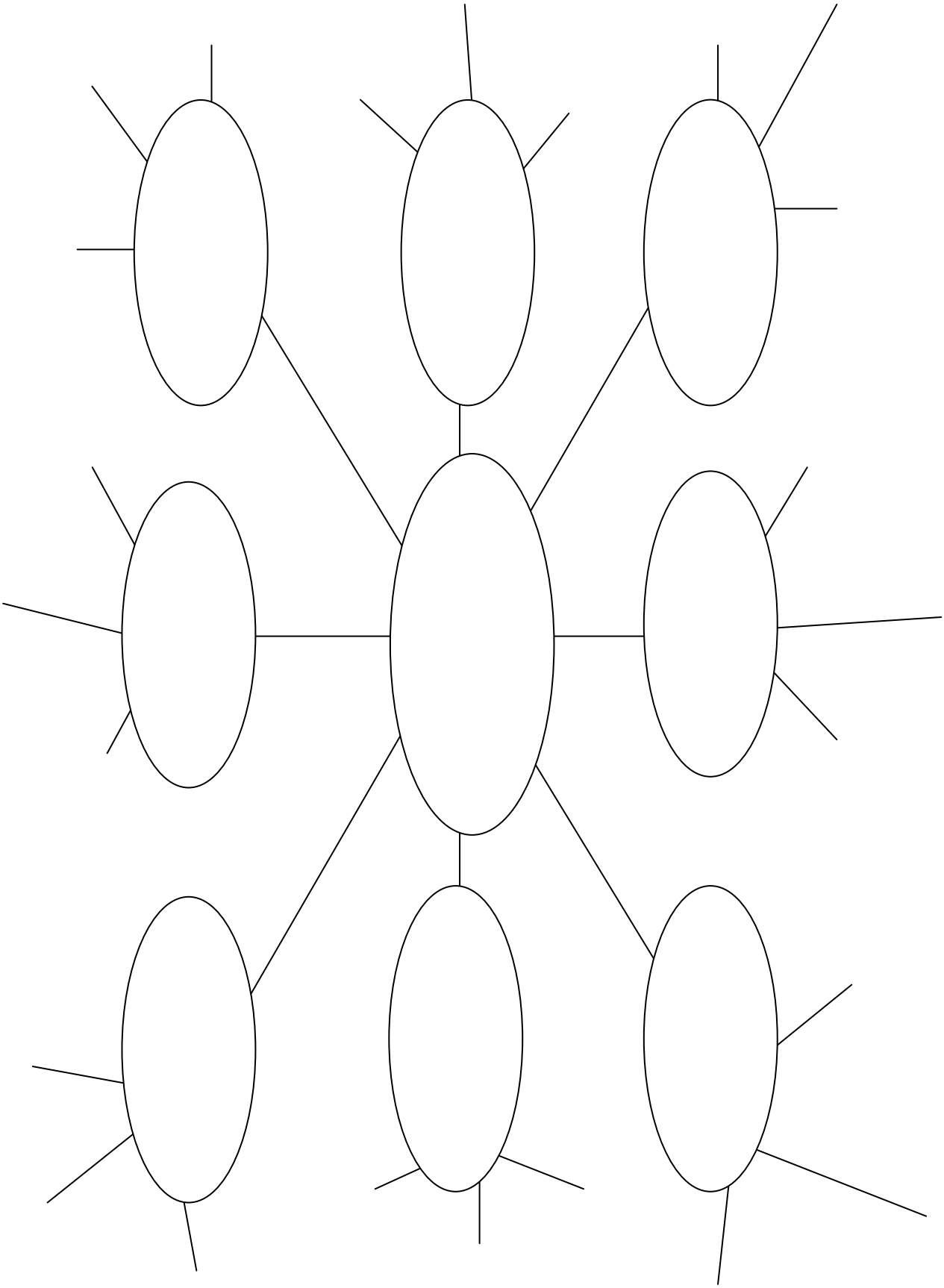
Compare where you are today with after release

I can control…	*not much*					*a lot*
How much I smile today	1	2	3	4	5	6
When I eat	1	2	3	4	5	6
What I wear	1	2	3	4	5	6
Where I live	1	2	3	4	5	6
What time I get up	1	2	3	4	5	6
What I read	1	2	3	4	5	6
Whether I get in trouble today	1	2	3	4	5	6
What I do with my time	1	2	3	4	5	6
Who I am friends with	1	2	3	4	5	6
What my ambitions are	1	2	3	4	5	6
How many friends I have	1	2	3	4	5	6
What my future will be	1	2	3	4	5	6
Who I live with	1	2	3	4	5	6
What subjects I study	1	2	3	4	5	6
What food I choose to eat	1	2	3	4	5	6
What beliefs I have	1	2	3	4	5	6
Whether I take drugs	1	2	3	4	5	6
How much money I have	1	2	3	4	5	6

Something that…

makes me feel really angry is…	makes me feel really happy is…
makes me feels really depressed / sad is…	I love / treasure is…
I dream of achieving is…	I have always wanted but never got is…
makes me crawl with shame /embarrassment is…	I feel is really unfair is…
someone has done that really offends me is…	I am scared of is…
I like that no-one else does is…	I am really proud of…

Mind Map



Drugs We Use

This weekly plan is to give some idea of your average drug use. Please code your drug and be as honest as possible.

*Please include **all medications and drugs**, both legal and illegal. E.g. caffeine in chocolate, coffee and tea; tobacco (nicotine), alcohol, aspirin, sleeping pills, asthma medication etc.*

For Example:
* = drug 1 = caffeine; # = drug 2 = nicotine; ~ = drug 3 = alcohol
(or invent your own symbols!)

	Morning	Afternoon	Evening	Night
e.g:	* * # * #	# * #	* # * ~ ~ ~ *	# ~
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Sample Curriculum Vitae Template

CONTACT INFORMATION
Name
Address
Telephone
Cell Phone
Email

PERSONAL INFORMATION
Date of Birth
Place of Birth
Citizenship
Sex

Optional Personal Information:
Marital Status
Spouse's Name
Children

EMPLOYMENT HISTORY
List in chronological order, include position details and dates
Work History (paid or unpaid)

EDUCATION
Include dates, majors, and details of degrees, training and certification
School
University

PROFESSIONAL QUALIFICATIONS
Certifications and Accreditations
Computer Skills

INTERESTS AND HOBBIES

EXAMPLE CURRICULUM VITAE

Name Diana Saster
Date of Birth 29.02.75
Address 13, Hapless Road, London SW10 2JU
Telephone 020 123 4567
Nationality British

EDUCATION
1994 - 1997 BA in Economic at Any University, Anytown. (Exam results to date 2.1. Expected Final Grade 2.1 or 1)
1992 - 1994 Hapless Road Senior School: 4 'A' levels - Economics (A) Maths (A) History(B) General Studies (A)
1987 - 1992 Hapless Road Senior School: 10 GCSEs including Maths and English

WORK HISTORY
1994 - 1995 Assistant Bar Manager for the Pink Flamingo, Anytown
I trained and supervised three members of staff, created and implemented promotional events and was instrumental in increasing profits by 25% during my period of employment there
July - Sept. 1996 Vacation Trainee with XYZ Chartered Accountants
I played an integral part in a team working on tax and audit projects. This position required familiarity with database and word processing software and involved liaising with XYZ's sister company in France

POSITIONS OF RESPONSIBILITY
1995 - 1996 Entertainments Officer for University Student Social Society
I organized and budgeted for entertainments for one of the largest university student societies with over 1,000 members
1994 - to date Captain of the University Women's Hockey Team
In charge of training, organizing and motivating the women's team from 1995 to date

OTHER SKILLS
Fluent French
Extensive knowledge of Microsoft Word, Excel and Access

REFERENCES
On Request

Example Guided Fantasies

Speak unnaturally slowly and gently, in a sing-song voice if possible, taking long pauses to allow people to let their imagination go.

Welikade Guided Fantasy

Close your eyes… Breathe deeply...

Breathe in through your nose and blow out through your mouth… Count to four as you breathe in… one – two – three – four and hold your breath… and then out – two – three – four – .

Your body feels heavy… you feel it pressing into the chair/floor… your limbs feel so heavy… let them gently drop down…. Concentrate on your breathing….

Imagine yourself walking out of the room… You are near the prison wall… Look around at the familiar buildings…

You notice a door in the outer wall that you have never seen before. What colour is it?….What does it look like?

The door is open and you see a garden beyond it… It is a prison garden that you didn't know was there.

You walk through the door… Soft grass is under your feet… there is a sweet scent of flowers, and all along the edge of the garden next to the wall you can see the most beautiful, colourful flowers…. What flowers can you see?... What colours are they?... You reach down and smell deeply…

You follow the path down some steps… there are beautiful trees spreading out below you. What kind of trees can you see?

At the bottom of the steps is a pool with a statue… The statue is reassuring and pleasant to see…. A fountain springs from the statue… you feel the spray… cooling your face… comforting and refreshing you…

You stand in the garden… with the beautiful colours… the scent… and the gentle spray from the fountain….

You notice a figure behind the fountain… It is someone you love… They are happy to see you…. You greet them warmly… you feel joyful… peaceful… calm … happy…

You talk together contentedly…

The figure touches you lovingly… and you know it is time to say goodbye…. You feel content. They turn and walk through the trees and out of sight…

You look at the fountain… the statue… the pool… and the garden…. Touch the water if you want to.

It is time to go back.

You look around once more… remember how it looks.

You climb up the steps back to the grassy level… As you reach the doorway, turn back and take one more look at the garden. …

You feel peaceful and content as you step back into the courtyard… see the familiar buildings…. You turn to the garden once more, but the doorway is no longer there.

But it is okay… You feel peaceful…You hold that memory in your heart…. And when you need it most the garden will be there again….

You come back into the room… you feel peaceful… relaxed… happy…

Feel yourself breathing…

Feel your toes… move them gently….

Feel your fingers and wiggle them…

Slowly open your eyes… and smile at the first person you see.

(Anyone who wants to can share their picture of the garden)

The Cloud Catcher

Close your eyes; breathe deeply and slowly.
Breathe in … *two*… *three*…*four*; out *two*… *three*… *four*…
In … *two*… *three*…*four*; out *two*… *three*… *four*…

Let your mind get free of your body. Let it roam around the room.

Keep your eyes closed; your mind is rising out of the top of your head. Can your mind see the heads of all of the other people? Your mind sees all of the room, even as your eyes are closed, and rises – rises. Out – out of the roof you go.

You can see this place now, down below you. You feel the air on your face. You rise up to the clouds. Reach out to the white wispy clouds. What do they feel like? Can you catch one – or do they slip through your fingers? Are they warm or cold?

You look down over the town – what can you see in the distance?

You feel light and happy. Your soul is free. You are free. You feel warm. You are safe. You are free, high above the world, playing in the clouds. The world is beautiful; and you are part of it.

You breathe deeply and start to float back down. Closer and closer come the town, and the buildings. You gently float back down. Now you are in the room again. You see all the people with their eyes closed. You see yourself, and you are happy to be back. It is good to explore and good to be back. You float back into yourself.

Take a deep breath. Feel your lungs grow bigger. Blow the air out. Feel the air on your lips. It is good to be you.

Settle back in your body and breathe slowly. When you are ready, open your eyes and stretch like a panther. Smile at the first person you see.

* * *

Breathing in Light

Close your eyes, get into a comfortable position and breathe deeply and slowly. Feel the breath going in and out of your lungs. Focus on your breathing. Keep awareness of the others around you.

There is a warm glow in the room. See the glow of light around each person. There are different colours in the light. What colours are you aware of? The light flows over each person, surrounds the group, fills the space. You are warm and comfortable, you feel safe. Nothing can harm you. Nothing can harm you. All worries are eased from your mind. You let the light touch you and refresh you. Your spirit lifts, you feel relaxed and mellow. Your forehead relaxes, no frowning, your muscles unwind and you feel heavy. Your body feels heavy and you sink back.

The light swirls gently. It is comfortable. Imagine breathing in this light. Breathe it in deeply, feel the light going down into your chest, spreading out in the body.

As you feel it in each part of your body allow the light to heal the aches and pains, to comfort you, to relax your muscles and to take away all tension. Feel it in your arms; let the light breathe life into your arms, it moves into your fingers; feel them heal from all their hard work; the light moves on, caressing and healing into your legs, then your feet. Now the light touches every area of your back. All the knots and muscle-aches and tensions are released. You feel heavier and more relaxed. Your breathing is deeper, your mind is rested. Allow the light into every part of your body, touching, loving, healing.

The light moves around the group, through our bodies, shining from each person, different colours. The light links everyone together, joining our sprits in harmony.

You feel safe, feel relaxed, feel cosy, nothing can harm you, nothing can penetrate the light.

The light gently fades, leaving a glow. You still feel the comfort. You still feel relaxed.

The light fades. You are in your body in the room, separate from one another, yet linked together peacefully. You feel content, you are at peace, relaxed and happy. You feel at one with the others in the group.
Stay still where you are.

Breathe slowly.

Feel your fingers and toes.
Feel the air going through your nose and filling your lungs.
Feel your chest rising and falling.
Become aware of the room, hear the sounds around you.
Staying peaceful and relaxed, slowly open your eyes, and smile at the first person you see.

* * *

Evaluation form

I hope you found this course useful for your needs.
It helps me to prepare better for next time if I know how you felt about the course.

Date:

What did you think???



How was the presentation style?

What did you find the most useful?

What could have made it better?

Was there anything you wish we'd covered?

Any other comments?

Thank you for your time and participation!

This manual was written for the free use of Welikade Prison inmates and officers. All ownership in any language is by Linda Rose. Permission is given for free further use in the prisons of Sri Lanka.

All use of any part of this training should acknowledge the author.

For further information contact:

Linda Rose
Derbyshire, UK

Tel. (UK) 00 44 7970 021511
(Sri Lanka) 0779 819316

rosecreativearts@hotmail.com

www.lindarose.co.uk

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