



COPOSO LIFE SKILLS MANUAL

Contributing Positively to Society

Liberation through Creativity!

August 2015



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The Young in Prison approach

Everybody involved with Young in Prison breathes a positive approach: truly believing that every child and young person deserves a second chance. This entrenched belief in young people makes them feel that they are treated as human beings. They are experiencing – maybe for the very first time – that somebody truly believes in them as a person. Through the positive message we display in our work, the youngsters slowly but surely start to look at themselves as a person deserving of a future, somebody who should be given the opportunity to return to society, and become a valuable addition to their community. In order to achieve this goal with our programmes, it is important to focus on the skills and developmental possibilities of young people. We believe in their natural capacity to change their behaviour and grow, and that all the young people we work with have their own strengths. These strengths will flourish even more when they are accompanied by positive sources of support within families, schools and communities. As the youth we work with often live in less than positive social environments, we at YIP strive to create a positive environment for them, which will build healthy developmental pathways. This can lead to youth becoming valuable members of their family, their community and civil society. Our programmes focus on strengthening relationships and skills, embedding youth in positive networks of social supportive adults and help them develop a more positive view of their future by providing education, internships, jobs, entrepreneurial and volunteer opportunities.

Every participant is equally involved in the YIP programme. Every participant gets the opportunity to participate actively. They are given responsibilities within the workshops: this gives them the feeling that they are special. The level of participation will differ in practice. Not all the children will participate equally enthusiastically, motivated or actively. It is the task of the facilitators to engage all participants and identify their different levels of participation. By doing this, the facilitator can restructure the roles and responsibilities that the children have within the YIP programme. When participants perform well by showing positive behaviour, they should be used as role models for the other children, by, for example, giving them special tasks.

The creative and physical activities during the workshops both target the individual and the group. It is important to ensure that the facilitator is aware of the group dynamics and makes it an interactive process to accommodate the group, but also keeps each individual engaged. The YIP programme is a collective process: we work together towards a final product in which every individual can see their own efforts. Joint performances at the end of a cycle of workshops make them take pride in their work and also contribute to team building. Plus, by working together on a final product with each having his or her own responsibility adds to the social responsibility experienced by the participants. If their part is not taken seriously, this will have a negative effect on the whole programme.

The use of games and exercises to help participants maintain their focus is crucial for their attention span. Most participants' attention spans tend to be very short due to the limitations imposed by such things as gangster culture and constant negativity within the prison walls. Prison programme spaces are not very quiet spaces and can be very destructive to anyone's attention span. Therefore, using fun games that improve people's concentration is very important.

Certification system

Within the COPOSO programme, the youth in our programme are able to work towards two certificates:

- 1) COPOSO certificate focused on life skills.
- 2) SEPE (Supporting Employability and Personal Effectiveness) an internationally recognized certificate focused on employability skills.

The internationally recognized SEPE certificate is issued by Pearson Education, an international company focused (among other things) on the development of trainings and educational programs. The SEPE certificate is designed to assist youth at risk in finding and keeping a job by stimulating skills that potential employers find important. As a guide for the workshop facilitators working on the SEPE certificates, we refer you to the *SEPE in-practice manual*.

The COPOSO certificate is designed to assist youth at risk in gaining life skills, which are relevant to a successful and constructive reintegration into society. This certificate is issued by the YiP Network partners themselves. This qualification consists of 13 units of which the last unit is specifically post-release. As a facilitator it is your responsibility to choose 4 out of the 12 units for one COPOSO certificate.

Both certificates can be gained by working with the COPOSO methodology, which also serves as a participatory monitoring tool. Together with the YiP facilitators the young people set their own goals and are able to keep track of their own development. This makes it clearly visible, in which aspects they have to develop, based on their behaviour. With this we are able to increase the impact of the programme on the young people.

The way in which the participants are tested, is one of the most valuable parts of the COPOSO programme. Validation of the progress is made in a participatory way through the building of portfolios in which evidence of progress is included. The evidence may consist of written observation of facilitators or witnesses or documentation such as artworks (products) of the participants or action photos taken during the workshop. The products and pictures must show that participants have gained certain skills. For example, from an action photo of participants could be seen that they have gained listening skills because you can see they are making eye contact.

Below a short description of the activities and the different roles within the COPOSO programme.

Workshop participants

- Can be aged 14 and up
- Actively participate in workshop cycle
- Generate evidence for the progress they make

Workshop facilitators

- Plan and give the workshops
- Collect evidence of progress and maintains records of participants

Observers

- Voluntary position
- 1 observer is present per workshop
- Observes and takes notes of the behaviour of the youth according to the assessment criteria

Internal verification

- Internal verifier:
 - 1 person per network organisation.
 - Assures the quality
 - Ensures that all participants achieve the assessment criteria necessary to successfully gain the certificate

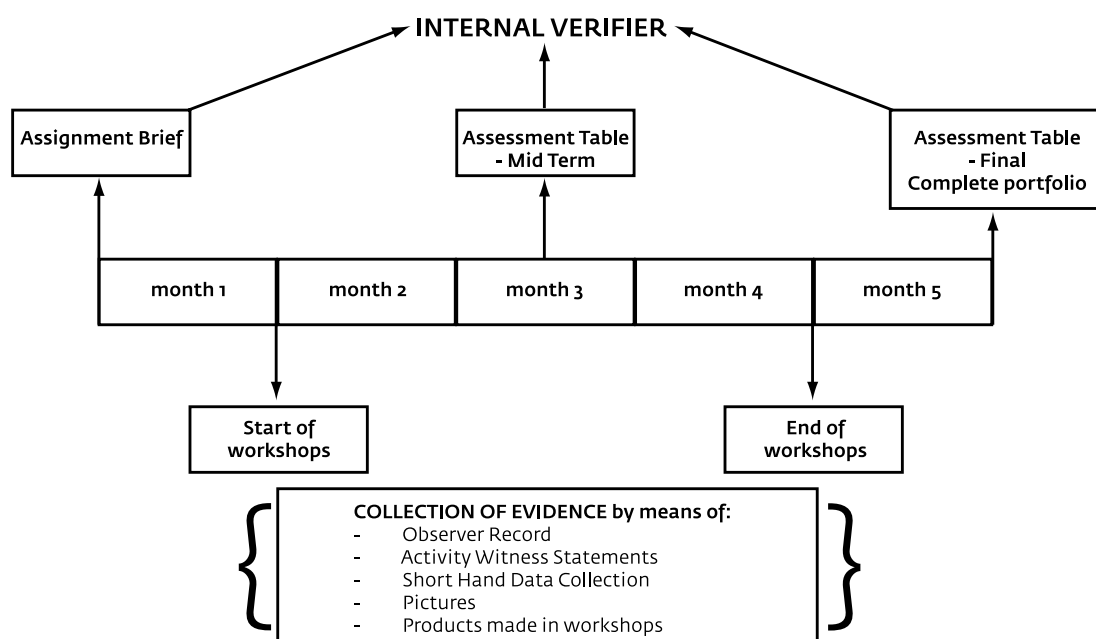
¹ <http://www.edexcel.com/quals/flt/sepe/Pages/default.aspx>

- Quality nominee:
 - o Is a person from YiP NL and registers all the participants.
 - o Decides whether the participant's portfolio meets the quality standards of Pearson

External verification (only in case of a SEPE certificate)

- Pearson
 - o Quality check by Pearson
 - o Ensures that assessment decisions made by the centre are in line with standards
 - o Drafts and hands out certificate

Below an image that gives some insight in the certificate system:



Structure

Workshop cycle

Every workshop cycle of three months has a pre-defined structure. A very important aspect of the structure of the cycle is that in every workshop session you need to build on the skills that you taught the participants in the previous workshops.

1. Introduction of skills

In the first (or first few) workshops the participants will be (if possible) introduced to the different creative disciplines that the COPOSO project in your respective country offers. This offers them the opportunity to choose which creative discipline they like most and works best for them.

2. Transfer of skills

In this second stage of the structure, the participants have chosen the workshop they want to take part in for this cycle. The facilitator will transfer the skills, in his best way possible, to the participants. Important during this stage is to be aware and take into account the different learning processes of the participants.

3. Practice of skills

Once the participants have mastered the creative skills, they will be starting to practice the skills. This stage exists of creating materials (text for poems or songs, script for theatre or sketches for artworks), rehearsing (in case of music, physical exercise or theatre workshops) or practicing (in case of visual arts workshops) the materials and putting all they have created together. For music workshops the putting it together means for example that the song text and the musical composition are put together; for a visual arts workshop this could mean the sketches and colour-use are put together.

4. Showcasing of skills

In the final stage of the workshop cycle the participants will be able to show all they have learned in the preceding workshops. This is where they have been working towards the course of the workshop cycle. They are either making an end product (for example an artworks for an exhibition, they record a CD or write a book of their poems) or they create a final performance (for example a dance choreography or a theatre play).

Single workshops

Just like every workshop cycle, every single workshop also has a pre-defined structure.

1. Energizer

Always start your workshops with an energizer or ice-breaker. This brings your participants together; it makes your participants feel comfortable; it gets them in the right mind set; and gets them to focus. There is a wide range of activities that fit the criteria of an energizer. It makes most sense to choose an activity that relates to the creative discipline you are teaching.

2. Reflection

Checking in with your participants where you have left the last workshop. Review the possible homework you have given your participants.

3. Introductory activity

Introduce your participants to the creative discipline by doing some easy exercises within this creative discipline.

4. Execute the actual main activity

This part takes up the most time, as it is the main activity of the entire workshop. Make sure that this part is always linked to the previous workshop in order to build onto something. Avoid at all times that the workshops are loose entities. All the single workshops together form a complete workshop cycle.

5. Reflection on the COPOSO unit

Have a discussion either throughout the main activity or at the end of it discussing what the participants have learned. It is important to let them figure out themselves what they have learned. As a facilitator you can link what is being discussed to the learning objectives of the life skills unit you are working on.

6. Closing activity

End every workshop with a closing activity. The aim of this is to release their minds, relax their bodies and to check-out for the day.

Planning

It is vital to plan the workshop cycle and the single workshops well. There are two key planning moments.

1. Overview planning before the cycle starts (Assignment Brief)

The COPOSO Quality Manager (Internal Verifier) organises this session with all the facilitators at least two weeks before the workshop cycle starts. All facilitators should:

- share which units they will be working on
- share which activities they will be working on
- indicate the types of evidence they will be collecting per week

Make sure that all this sharing is documented. Every facilitator should document their planning in detail and submit it to the COPOSO Quality Manager prior to the start of the first workshop from the complete cycle.

2. Weekly planning & reflection sessions (no paperwork)

On a weekly basis facilitators can have debriefing sessions amongst one another. They can share what works really well and what challenges they face, for example with regards to evidence collection. These meetings can also be used to arrange the logistics and materials for the coming week. The COPOSO Quality Manager does not need to be part of this meeting and the facilitators do not need to report on these meetings.

Evidence

Every single workshop the facilitator collects evidence that shows that the individual participants have progressed in the learning objectives by achieving the assessment criteria. All the evidences should be captured in personal portfolios per participant. As it is difficult to facilitate a workshop and observe the development of the participants, it is advised to have a volunteer accompanying you to the workshops at least half of the time. Below in the overview of the types of evidences required volunteers can collect the evidences written in blue. The evidences written in black should be collected and completed by the facilitator.

The total amount of evidence per participant per unit should be at least:

- 2 observer records (1 for the mid-term evaluation and 1 for the final evaluation)
- 2 witness statements OR 2 peer reviews (1 for the mid-term evaluation and 1 for the final evaluation)
- 2 recorded statements of the youth (recorded either in audio or writing)
- Any tangible products made during the practice phase of the workshop cycle; this can be sketches, text for poems or songs, narratives for theatre plays.
- The end product where the participant has worked on during the course of the workshop; if this is something tangible like a CD, poem, drawings or song text add a copy (either audio or text) to the portfolio; if this is a performance like a theatre play or a dance choreography add a picture of the performance to the portfolio.
- Mid-term evaluation
- Final evaluation

Challenges when Working with the Target Group

When working with juveniles there are some important things to keep in mind when doing the assessment.

Literacy Challenges

When working with juveniles, you will get to deal with youth unable to read and write. Therefore, it is important to offer alternatives to the youth for self-assessment and for instructions for exercises. Instructions can for example be drawn on paper or explained out loud by the facilitator. Self-assessment can be done in couples with one participant who can read and one who cannot or, if there are many who are illiterate, this can be done in a group. The facilitator can quote all kinds of self-assessing statements one-by-one. The participants can respond individually by sticking coloured papers to the different answers. Another way could be checking whether the participants are able to make good decisions on their own. The illiterate youth can also be assessed through activities like music, theatre and dance. They have to be asked if they can perform any activity, which for you as a facilitator is an indication of how they progress in a certain skill.

Counting Challenges

Just as with the literacy challenges, you may have to deal with participants who cannot count.

Gang Issues

Depending on the country where you work you will have to deal with gang issues. If so, you have to pay special attention during the workshops to gang activities, usage of gang language, and gang signs. For the facilitator it might be convenient to know the gang language and signs. This can be challenging as it changes all the time, but it is worth the effort of trying to grasp at least the most important words and signs used. Another challenge that is connected to gang issues is violence, as gang activities might result in conflict and violent situations.

Prison Wardens

Dealing with the wardens in the juvenile institutions needs special attention. As YIP, we need a good relationship with the wardens. Therefore it can be progressive to engage them in the workshops. This could also contribute to an improved relationship between the participants and the wardens. Oftentimes there is little to no trust between them. This lack of trust is not beneficial to the development of the youth, as the building of trust and other social skills needs to be continuous to be sustainable. It is very disruptive if they are positively approached and stimulated during workshop hours, but the time outside of these hours are confronted with a negative approach and punishment. Conflicts between stakeholders

There can be conflict between organizations operating in the prison as they have the same target group. Children often have a problem to choose which activity to attend to when two or more organizations are operating at the same time. This will eventually result in problems in assessing as facilitators do not always have the time to work with the target group. This also causes poor concentration amongst participants during workshops if they are thinking about what the other organization is doing and how fellow participants are enjoying the other workshops.

Prison chores and transfers

You cannot guarantee that all participants will be present every time you provide workshops; it is important that facilitators are aware of this. It is because of the way prisons are set up that children are given different chores everyday including cooking, gardening and general cleaning as part of their rehabilitation. It is obvious that some of the more dedicated participants may miss some workshops, because the prison warders have assigned them duties. This is why a plan should be made by all facilitators to support these children.

It also happens quite often that some children are transferred to other prisons to finish their sentence, because of congestion and other security reasons. When children are transferred to other prisons, an organisation like Young in Prison cannot monitor the progress of the child properly.

The Units

Throughout all the units we will be working on developing different life skills using music, dance, theatre, writing and visual arts. Whichever form of art is used, we always work towards an end product like a CD, magazine, theatre play, exhibition, etcetera.

Reflective learning is encouraged throughout the entire unit, as this approach allows for continual feedback on performance within the project and also the development of different life skills. However, it is also important to help participants to progress and as such setting clear goals is a vital part of this process. This way, participants can focus on what is needed to enhance their progress in developing these life skills. Participants will require support to develop understanding of how to transfer what they learned from a previous experience to a new skill to enable their continuing personal development.

Assessment evidence will be accumulated throughout the project. Opportunities to cover a particular criterion may well be presented more than once. For instance, using the example of an arts project, assessment opportunities may occur at times such as during post-rehearsal discussions, production meetings, band meetings and tutorials.

Participants will need to be assessed against the assessment criteria at key points in the project, their final assessment occurring when they are ready to pass the criteria. Depending on the participants' rate of participation and inclusion, this may happen relatively quickly, but in other cases several projects may be necessary for participants to develop sufficiently. The number of mid-term assessments depends on the needs of the participant: a participant who needs more development may benefit from more mid-term assessments. It is important that participants understand that they will be assessed on life skills through their engagement in the project, and that the project is a vehicle for this to occur. A high quality project, which successfully engages participants, is crucial in developing their employability skills.

General note on the delivery of units

This unit should be delivered through a programme that encourages the development of personal skills and qualities. A wide range of arts programmes such as drama, music, dance, visual arts, tailoring and photography are appropriate for the delivery of this unit. However, other programme ideas may be equally appropriate. When delivering a programme it is highly important to engage and motivate the participants, giving them a chance to develop their life and employability skills. Through art and creative workshops participants can improve their self-esteem, self-awareness, and can be empowered through self-expression in a safe way. By being given the opportunity to express themselves, their awareness of their own capabilities, voices, hopes and desires are stimulated. This enables them to feel they really get to know and experience self-worth and become capable of making something. It shows that they can change their old habits and old ways of thinking. Their self-esteem and – confidence is also promoted by a feeling of fulfilment by learning how to fulfil the tasks they get or undertake. Giving participants the opportunity to showcase their skills to other people, like their community or peers, is another appropriate way of working on their self-confidence.

The programme selected will need to have a tangible end goal which provides participants with the opportunity to try an appropriate new experience or develop their skills in a meaningful way. Building in small opportunities for successes during the course of the programme will develop self-confidence and encourage participant engagement. The emphasis of the unit is on allowing participants to be made aware of the importance of reflection on and evaluation of their participation in the programme as a tool to develop generic life and employability skills. This needs to be made clear at the beginning of the unit, with appropriate opportunities provided to enable this to happen. Participants will need guidance on a variety of strategies that they could use to reflect on and evaluate the employability skills they have developed during the project. Reflection may be unfamiliar to them, and as such the role of the facilitator in recognising and encouraging the development of the participant's employability skills through appropriate feedback is crucial. Group reflection and

evaluation at the end of each session may be helpful. This enables participants to become more self-aware and conscious of their strengths and the areas where they need to develop. It also helps to identify their 'distance travelled'.

It is important that participants reflect in a way that is best for them. For some participants this may be a group and/or individual discussion which is recorded visually, through audio or through a witness statement by the appropriate member of staff, a logbook or diary, recorded or videoed log, an annotated series of paintings, drawings, poems, lyrics, evidenced rehearsals/rehearsal planning etc.

Every workshop should address a life or employability skill that is of relevance for the unit worked on. The following is an appropriate format to follow when delivering a workshop build around a skill. First engaging the participants with the skill, followed by letting them experience the skill, allowing the skill to endure.

Engage

Participant engagement is promoted by creating trust between participants and within themselves. They should be made feel confident with the group and gotten the opportunity to gain a basic understanding of the skill targeted in the workshop.

Experience

In order to develop a skill, you need to experience the skills. We are highly convinced that people learn better when they are surprised by their own behaviour instead of hearing or reading about behaviour in general. By means of a creative activity the participants can be challenged to practice the life skill theme. This way they get insight in where they stand with regards to this skill and in the long run they can internalize this skill.

Endure

In our programme we always work towards a final product of creative end presentation through which the participants can show that the skill has endured. This is part of every single workshop session and every workshop cycle. At the end of a workshop cycle it is a complete product and at a single session it is a part of this complete product. This offers a good way to monitor the development of the participants in the life skills and to give them constructive feedback and reflection where needed. The highest aim of our programme is to achieve that the skills endure even in the participants natural, outside of the YIP programme environment.

Essential resources for all the units

Participants will require an appropriately trained facilitator and the physical resources to be able to participate in the chosen project. A room or other space should be available where there is enough space for the workshops to be held. Depending on the creative means used, adequate material and equipment should be in place.

For visual arts: pens, pencils, paper, paint, glue, etc.

For textiles: scissors, needles, a sewing machine, tape measures, looms, etc.

For theatre: cardboard, paint, all kinds of attributes available like a broom, a pan, a rope, cans, pillows, sheets, cloths, rags etc.

For dance: music, instruments or anything available that can be used to make music.

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music, instruments or anything available that can be used to make music.

Unit 1 – Self-esteem, self-confidence, self-development



Aim and purpose

The aim of this unit is for participants to become more self-confident, gain self-esteem and gain awareness of their own strengths and difficulties. In this unit participants will be stimulated to be satisfied with who they are and with what they are capable of.

Unit introduction

Young people can sometimes feel like they are not liked by their family or peers, or come to believe that their attempts to achieve a certain goal will come to naught, regardless of their efforts. This often leads to these people having poor self-esteem. Our self-esteem, or lack thereof, greatly affects our achievements in life. There is a lot you can tell about a person's overall mental health from their sense of self-worth. Therefore, it is extremely important that everyone, including children, and especially youth at risk, whether it be through a handicap, imprisonment, poverty or otherwise, gets a chance to improve their self-esteem. Reflection on one's own skills and abilities also increases awareness of one's own strengths and weaknesses. This awareness can help a person make the right decisions, avoid possible complications and improve one's self-esteem.

The Young in Prison creative workshops help empower prisoners through self-expression in a safe environment. Through games and exercises we help children find their own personal abilities, and look for something they are good at. By involving them in sports and arts, we help these children express themselves and stimulate their sense of self-worth. The workshops are a brief moment of freedom for them inside the walls. We teach them to think of themselves as individuals, whose choices affect both themselves and their surroundings.

The Young in Prison post-release programme is also beneficial to the participants' self-confidence. By giving the participants the opportunity to showcase their newly found skills to their community, the community is made aware of these skills, thus decreasing the participant's sense of alienation. Through our post-release programme, participants gain the confidence to become useful and productive members of their communities.

You as a facilitator should be aware that you could be dealing with children who have an extremely low sense of self-worth, and are therefore unable or unwilling to put effort into the workshops. This is not a sign of bad character; many children in prison are isolated, traumatized or made out to be villains by their own community. Everyone deals with this in a different way. It is therefore the job of the facilitators to actively involve as many participants as possible in the workshops, and pay attention to each person individually.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to complete this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit content
1. Have an increased self-esteem and self-confidence	1.1 Demonstrate satisfaction with positive characteristics of oneself 1.2 Demonstrate satisfaction with the abilities you have 1.3 Show pride about own achievements	<i>Self-esteem:</i> <ul style="list-style-type: none"> - act without feeling intimidated by others; - express your thoughts and feelings freely; - dare to speak to a large group of people; - dare to defend your own opinion. <i>Self-confidence:</i> <ul style="list-style-type: none"> - be satisfied with own achievements; - feel good about own acts; - be proud about end product or end presentation; - feel comfortable, participate
2. Understand how to identify areas for self-development	2.1 Describe a personal strength or ability 2.2 Identify an area for self-development 2.3 Describe a personal skill or behaviour they need to develop	<i>Personal strengths and abilities:</i> <ul style="list-style-type: none"> - Communication skills; - Practical skills; - Personal qualities; <i>Analysis of personal strengths and weaknesses:</i> <ul style="list-style-type: none"> - self-analysis; - discussion with tutors, employers, line managers or peers to identify areas for self-development.
3. Understand how to take responsibility for their own self-development	3.1 Describe how they will develop their personal skill or behaviour 3.2 Suggest a suitable target to work towards and agree it with an appropriate person 3.3 Identify the support and resources needed to help them work towards the agreed target 3.4 Work through activities to develop the agreed skill or behaviour	<i>Self-development:</i> <ul style="list-style-type: none"> - set goals (achievable goal, have clear target, know personal expectations); - know what is required to achieve target (resources and support, know all activities required)
4. Be able to demonstrate how they have developed personal skills	4.1 Review the progress they have made 4.2 Review what went well and what did not go so well 4.3 Make choices about how they will continue to develop their personal skills	<i>Reviewing development:</i> <ul style="list-style-type: none"> - ways to review; - decide ways to continue development of personal skills.

Essential guidance

Specific note on delivery of this unit

As a facilitator you should be aware that you could be dealing with children who have an extremely low sense of self-worth, and are therefore unable or unwilling to put effort into the workshops. This is not a sign of bad character; many children in prison are isolated, traumatized or made out to be villains by their own community. Everyone deals with this in a different way. It is therefore the job of the facilitators to actively involve as many participants as possible in the workshops, and pay attention to each person individually

Assessment

Learners must meet all assessment criteria to pass the unit.

Assessment evidence will be accumulated throughout the project. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once. For instance, using the example of an arts project, assessment opportunities may occur at times such as post-rehearsal discussions, production meetings, band meetings and tutorials.

Learners will need to be assessed against the assessment criteria at key points in the project, their final assessment occurring when they are ready to pass the criteria. Depending on the standard of learners, in some cases this may happen relatively quickly, but in other cases several projects may be necessary for learners to develop sufficiently. The number of mid-term assessments depends on the needs of the learner: a learner needing more development may benefit from more mid-term assessments. It is important that learners understand that they will be assessed on life skills through engaging with the project, and that the project is a vehicle to enable this to occur. A high quality project which successfully engages learners is crucial in order to allow their life skills the chance to develop.

Criteria 1.1 must be assessed by self-evaluations and chats with the facilitator. Participants should demonstrate being content with how they think and act by being open and confident in the group in at least two different occasions. As this can be a mask, it is necessary for the facilitator to chat with the participant or let him or her fill out an evaluation about self-satisfaction, in order to see if the behaviour is real.


To meet criterion 1.2 participants should show openness in presenting their end product or telling about what they are working on at least one time. Facilitators should observe the way participants interact with their peers and assess their level of self-esteem by means of observer records.

To meet criterion 1.3, participants need to demonstrate satisfaction and pride with their end product or end presentation. This can be assessed by observer records and self-evaluations. A more in-depth way to find out how participants feel about their abilities and achievements is by means of individual conversations with their mentor or facilitator. This must be recorded by observation records or witness statements.

For assessment criterion 2.1 the participant will need to give brief detail about a personal strength or ability. This can be done written in a diary or told to the facilitator/mentor who will document it.

For 2.2 the participant will need to state one area of their personal skills, qualities and abilities they wish to develop, for example communication skills.

Assessment criterion 2.3 requires participants to give brief detail about a personal skill or behaviour they wish to develop. This information could be evidenced in a diary or any other tool selected to record their learning.



Assessment criterion 3.1 requires participants to give brief details about the activities they will be undertaking to develop the personal skill or behaviour identified in 3.3.

For 3.2, participants need to discuss and agree a suitable target with a mentor or facilitator.

Participants need to state the support and resources they will need to achieve their target for 3.3.

Participants need to implement at least 3 activities to develop the skill or behaviour. These activities need to be recorded in the logbook and verified by the tutor for 3.4. Alternative forms of evidence may be used such as witness statements or video recordings.

The evidence for assessment criteria 4.1, 4.2 and 4.3 may be a video or taped recording of a one-to-one tutorial. For 4.1 the participants will need to assess the progress they have made in developing the skill or behaviour.

For 4.2 the participant should independently identify one successful aspect and one aspect of their self-development which was less successful.

For 4.3, the participant needs to identify, with guidance, more than one way they could continue their development of personal skills.

Unit 2 – Empathy



Aim and purpose

The aim of this unit is for participants to develop their sense of empathy. They will learn to understand another person's perspective and to show interest in others.

Unit introduction

Empathy is the ability to see the world through another person's eyes, to share and understand their feelings, needs, concerns and emotions. It involves imagining what it might be like to 'walk in another person's shoes' and to genuinely relate to other people's feelings and motivations. Empathy enables us to learn more about people and our relationships with those people; it is a desirable skill beneficial to ourselves, others and society as a whole.

Empathy gives an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious. It helps the participants develop the skills needed to relate to and move between cultures by getting into contact with different cultural and ethnic groups. By learning about different perspectives and world views, the participants think about familiar concepts in new ways, encouraging flexibility, adaptability and a willingness to experience cultures and values alien to their own. A strong sense of empathy also helps participants develop a sense of solidarity with others by thinking about their perspectives and experiences as if they were their own.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to complete this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit content
1. Ability to put yourself in someone else's position	1.1 Demonstrate to take another person's perspective	<i>Taking on perspectives:</i> <ul style="list-style-type: none">- displaying an understanding of what has been said;- relating to what has been said;- give examples of your own experiences that resemble what has been said.
2. Ability to show interest in others	2.1 Ask other people how they feel or think about certain issues 2.2 Show that you can imagine how another person feels	<i>Ask about how others feel or think:</i> <ul style="list-style-type: none">- identifying the different feelings/thoughts someone else has;- asking in a way that the other person feels safe to open up. <i>Imagine how another feels:</i> <ul style="list-style-type: none">- recall the emotions they have shared with you;- tell others your own experience that resembles the feeling the other has;- ask people a few hours of days later how they feel about the feeling they shared.

Essential guidance

Specific note on delivery of this unit

As a facilitator you should know that traumatized children are oftentimes not very likely to display much empathy, especially when they are in prison. If a child grows up on the streets the hard way, he or she didn't survive there by being very empathic to others. In prison, empathy is not usually seen as an asset. Therefore, facilitators should make sure that their workshops and their contact with the participants are not entirely contrary to prison or street culture. This, of course, depends on the individual participant's background as well.

Assessment

To assess 1.1 participants can perform a role play in which they take up each others' roles. Subsequently, the facilitators can ask the participants how they feel other persons portrayed their position. To meet this criterion all participants need to have taken part in such a role-play at least one time. Pictures of the role-play and observation records can serve as evidence.

To meet criterion 2.1 participants need to ask other participants at least twice during a group discussion or during one on one talks between participants, how they feel about certain issues or experiences. The facilitator should observe real interest and effort in order for the participants to meet the criterion.

Criterion 2.2 can be assessed by witness statements and peer evaluation. Facilitators observe how participants interact. Facilitators can ask participants, by means of an anonymous enquiry or a personal chat, how and if they think others understand their feelings. To meet this criterion they need to demonstrate imagining how another person feels in at least two situations within the workshop setting and one situation outside of the workshop setting.

Unit 3 – Communicate effectively



Aim and purpose

The aim of this unit is for participants to be able to communicate effectively both verbally and non-verbally.

Unit introduction

Effective communication helps us better understand a person or situation and enables us to resolve differences, build trust and respect, and create an environment where problems can be solved more easily, and creativity can flourish. As simple as communication seems, much of what we try to communicate to others—and what others try to communicate to us—is misunderstood, which can cause conflict and frustration in personal and professional relationships.

Positive results can only be yielded from our workshops when participants and facilitators all communicate effectively. Communication is a two-way system which requires a sender to transfer information and a receiver to respond to this information. Facilitators should know how to effectively communicate with their participants during a workshop by thinking about their use of voice, correct language and body signs. Effective communication is achieved when the receiver gives the sender feedback. This feedback doesn't necessarily have to be constructive; it's important that sender and receiver try to understand each other as best they can.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit content
1. Be able to communicate effectively with others	1.1 Communicate appropriately with others 1.2 Demonstrate the ability to listen to others	<i>Verbal communication:</i> <ul style="list-style-type: none">- Use correct language, tone, clarity, use of register;- speak English or your native language without having to use prison slang/gang language;- adapting communication for different situations;- self-expression;- discussing <i>Listening:</i> <ul style="list-style-type: none">- reflecting and paraphrasing what another person said;- asking questions about what has been said;- active listening by being engaged with the speaker.
2. Be able to use non-verbal communication skills	2.1 Make use of non-verbal communication and body language 2.2 Understand what others mean if they use non-verbal or body language	<i>Non-verbal language:</i> <ul style="list-style-type: none">- making eye contact;- use of body language;- not using gang signs;- active posture;- open bodily attitude

Essential guidance

Assessment

Participants must meet all assessment criteria to pass the unit.

For assessment criteria 1.1 and 1.2, the verbal communication skills used by participants may be presented in the form of a record of group discussions. The contribution of individuals will need to be identified and assessed through witness testimonies, peer group assessment or by the facilitator.

For 1.1, participants will need to show their ability to listen actively to others on more than one occasion. Evidence of active listening with the use of appropriate body language will need to be demonstrated to meet this criterion.

1.2 requires participants to read, speak, listen and write clearly in the context of group work. Reading and writing can be limited to a few words. Appropriate tone and register will need to be used to meet this criterion.

Criteria 2.1 and 2.2 for using body language can be assessed during group discussions, workshops, but also open days and other performances. To meet 2.1 the participants should show the use of appropriate body language at least 2 times during group discussions within a workshop environment. Outside the workshop environment during public events, they should be able to make eye contact with the audience and have good posture. They should also be able to use gestures when necessary. Evidence for this can be collected by means of photo's.

To meet 2.2 the participants should demonstrate more than once that they understand what their peers mean when using body language during a workshop and show that they know how to use it themselves. This should be audio recorded or recorded by witness statements and observations by facilitators.

Unit 4 – Managing social relationships



Aim and purpose

The aim of this unit is for participants to encourage participants to use appropriate behaviours when interacting with others in social situations.

Unit introduction

Social relationships are a feature of human society from earliest infancy to the end of life. Learning how to manage social relationships is a skill central to making the most of education, work, personal life and leisure activities. Therefore, if individuals learn to understand and improve their social interactions with others this can have beneficial effects in all aspects, and at all stages, of their lives. It's vital that we learn to discern a healthy relationship from a harmful one. In order to build and maintain a relationship, you need to make conscious choices about your relationships, determine for yourself what you expect from other people and have open communication with family and friends. In a healthy relationship between two people, each person is allowed to be an individual within the relationship. Both people are allowed to grow both individually and as a couple. This kind of healthy relationship involves freedom, encouragement and support of each other's efforts. It also involves boundaries, cooperation and compromise, and consideration. Communication, trust and respect form the basis of all other components of a healthy relationship.

In this unit participants will identify different types of formal and informal social situations encountered in daily living. They will be encouraged to explore some of the positive behaviours that can be used, including body language, constructive criticism and assertive behaviour, and to understand the importance of using them to enhance social exchanges.

Participants will be given the opportunity to develop, practise and apply social skills in at least two social situations.

Completing this unit will contribute to the participants' overall personal and social development, and will develop the skills and understanding they need to manage their social relationships more effectively in the future.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit amplification
1. Be able to build and maintain relationships	1.1 Identify which people, both peers and adults, are important for you 1.2 Maintain your relationships 1.3 Show trust in others and show that you feel others trust you	<i>Identify important relationships:</i> <ul style="list-style-type: none"> - having positive friends; - having sense of belonging. <i>Maintaining relationships:</i> <ul style="list-style-type: none"> - having friendships for a longer period of time; - strong family relations; - if relation is good with a parent or care taker keep it this way by putting forth enough effort. <i>Trust:</i> <ul style="list-style-type: none"> - tell someone else how you feel and think; - undertake activities with other people; - keep stories that others tell you to yourself.
2. Understand how to interact with others in a range of social situations	2.1 Identify at least two social situations in which they may need to interact with others 2.2 Identify positive behaviours which can be used when interacting with others 2.3 Explain why it is important to use positive behaviours when interacting with others	<i>Social situations:</i> <ul style="list-style-type: none"> - identifying informal social situations; - identifying formal social situations; - day-to-day situations; - meeting familiar and unfamiliar people; - one-to-one interactions, small and large groups. <i>Positive behaviours:</i> <ul style="list-style-type: none"> - understand effects of body language; - constructive criticism; - disagreeing without being personal; - assertive behaviour; - importance of positive behaviour.
3. Demonstrate how to interact with others in a range of social situations	3.1 Take an active role in at least two exchanges on different topics, with one or more people 3.2 Use a range of appropriate behaviours when participating in the exchanges 3.3 Use appropriate formal and informal communication techniques	<i>Interacting in social situations:</i> <ul style="list-style-type: none"> - practising maintaining active roles in exchanges; - practising appropriate behaviours for different formal and informal social situations; - investigating cultural/religious variations in social situations; - developing awareness of differences in communication styles of others.
4. Be able to care for others	4.1 Take responsibility for another person 4.2 Advocate for someone else if the person needs it 4.3 Provide non-verbal help and assistance to another person	<i>Take responsibility for others:</i> sharing of responsibilities; know when another person needs your help. <i>Advocate for someone else:</i> stand up for someone else in a discussion; defend another person verbally if he or she is being intimidated verbally; ability to name positive characteristics of other people; advocate for fellow prisoners once released. <i>Provide help and assistance:</i> wanting to contribute financially towards family; give advice to their peers; assist YIP at events.

Essential guidance

Specific note on delivery of this unit

As a facilitator it is your responsibility to know how to create a good relationship between you and the group and between members within the group. Each individual within your group, including you, should feel part of a team. This requires trust. It is your job as a facilitator to help the participants develop this trust, and to help them adapt to their situation, and teach them to communicate effectively with each other and with you.

Assessment

To meet criterion 1.1 participants should know which people are important in their lives. This can be indicated by self-evaluation and talks with the facilitator.

Criteria 1.2 and 1.3 can be assessed by self evaluations and peer evaluations. For 1.2, participants should be able to describe, written or verbally, what others think of them.

For 1.3, participants need to show their trust in their peers by means of personal talks between peers. They should also indicate how they think others trust them by means of self-evaluation. In order to check if they have a realistic image of this, peer evaluations can be conducted. Any differences between these two views can be resolved by individual talks with the facilitators.

To meet the requirements of 2.1 the two situations identified must be clearly different, for example one formal and one informal; one with familiar and one with unfamiliar people; one in a small group situation and one in a large group situation. It is not sufficient to merely list the situations, a brief explanation of why that requires them to interact is required.

Participants' evidence to meet 2.2 must include, but not necessarily be limited to, positive behaviours from body language, constructive criticism and assertive behaviour.

When explaining the importance of positive behaviours for 2.3 participants should preferably focus on positive benefits, for example, 'If you make eye contact with someone they know you are listening to them.' but it is acceptable for them to demonstrate their knowledge by reversing this, for example, 'If you do not make eye contact with someone they may think you are not listening to them.'

For 3.1 participants are required to provide evidence of their active role in two exchanges. These could be (but are not required to be) exchanges within the same social situations identified for 2.1, for example, meeting a new person at a new social club or ordering the food at a meal out. Naturally occurring exchanges between participants or facilitator and participant could be used, for example, a small group of participants planning an activity or a tutorial to review progress or discuss an issue.

Evidence of exchanges that take place outside the workshops could be provided by means of audio tapes, photographs, summaries of conversations and witness testimonies. This evidence must also highlight positive behaviours, formal and informal communication techniques, used during the exchange, to meet the requirements for 3.2 and 3.3. Tutors could ask supplementary questions, or participants could review their exchanges with their peers, to provide further evidence for 3.2 and 3.3. Appropriate behaviours or communication techniques should take into account issues of equality and diversity.

All the assignment criteria for this unit could be successfully covered by an overall assignment whereby participants provide a presentation, written or verbal report describing two social interactions in which they actively participated, giving examples of the positive behaviours used and explaining why this was important.

To meet 3.3 the two exchanges must include formal and informal communication techniques. Exchanges taking place outside of the workshop environment would need to be evidenced by observation reports or witness statements.

For criterion 4.1 participants should show at least at one occasion that they offer assistance to peers who need this during the workshops.

To meet 4.2, participants need to verbally defend another peer during group discussions. This can be assessed during natural discussions or during a discussion game. During a game people often feel more at ease as they can play a role. The group can be divided into two groups. Each group needs to defend a particular position that one of their group members holds. The facilitator can observe the extent to which participants advocate for their group member.

Criterion 4.3 can best be assessed by peer evaluations and personal talks with the facilitator. Participants indicate how much they are assisted by their peers.

Unit 5 – Cooperate positively



Aim and purpose

The aim of this unit is for participants to cooperate positively in a group and be able to share and be generous.

Unit introduction

Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Positive cooperation involves contributing to a group's efforts and take notice of other people's contributions within the group. These contributions may consist of sharing thoughts, giving input on topics or assignments, or committing to and completing assigned tasks. The participants also need to be able to find a way to work together if ideas of other people do not match with theirs. This means listening to other people's input, combining different inputs and working on tasks together with someone who has opposite ideas. Besides positive cooperation in a group, participants need to be able to share resources and materials.

The Young in Prison programme is largely a collective process, which requires good collaboration and mutual acceptance between participants. During the Young in Prison workshops, youngsters work together towards a final product. Joint performances at the end of a cycle of workshops contribute to team building. Moreover, working together on a final product with each having his own responsibility adds to the participants' social responsibility; participants are stimulated to respect each other's input and compromise when there appear to be opposite ideas.

You as a facilitators should take notice of the way participants are cooperating, and promote a sense of shared responsibility and accountability. Young people can often collaborate very well, even despite their differences, if they can focus on a shared goal.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit amplification
1. Be able to cooperate positively in a group	<p>1.1 Contribute your input and take notice of other people's contributions to the group</p> <p>1.2 Find a way to work together if ideas of other people do not match with yours</p> <p>1.3 Share workshop resources with other group members</p>	<p><i>Contributions to group effort:</i></p> <ul style="list-style-type: none">- giving input on topic or assignment;- share thoughts;- commit or complete tasks;- commit to teamwork. <p><i>Work together:</i></p> <ul style="list-style-type: none">- give attention to other people's input;- combine your own and other's input in the task you are doing;- work on a task together with someone who has opposite ideas. <p><i>Sharing:</i></p> <ul style="list-style-type: none">- be willing to give resources you have and others' don't; work together using the same resources.
2. Know how to work with others in appropriate ways	<p>2.1 Contribute to setting ground rules for working with others</p> <p>2.2 Make suggestions about the role they should play in the group</p>	<p><i>Ground rules for working with others:</i></p> <ul style="list-style-type: none">- respect others- listen to everyone in group;- ask everyone's opinion;- everyone should contribute;- make decisions as a group;- follow decisions made by group;- help others. <p><i>Individual roles for group working:</i></p> <ul style="list-style-type: none">- encouraging others to work together;- encouraging others to complete tasks;- helping others to complete tasks;- asking for help from other group members;- responding to feedback from other group members.

3. Be able to play an active role in working as part of a group	3.1 Carry out agreed activities when working with others on a group task 3.2 Make suggestions and receive feedback appropriately 3.3 Ask for or offer help when required	<i>Respect others' contribution:</i> - listen to ideas of other group members without interrupting, - agree group decisions, - follow decisions of group <i>Contribute to group decisions:</i> - offer own ideas, - suggest solutions to problems faced by group, - suggest a better way of doing something <i>Respond to feedback from other group members:</i> - accept advice from other group members; - accept help from other group members. <i>Complete own task:</i> - complete agreed task on time; - complete task to satisfactory standard <i>Help other group members:</i> - show group member how to do something; - help another group member to complete their task <i>Ask for help from other group members:</i> - ask for help when clarification needed; - when getting behind with tasks
4. Review their role in the group	4.1 Review their work with others 4.2 Identify how they contributed to the group 4.3 Identify what went well and areas they could improve on in working with others	<i>Contributions to group work:</i> - made suggestions as to how to complete the work; - helped another group member with their task; - completed own task on time. <i>Areas for improvement in working with others:</i> - accepting feedback from others; - asking others for help.

Essential guidance

Specific note on delivery of this unit

As a facilitator you should take notice of the way participants are cooperating, and promote a sense of shared responsibility and accountability. Young people can often collaborate very well, even despite their differences, if they can focus on a shared goal.

Assessment

Participants must meet all assessment criteria to pass the unit.

The evidence for criteria 1.1 and 1.2 must be demonstrated by observation of the facilitator and the final product / artefact. When participants have come to a good final product at the end of the workshop cycles, they have shown that they are capable of working together. For 1.1, it is necessary that both the facilitator and the participants can indicate the different contributions of every participant in the final product.

Criteria 1.3 can be assessed by a peer evaluation and/or observer record. Participants need to have shown that they share resources during at least three workshops.

Participants will need to take an active part in setting the ground rules for their group work for assessment criterion 2.1. For 2.2 participants need to suggest at least two ways they could be involved in the group. These criteria can be evidenced by discussion between participants and the tutor, supported with a statement from the tutor that the participant has provided all the evidence needed to meet the assessment criteria. Alternative methods of evidencing learning may be used.

For 3.1, 3.2 and 3.3 participants may use a checklist to provide evidence that they have carried out their agreed activities, made suggestions, received feedback appropriately and asked for, or offered, help when required. Alternatively, a witness statement provided by the tutor stating that the participant has achieved all of the criteria may be used as evidence.

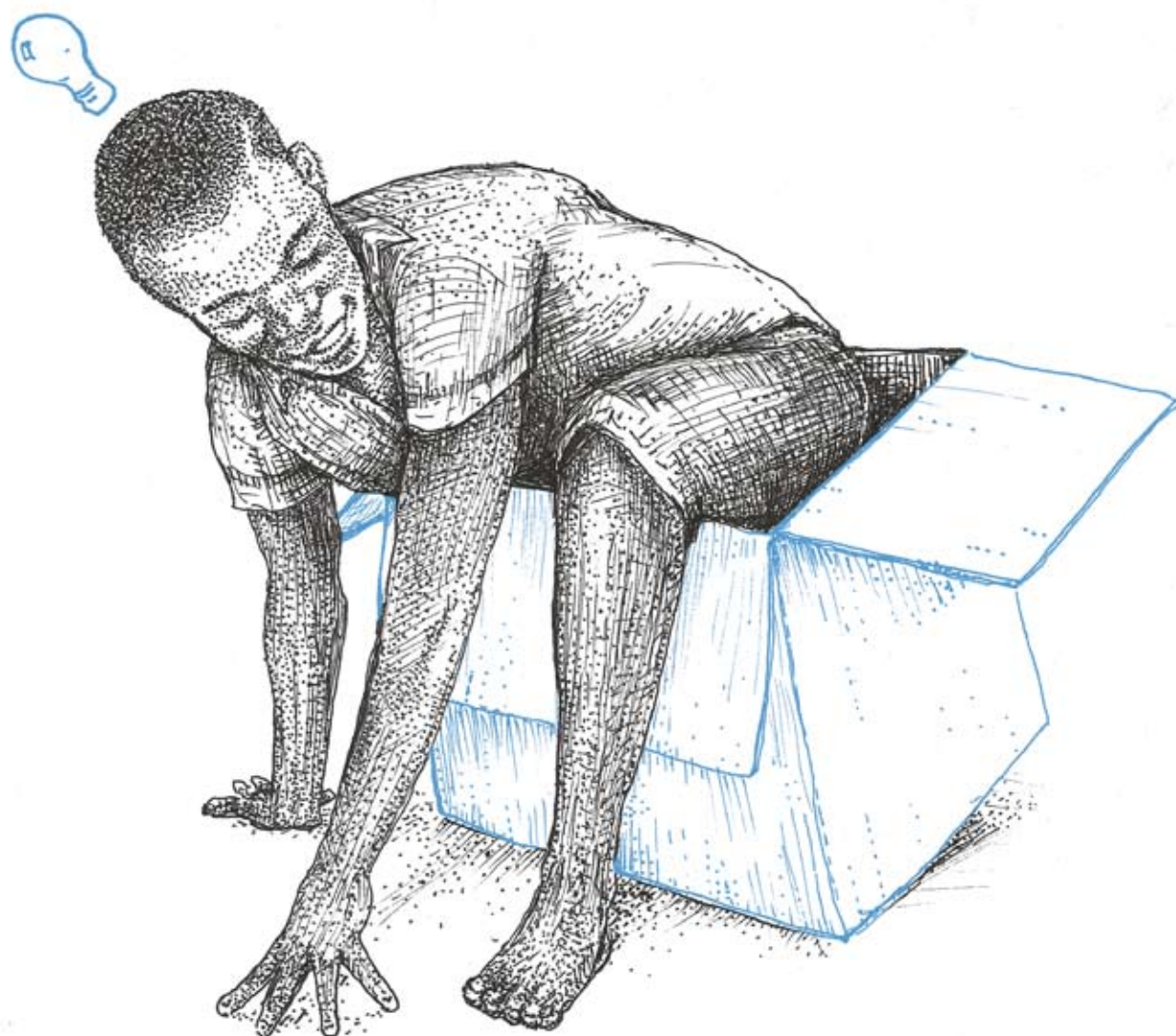
Assessment criteria 4.1, 4.2 and 4.3 could be evidenced with a statement completed by the tutor after a tutorial in which participants examine their skills in work with others by reviewing the checklist completed for 3.1, 3.2 and 3.3.

For 4.1 participants will need to identify which group-working skills they demonstrated during completion of the activities.

Participants will need to be able to identify at least two ways they contributed to the group for criterion 4.2.

For assessment criterion 4.3 participants will need to identify at least two aspects of group work at which they were successful and at least two aspects of their group-work skills they could improve.

Unit 6 – Stimulate creative and critical thinking



Aim and purpose

The aim of this unit is for participants to be able to think creatively and 'out of the box', and also to be able to think critically.

Unit introduction

Developing creative and critical thinking skills is vital for young people, as it enables them to make better decisions and come up with creative solutions to the problems that they face. Many young people that come into conflict with the law do so because of their inability to place their current situation in the proper context, and analyze it critically. They often see crime as their only option, as this is what they see around them in their communities. It is helpful for them to be stimulated to think divergent, which involves creative generation of multiple answers to a problem.

In order to develop critical thinking skills, young people need to learn how to reflect on situations, look at things from different perspectives and think of various possible options. By regularly sharing thoughts and perceptions with one another, the participants become more aware of other points of view and learn that there are different ways of seeing things. Critical thinking can also be fostered by showing participants different perspectives on the same story, or providing them with information that may contradict ideas they already hold. Being open to ideas from others, but also challenging other people's ideas and opinions, will benefit social interaction; it will help to communicate in a positive way.

As a facilitator, your job is to focus on the development of creative processes and critical thought. For example, creative activities such as drawing, drama improvisations, completing puzzles and other activities that challenge participants' thinking also develop the participant's ability to think outside box and come up with creative solutions to problems. You should make sure that every participant is encouraged to voice his own opinion and share and discuss it with the group. Other group members should also be encouraged to formulate counter arguments and discussion points in a respectful way.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit amplification
1. Think creative and 'out of the box'	1.1 Generate and formulate own ideas 1.2 Use imagination to come up with ideas 1.3 Be open and curious about other people's ideas and to learning new things	<i>Generating ideas:</i> <ul style="list-style-type: none"> - come up with ideas; - dare to enounce your ideas to others personally and in a group. <i>Use imagination:</i> <ul style="list-style-type: none"> - think freely; - open your mind; - think out of the box; - speak out what's in your head; - put your imagination into words. <i>Open to other ideas:</i> <ul style="list-style-type: none"> - see the value of other people's ideas; - learn from other people's ideas; - do something with other people's ideas; - ask others what their ideas are; - listening to ideas of other group members without interrupting.
2. Think critically	2.1 Reason through logic: elaborate logically on what you think and why you think this 2.2 Challenge other people's ideas and opinions by starting discussions	<i>Reason through logic:</i> <ul style="list-style-type: none"> - find arguments for your ideas; - tell others why you think a certain way; - explain how you came to a certain idea. <i>Challenge ideas:</i> <ul style="list-style-type: none"> - dare to start discussion; - speak up for your opinion.

Essential guidance

Specific note on delivery of this unit

As a facilitator, your job is to focus on the development of creative processes and critical thought. For example, creative activities such as drawing, drama improvisations, completing puzzles and other activities that challenge participants' thinking also develop the participant's ability to think outside box and come up with creative solutions to problems. You should make sure that every participant is encouraged to voice his own opinion and share and discuss it with the group. Other group members should also be encouraged listen to other peoples' opinion and to formulate counter arguments and discussion points in a respectful way.



Assessment

Participants must meet all assessment criteria to pass the unit.

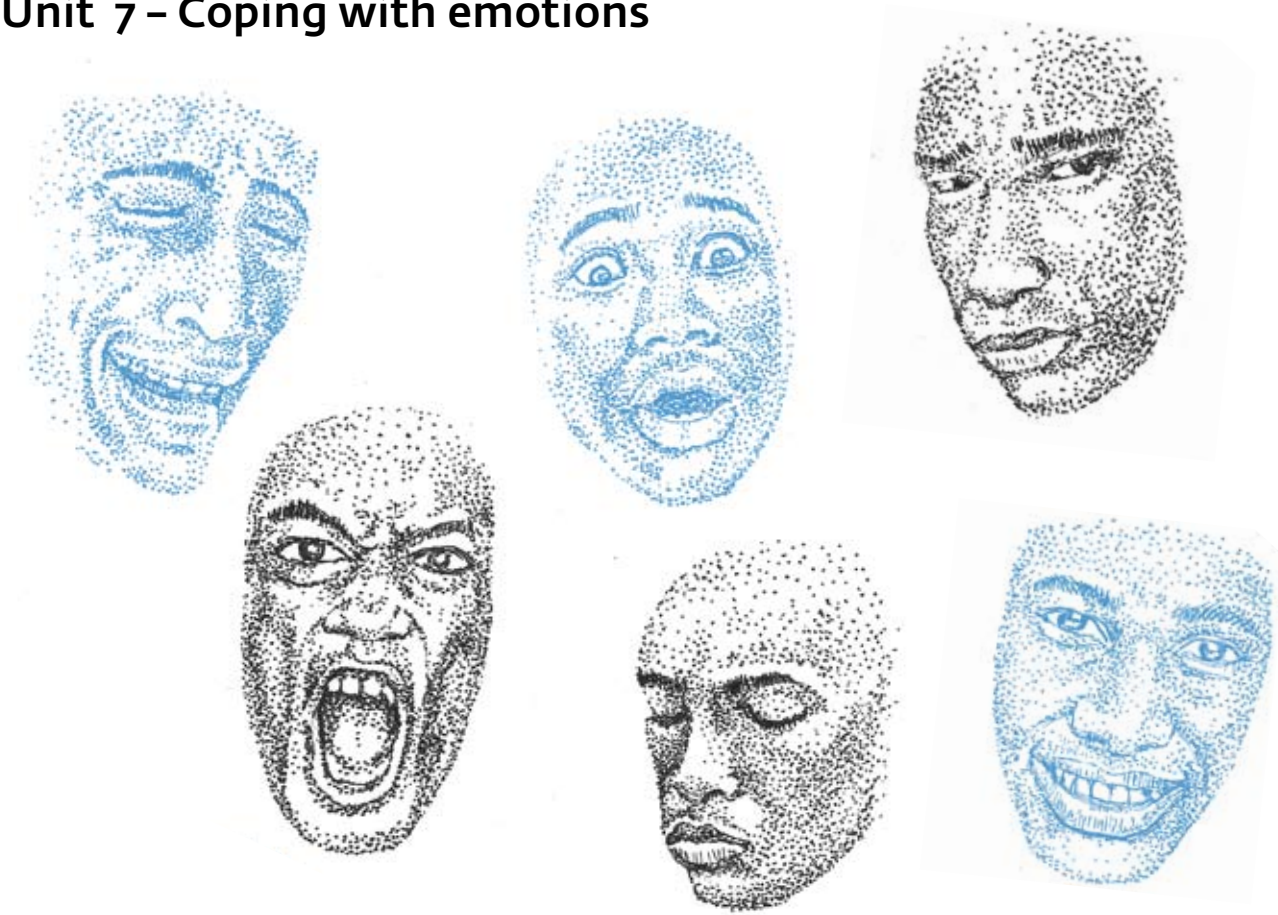
The best way to assess 1.1 and 1.2 is for the facilitator to observe the participants during the workshops. To achieve 1.1 participants need to generate more than one idea during a group discussion. The facilitators can stimulate criterion 1.2: they can encourage the participants to use their imagination by making them aware that their thoughts are valuable. The participants should demonstrate that they could transform their imagination into practical ideas during the workshop on more than two occasions.

Observing and documenting the interaction among the participants by observer records and witness statements can assess criterion 1.3. Participants should demonstrate their ability to actively listen to others and show their appreciation of the ideas of the person they are listening to during at least two moments of interaction (during workshop and outside workshop environment). Openness to learning new things can also be assessed by observing if participants are showing initiative in getting to know more than what is taught during the workshops.

Criteria 2.1 and 2.2 can be assessed during group discussions and one-on-one discussions. In a group discussion, participants can be stimulated to defend their arguments in a logical way. To meet 2.1 they must add at least two arguments to the input/idea they bring forth.

To meet criterion 2.2 they should, in at least one group discussion, either start the discussion or challenge an idea of another group member who is part of the discussion.

Unit 7 – Coping with emotions



Aim and purpose

The aim of this unit is for participants to be able to understand, manage, express and regulate their own emotions.

Unit introduction

Prison is not a good place for young people to learn how to deal with their emotions. The Young in Prison workshops teach participants to be more aware of their own emotional range. Participants learn to understand what triggers certain emotions within themselves and also how these emotions make them respond. This will require them to reflect on situations when they were very emotional and label the emotions that were present. Participants are also taught techniques, such as breath awareness and relaxation exercises, which allow them to better cope with their emotions. They learn to stay calm and speak to another person respectfully when voicing how they feel. These techniques are of great help later in the participants' lives, when they are out of prison, for example in the workplace or within the family.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit content
1. Be able to understand, manage and express own emotions	1.1 Recognise and name own emotions 1.2 Recognise how own emotions influence own behaviour 1.3 Express own emotions to others	<p><i>Understanding emotions:</i></p> <ul style="list-style-type: none"> - identify the different emotions; - give an explanation why you or another person is feeling a certain way; - explain how your emotion influences your behaviour. <p><i>Managing emotions:</i></p> <ul style="list-style-type: none"> - stay calm; - speak to another person in a respectful and understanding matter; - control your first intuitive emotional reaction; - count to ten before acting. <p><i>Express your emotions:</i></p> <ul style="list-style-type: none"> - openly talk about feelings; - show facial expressions of a certain emotion; - express how you feel about a certain incident or about a general issue.
2. Emotional regulation	2.1 Regulate negative desires that come to mind 2.2 Postpone acting out a negative desire: think before acting 2.3 Take a few minutes of rest if emotions are about to influence behaviour	<p><i>Regulate your desires:</i></p> <ul style="list-style-type: none"> - ignore negative desires that come to mind; - try to change the association between negative desire and behaviour; - act different to a negative desire than you normally do. <p><i>Think before acting:</i></p> <ul style="list-style-type: none"> - take a few seconds or minutes rest if a desire pushes you to act out a particular behaviour; - think about where the desire comes from; - think about what this desire entails; - think about the consequences of your behaviour first. <p><i>Control emotions:</i></p> <ul style="list-style-type: none"> - take a few minutes rest if an emotion pushes you to act out a particular negative behaviour; - think about what your emotions mean to you; - think about what the acting out of your emotions would mean to others.

Essential guidance

Specific note on delivery of this unit

As a facilitator you should recognize the participants who are not sufficiently capable to keep their emotions in check. They shouldn't receive scorn or be told off for this; instead, try to identify the problems these participants have, and use the group to teach them how to deal with their pent up rage, anger, angst or aggression.

Assessment

For the assessment of criteria 1.1 and 1.2, the skills in recognising and naming one's own emotions, can be assessed by handing out pieces of coloured paper on which different emotions are portrayed. Every emotion is displayed in a different colour. The participants can indicate when they feel different emotions; or a role playing game can be played in which the participants indicate which emotions the actors are acting out; or the participants make drawings of people experiencing different emotions and fellow participants guess which emotions there are. Another possibility of assessing this skill is for the facilitator to interview the participants on how emotions influence their own behaviour during a workshop. Evidence for these criteria can be assessed with audio recordings and pictures. To meet criteria 1.1 participants must name and recognise 5 emotions ; and to meet 1.2 they must indicate at 2 distinct moments how their emotions influenced their behaviour.

For 1.3, the skill to express emotions can also be assessed by means of a role-play, in which participants get a card with a certain emotion, which they need to express to their fellow participant. Another way of assessing the expression of emotions is to start the workshop with describing how the participants are feeling using voices, drumming or body percussion on that particular day. To meet this criteria the participant must at least at two occasions express their emotions positively. The facilitator can make up an observation record or make pictures of moments in which the participants express their emotions positively.

Criteria 2.1, 2.2 and 2.3, to be able to regulate your emotions, can best be assessed by a thought challenging game and by individual reflection together with the facilitators. It is important to first identify the desires and the emotions. Emotional regulation becomes easier when a participant can differentiate between his different desires or emotions and his response or behaviour linked to these emotions. The combinations of the different desires/emotions and the response/behaviour can be drawn or written down by the participant. The facilitator can then give the participants homework assignments in which they should practice controlling the response or their behaviour in their everyday life. Evidence can be collected by means of a diary made by the participants themselves, by activity witness statements and written records by the facilitator.

To meet criteria 2.1 the participants need to have indicated twice how they have regulated negative desires coming to mind.

For both 2.2 and 2.3 the participants need to demonstrate that they think before they act and take a few minutes rest before acting out upon their emotions in two different situations: one within the workshop environment and one outside of the workshop environment.

Unit 8 – Reflect on yourself



Aim and purpose

The aim of this unit is for the participants to gain awareness of their own strengths and weaknesses and also to gain the ability to examine their own competences and beliefs.

Unit introduction

Self-reflection is extremely valuable to the learning process. It enables us to learn from our mistakes and to build further on our achievements. Reflecting on things that are going on in our lives can help us understand these things better and give us new insights into ourselves and our surroundings. Reflection on one's own skills and abilities also increases awareness of one's own strengths and weaknesses. This awareness can help a person make the right decisions, avoid possible complications and improve one's self-esteem.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit amplification
1. Being motivated to learn	<ul style="list-style-type: none">1.1 Show active participation during the workshops1.2 Be on time when you have an activity to attend1.3 Show improvements in skills taught during the workshop cycle1.4 Finish projects where one is working on	<p><i>Learning to learn:</i> ask questions during workshops; analyse and demonstrate knowledge of information that was gained; generate practical examples.</p> <p><i>Self-discipline:</i> being ready and on time for a workshop; do activities without supervision</p>
2. Be able to examine own competences and beliefs	<ul style="list-style-type: none">2.1 Be able to appraise the competences you possess and which you need to gain2.2 Examine personal beliefs and measure them against the beliefs of others	<p><i>Appraise your competences:</i></p> <ul style="list-style-type: none">- being able to assess own process and progress within their plans;- express satisfaction with own achievements. <p><i>Measure own beliefs against those of others:</i></p> <ul style="list-style-type: none">- being able to identify and compare beliefs with others';- see how you can learn from others;- know how you can inspire others with your own beliefs.
3. Awareness of own strengths and weaknesses	<ul style="list-style-type: none">3.1 Describe personal strengths or abilities3.2 Identify in what social and practical skills you need to improve and how you can do this	<p><i>Self-knowledge:</i></p> <ul style="list-style-type: none">- describe skills you possess;- relate abilities to successes;- acknowledging personal skills, qualities and- abilities required for further success and achievements;- describe skills you need to improve;- know what actions are needed for you to improve;- express own needs, strengths, goals, and dreams;- desire to develop skills.

Essential guidance

Specific note on delivery of this unit

As a facilitator you guide the participants in this process. It is important to create plenty of opportunities for the participants to reflect in different ways. A reflection does not have to be spoken; it could be done through drawing, painting, or even drama. It can be expressed to the whole group, shared with one other person or even just done in silence. At the end of each workshop you can ask the participants to demonstrate what they have learnt any creative way they want. You can then discuss together what they think they did well and where they still need some improvements.



Assessment

To meet criterion 1.1 the participants need to actively participate during 50% of the workshops. Evidence can be recorded with pictures and observation statements.

To meet criterion 1.2 the participants need to attend the workshops for at least 80% of the time. The facilitator keeps up a report on the presence and the participation of the participants, which functions as evidence.

In order to assess criterion 1.3, whether the participants have improved during the workshop cycle, a pre- and post workshop assessment should be conducted. This can be both a self-assessment and an observation record by the facilitator. During the last workshop, the facilitators and participants can analyse the changes they see in their skills throughout the workshop cycle.

Criterion 1.4 can be assessed by the end product or end presentation of a creative arts activity. To meet this criteria participants need to all have finished one end product or given one end presentation. A picture of the end product functions as evidence.

Criterion 2.1 is best assessed by self evaluations and reflections together with the facilitator. The participants should be able to see and name their successes in life and indicate what the ingredients of this success are. They should also indicate what they could improve and what ingredients they need for this. To meet this criteria the participants need to name at least 3 competences which they possess and 3 competences they need to gain.

To meet criterion 2.2, participants need to clearly describe their own beliefs and other people's beliefs. In an exercise they can list these beliefs and put them next to each other and display what is positive about both. In order to meet this criteria they need to indicate two different things they can learn from the beliefs of others, and two different ways on how they can inspire others with their own beliefs.

Criteria 3.1 and 3.2 can be assessed by a name and frame game. Facilitator and participants name different skills that concern a lot of the participants in the group. The participants can subsequently frame them into categories, such as difficult and easy, or fun and annoying. During a one-on-one talk the facilitator will assist the participant in applying these categories to the participant's own skills and competences. To pass these two criteria participants need to be able to name and/or draw at least two of their personal strengths or abilities and at least two skills in which they need improvement. This can either be done by recordings of one-on-one chats with the facilitator or drawings made by themselves.

Unit 9 – Manage stress and frustration



Aim and purpose

The aim of this unit is for participants to be able to manage stress and to gain insight in how to cope with frustrations.

Unit introduction

Many young people inside the prison walls live a very stressful and traumatized life. They face a lot of difficult challenges, such as being deprived from their freedom, lacking a loving and caring family, being forced to live under a strict regime, and many other things. It is extremely important for the positive development of the participants to be able to deal with such stress factors and risks, and to avoid and prevent certain situations from escalating because of pent up stress and frustration.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit content
1. Be able to manage stress	<p>1.1 Be flexible, which means that when the situation changes you can adapt to it</p> <p>1.2 Be realistic in what you want to achieve</p> <p>1.3 Think positive, try to see things in perspective, when things do not go the way you want them to go</p>	<p><i>Flexible:</i></p> <ul style="list-style-type: none">- accept when adjustments need to be made;- switch to another task spontaneously when circumstances ask for this. <p><i>Realistic:</i></p> <ul style="list-style-type: none">- set reachable goals for yourself;- have a clear idea of what your future can look like;- have a clear view on what you can achieve in life. <p><i>Positive thinking:</i></p> <ul style="list-style-type: none">- overcome challenges;- expect the best;- believe in a positive future for yourself;- believe in a positive reintegration;- believe that your contribution to your community is valuable.
2. Be able to cope with frustration	<p>2.4 Have patience with others and with the situation around you</p> <p>2.5 Be able to stay calm when you fail to achieve something</p>	<p><i>Patience:</i></p> <ul style="list-style-type: none">- be relaxed;- don't get irritated easily;- be able to see things into perspective. <p><i>Stay calm:</i></p> <ul style="list-style-type: none">- take a few minutes to yourself if you feel frustration taking over;- if needed walk away from the situation for a few minutes;- reformulate what you want and try to see another way of achieving this.

Essential guidance

Specific note on delivery of this unit

You as a facilitator will come across a lot of participants who are stressed at the beginning of each workshop. This stress is caused either by the novelty of the workshops, they did not learn how to deal with stress earlier on or something stressful happened to them in their cells. Making some music or playing some games at the beginning of the workshop can help you understand how your participants are feeling at that moment. Thus, you can adapt your exercises to the participants' mood. At the end of the workshop, you will know if the exercises you chose had a positive influence on the participants. If the results are negative, do not worry; simply try a different approach next time. It's important that participants can vent the frustrations and stress they have in a safe and non-aggressive way, in a comfortable environment. Try to teach the participants how to deal with the frustrations of prison life in a meaningful way.

Assessment

In order to achieve criterion 1.1, participants need to demonstrate on at least two occasions that they can easily adapt to a changing situation. The facilitator can keep a report on his observations or peer-evaluations can be conducted.

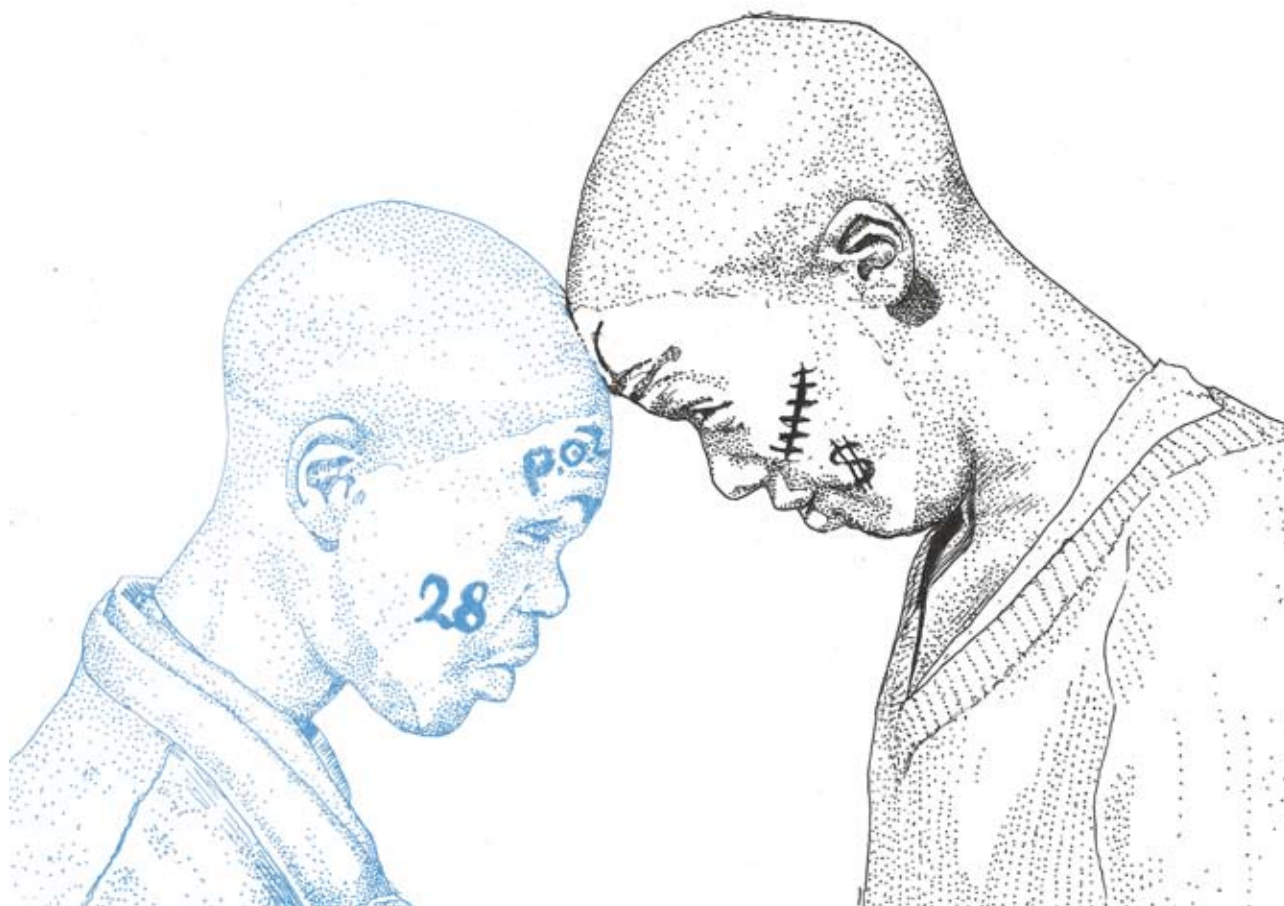
To meet criterion 1.2, participants need to show that they know what they can achieve and what their future could look like. They should have set, together with the facilitator, clear goals and future ideas in a diary.

To assess 1.3, participants should have one-on-one conversations with facilitators. These conversations can be documented by the facilitator written down or by audio recordings. Participants should demonstrate during at least two conversations that they believe in overcoming challenges, creating a positive future and being a valuable contribution to their community.

For the assessment of criterion 2.1, participants need to demonstrate on at least two occasions, one during the workshops and one outside of the workshop environment, that they are able to react relaxed when their patience is being challenged. For example, when they have to wait really long for their turn during the workshop. This can be observed during natural situations, but it can also be assessed in a game. Evidence can be collected by witness statements and observation records.

Criterion 2.2 can best be assessed by observation during creative activities in the workshops. Especially when the participants are working on an artefact. Again, this can be observed in natural situations, but also in provoked situations. For example, the facilitator can give a certain task to the participants of which the facilitator knows that they will have a hard time completing it. Subsequently, he can observe the way the participants go about struggling with a certain task. To meet this criteria the participants need to show at least once within the workshops and once outside the workshop environment that they can stay calm when something does not quite work like they want it to work.

Unit 10 – Coping with conflicts



Aim and purpose

The aim of this unit is for participants to understand the causes of conflicts and to behave positively in a conflict situation.

Unit introduction

Being able to deal with conflict is a very important skill for young people to learn, and especially for young people in prison; they are often in conflict in many different ways, for instance with other incarcerated youths, or with people in a position of authority. Conflicts are a normal part of relationships. After all, different people have different views and ideas and these do not always match. Being able to deal with conflict, rather than avoiding it, is crucial. When conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, conflict provides an opportunity to strengthen oneself and one's relationships. By learning such conflict resolution skills, you can keep your personal and professional relationships strong and growing.

Conflict arises from differences, both large and small. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers very powerful reactions, a deep personal need is often at the core of the problem. Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable and safe create some of the most severe challenges in our personal and professional relationships. In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and break-ups. In workplace conflicts, differing needs are often at the heart of bitter disputes, sometimes resulting in broken deals, and loss of profits or jobs. Understanding people's different needs opens up pathways to creative problem solving, team building, and improved relationships.

You as a facilitator should not make the mistake of always trying to avoid conflict within the group. As long as the conflict doesn't get out of hand, it can be a useful tool to show the participants how to handle a situation in a mature and respectful way. If two of your participants can resolve their differences in a manner that is entirely different from what they are used to, you show them a new way of dealing with negativity and conflict. This is an extremely important asset for a young person to have, both inside our outside the prison walls.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit amplification
1. Understand conflicts	1.1 Show recognition and be able to indicate what causes and aggravates conflicts 1.2 Demonstrate understanding and acceptance of differences between people	<i>Recognise and indicate cause:</i> <ul style="list-style-type: none"> - name the cause of the conflict; - dare to name your own actions as the cause of the conflict (if this is the case); - see difference between causes (either a person or a situation). <i>Accepting differences:</i> <ul style="list-style-type: none"> - being willing to agree to disagree; - accommodating different personalities within a group; - investigating cultural/religious variations within a group;
2. Be able to behave positively in conflict situations	2.1 Control own emotions in a conflict situation 2.2 Offer peaceful solutions to a conflict situation	<i>Control own emotions:</i> <ul style="list-style-type: none"> - back down for a few minutes to think about the emotions you experience; - identify the behaviour that stems from your emotion; - change your behaviour in reaction to your emotions. - practising appropriate behaviours for different conflict situations. <i>Offer peaceful solutions:</i> <ul style="list-style-type: none"> - offer to help others who are in conflict; - talk to people who are in conflict with you or with others; - propose to take a break and think about it for a while.

Essential guidance

Specific note on delivery of this unit

You as a facilitator should not make the mistake of always trying to avoid conflict within the group. As long as the conflict doesn't get out of hand, it can be a useful tool to show the participants how to handle a situation in a mature and respectful way. If two of your participants can resolve their differences in a manner that is entirely different from what they are used to, you show them a new way of dealing with negativity and conflict. This is an extremely important asset for a young person to have, both inside and outside the prison walls.

Assessment

Participants must meet all assessment criteria to pass the unit.

Criterion 1.1 can be assessed through role-plays, games and chats with the facilitator. Participants should be able to name the different causes of conflicts and then be able to indicate them in at least two hypothetical conflict situations. The facilitator can use colours for different causes, this way it can be avoided that participants have to name emotionally charged causes. This makes practicing easier.

For 1.2, participants should show that they respect other people's background, beliefs and traditions. An observer record by the facilitator and a witness statement by someone outside YIP, like a warden or social worker, must assess this.

To meet criterion 2.1, the participants should, by the end of the workshop cycle, demonstrate to adjust their behaviour in response to the emotions they experience into positive, correct behaviour in at least three conflict situations. This needs to be assessed by self-evaluations, facilitator observations and witness statements.

Peer- and facilitator evaluations and witness statements should assess criterion 2.2. To pass this criterion participants should have offered two different peaceful solutions at two different occasions (during workshop and outside workshop environment). Participants could indicate if and how other participants have offered assistance during a conflict situation, which really helped them to cope with the conflict.

Unit 11 – Independent action and decision making



Aim and purpose

The aim of this unit is for participants to undertake independent actions and be able to make their own decisions.

Unit introduction

Participants can be part of the Young in Prison programme for a long time. Once they are released, they are off on their own. The feeling of newly found freedom can bring relief, excitement and joy, but can also bring feelings of uneasiness and fear. The participants need to be able to look after themselves, deal with the challenges life throws at them, experiment with risks and develop their own ways of accomplishing their life goals.

Independency involves good decision-making, taking responsibility for your own actions, setting targets for yourself, being able to make your own well-founded decisions, and to find the information you need in order to make such decisions. This doesn't happen by accident; participants need to be given choices, be allowed to make the wrong ones and learn from the mistakes they make. Having a wider range of ideas and opportunities makes it easier to make your own decisions and take independent action based on your newly generated ideas. Therefore, it is beneficial for newly released participants to have worked in a group and shared ideas with their peers.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit content
1. Take independent action	1.1 Set priorities, know what is most important for yourself 1.2 Initiate action without instructions from someone else 1.3 Know which actions harm you and which are good for you	<i>Set priorities :</i> <ul style="list-style-type: none"> - know what is most important for yourself; - follow the priorities you have set; - do not stray away from set priorities. <i>Initiate action:</i> <ul style="list-style-type: none"> - propose activities for yourself to do; - undertake action spontaneously without instruction. <i>Know which actions to take:</i> <ul style="list-style-type: none"> - have a clear idea about which actions are harmful to yourself or others; - act out the actions that are good for you; - refrain yourself from the actions that harm you.
2. Make your own choices	2.1 Ability to integrate advice and make positive decisions 2.2 Make choices independent of other people 2.3 Demonstrate to evaluate different options before making a choice 2.4 Ability to act upon a choice made by yourself	<i>Ability to integrate advice:</i> <ul style="list-style-type: none"> - Listen to advice from others; - be open to other people's advice; - combine your own thoughts with other people's advice. <i>Independent decision making:</i> <ul style="list-style-type: none"> - list different choices; - make choices without instruction from others; - follow your own will in making choices, not other people's will. <i>Weigh options:</i> <ul style="list-style-type: none"> - value different options; - pinpoint differences between options; - evaluate which options are better for the result you want to gain. <i>Act upon your own choice:</i> <ul style="list-style-type: none"> - know how to bring your choice into action; - link right

Essential guidance

Specific note on delivery of this unit

As a facilitator, you should make sure that decision making and independent action are strongly encouraged. You should avoid simply telling the participants what will happen next, but instead give them a range of options they themselves can choose from. This way, the participants learn that they themselves are ultimately responsible for what happens in their life, and that their decisions affect not only them, but also their family, their peers, and their community.

Assessment

Criterion 1.1, setting priorities, can be assessed by assignments that involve different steps to take before you reach the goal of the assignment. On priorities in their daily personal life, the participants can keep up a diary with their chores for every week. There should be evidence in their portfolio that demonstrates that they know what priorities are for them at this moment in their life.

For 1.2, it is important that the facilitator observes the participants' attitude during the workshops and other witnesses observe their attitude outside the workshops. Participants who have practiced the creative activity outside of the workshop hours or initiate an activity during or outside the workshop hours show they have achieved the skills under criterion 1.2. This can be recorded by witness statements and observation records.

For criterion 1.3, facilitators and participants can best have one-on-one talks. Participants should be able to identify which actions they should undertake to trigger positive consequences and which actions trigger negative consequences and are better left aside. They should name at least two of every kind. Evidence can be collected by means of audio recordings or written statements by the facilitator.

Criterion 2.1 can be assessed by one-on-one talks with the facilitator and with peers. The participants should indicate what advice they have followed up and how they made this advice fit their own decision. Audio tapes can function as evidence.

To meet 2.2, participants should demonstrate that they can make their own decisions within a group. This should be demonstrated at least twice during group discussions. Audio tape or witness statement can be used as evidence.

For 2.3, the participant needs to be able to list a number of reasons on why the choice he or she made is better than the other options. It can be recorded in a written or audio report by the facilitator.

Criterion 2.4 can be assessed by the participants making a road map of actions to take following the choice they made. The facilitator should assess if the actions have been undertaken by the participant. Evidence is a picture of the roadmap and observation records by the facilitator.

Unit 12 – Goal setting and planning effectively



Aim and purpose

The aim of this unit is for participants to be able to effectively plan and set short, medium and long term goals.

Unit introduction

Employers tend to look for employees that have the ability to plan and organize their work effectively. Job advertisements will often ask for someone who can “plan and prioritize their time” or “organize resources effectively”. It is vital that the Young in Prison programme works on these skills, as we want for our participants to find a job, work placement or internship once they are released.

Related to planning and just as important for the participants is setting goals, especially once they are released. Many young people in prison who are not mentored or guided have no future plans. This endangers their re-integration and oftentimes causes them to end up back in prison. In order to be able to set and reach goals, it is important to develop certain personal skills that make a person more capable of achieving his goals. Perseverance is a skill that is needed for this, and it is very important for the participants to learn to persevere. This is, of course, not always easy. We therefore focus our workshops on motivating the participants to set goals for themselves and the group as a whole. This applies for short- and midterm goals, as well as long term goals

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit amplification
1. Be able to plan effectively	<p>1.1 Prioritise the tasks you need to do</p> <p>1.2 Make a step-by-step plan of things to do in the long run</p> <p>1.3 Know when to start a task in order to finish it before a deadline: have a good indication of timing</p>	<p><i>Prioritise tasks:</i></p> <ul style="list-style-type: none"> - ability to organise tasks in categories: important, urgent, not important, not urgent; - make a difference between tasks that are important for you and tasks that are important for others. <p><i>Step-by-step planning:</i></p> <ul style="list-style-type: none"> - design a step by step plan for the daily, weekly, monthly goals. <p><i>Good timing indication:</i></p> <ul style="list-style-type: none"> - being able to set appropriate time to different tasks; - finish tasks on time; - achieve deadlines.
2. Be able to set short and medium term goals	<p>2.1 Learn to set daily goals for yourself and achieve these</p> <p>2.2 Set weekly goals and achieve these</p> <p>2.3 Sketch what things you want to achieve in a period of one month</p> <p>2.4 Learn how to deal with unachieved goals.</p>	<p><i>Daily goals:</i></p> <ul style="list-style-type: none"> - ability to design a personal daily plan; - being able to reflect on plan and revise / adjust daily goals <p><i>Weekly goals:</i></p> <ul style="list-style-type: none"> - ability to design a personal weekly plan with daily goals; - ability to reflect on plan and revise/ adjust weekly goals. <p><i>Monthly goals:</i></p> <ul style="list-style-type: none"> - ability to design a personal monthly plan; - ability to reflect on plan and revise/adjust monthly goals. <p><i>Deal with unachieved goals:</i></p> <ul style="list-style-type: none"> - try to see what you have achieved instead of what you have not achieved; - reformulate the goal to make it more feasible to reach it.
3. Be able to set long term goals	<p>3.1 Learn how to break down one big goal into smaller targets</p> <p>3.2 Reflect on previous set goals and identify why you have achieved this goal or why you did not</p> <p>3.3 Measure your progress towards a goal</p>	<p><i>Break down goals:</i></p> <ul style="list-style-type: none"> - set short-term goals that will untimely lead towards a long-term goal; - tell the difference between long-term and short-term goals. <p><i>Reflect on previous goals:</i></p> <ul style="list-style-type: none"> - assess when goals have been achieved; - assess and adjust goals if necessary; - know what brought you to a certain goal and how to use this information to achieve another future goal. <p><i>Measure progress:</i></p> <ul style="list-style-type: none"> - evaluate the process you have been through in achieving previous goals; - Identify how achievement will be measured; - measure SMART model.

Essential guidance

Specific note on delivery of this unit

You as a facilitator must stimulate your participants to set goals for themselves, and help them make these goals both realistic and desirable. It is also important that the participants learn to deal with failure. If a person doesn't manage to reach his goal, the sense of disappointment can be overwhelming. It is your job to reassure and comfort these people, help them set new goals for themselves, and motivate them to try again.

Assessment

In order to assess 1.1, the participants should be able to set their tasks according to different categories. They can write it down, or draw and indicate the different categories with different colours. The facilitator can keep up a written record of the extent to which they live up to this model. Both the record of the participant and the record of the facilitator can function as evidence. Evidence needs to show that they know what tasks to give priority to.

To meet criterion 1.2 participants need to show their ability to write out a planning for at least two tasks. The completion of these tasks can be assessed with a checklist with all tasks that need to be done and can be ticked off upon completion.

For 1.3 participants should be able to describe, verbally or written, the process of reaching a set of tasks including a timeline. Together with the facilitator they can evaluate if deadlines are actually reached and find solutions if necessary. To meet this criterion they need to finish at least two tasks on time. Evidence is collected by witness statements and self-evaluations

Criteria 2.1, 2.2 and 2.3 can be assessed by written, drawn or audio records containing the goals set for a specific time period. By the end of this specific time period, both the facilitator and the participant should indicate to what extent these goals have been achieved and take this up in the record.

To meet these criteria, the participants should indicate what they want to achieve, when they want to achieve it and how great their will is to achieve it for one daily goal, one weekly goal and one monthly goal.

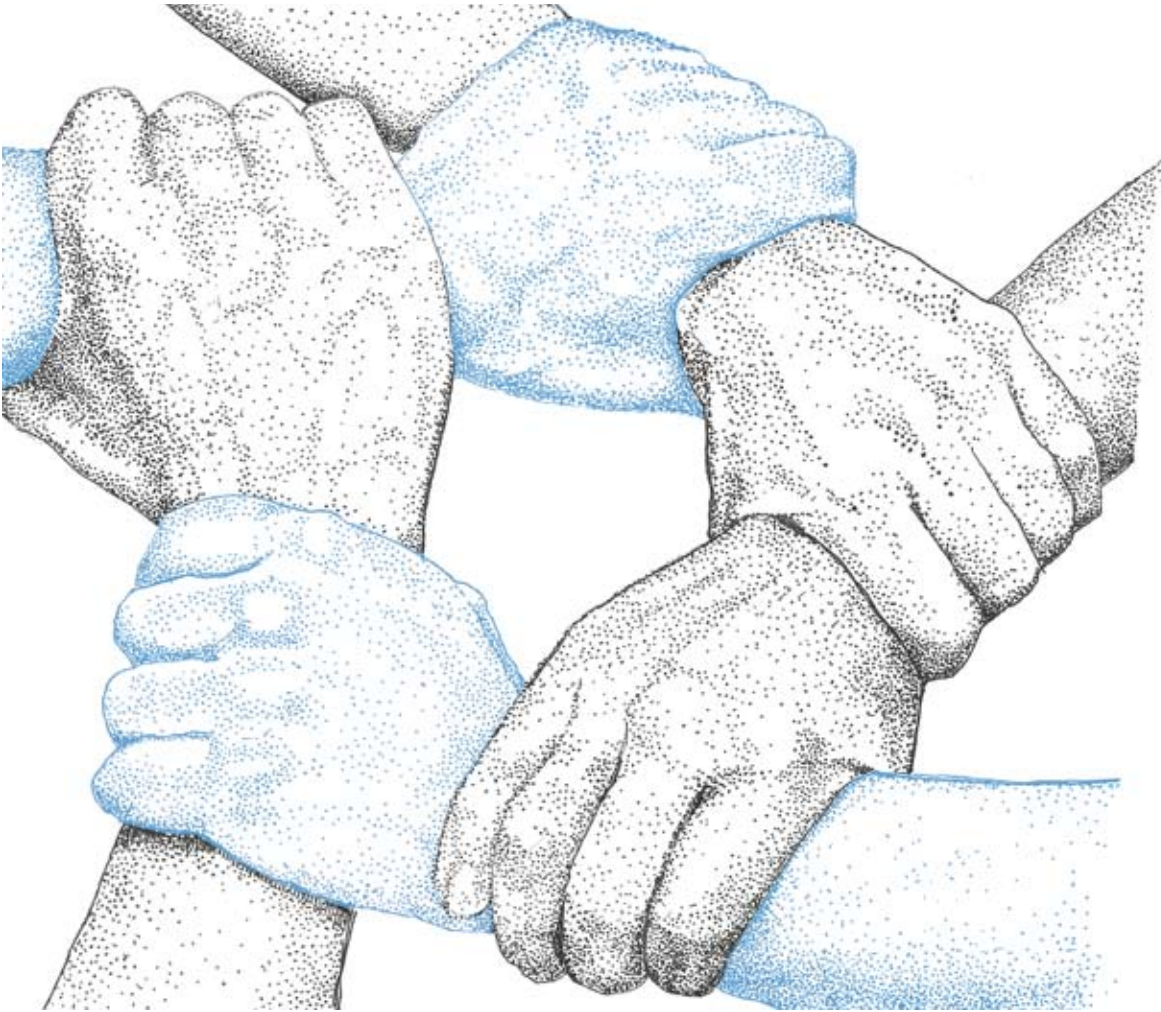
To meet criterion 2.4 the participants need to demonstrate that they are able to cope positively with unachieved goals. They need to be able to reframe the un-achievement and see achievements in other things concerning one situation within the workshop setting and one situation outside of the workshop setting. Evidence is to be collected by witness statements and observer records.

To meet criterion 3.1, participants should make up a written report on a long-term goal that has been broken down into short term goals. This can be done in the form of a simple action plan drawn, with use of different colours. Evidence is a picture of this action plan.

Criterion 3.2 can be assessed by a written performance report and self-evaluation. They can create a painted mind-map of different goals they already have achieved and which actions, behaviour and decisions brought them to achieve them. Subsequently, they can do the same for future goals, with the help of the information of the mind-map of the already achieved goals. Pictures and written records by the facilitator serves as evidence.

Criterion 3.3 can be assessed by means of self-evaluation and one-on-one chats with the facilitator. The participants can evaluate the progress they have experienced with achieved goals and use this to have a good indication on the progress of their future goals. Evidence can be collected by reports on the chat and self-evaluation exercises.

Unit 13 – Being a positive actor in society / post-release only



Aim and purpose

The aim of this unit is for participants to change their behaviour in a positive way. They should show positive behaviour outside the workshop environment in such a way that they contribute to their communities, take responsibility for their future, behave positively and competently and manage their own health.

Unit introduction

Young in Prison's ultimate goal is to allow young prisoners to return to society as a positive actor and contributing member. In order for this to happen, they should feel confident about who they are and what they are capable of before they can believe that they can be a valuable member of their community.

The Young in Prison programme participants have to learn that they are responsible for their own future. This sense of responsibility is very important and goes hand in hand with freedom. The participants want nothing more than to be free, but there are times when they are terrified by the responsibilities this freedom will bring. Without a sense of accountability, they run the risk of bad actors taking their decisions for them. The participants need to be taught how to respect and protect their freedom and become more a responsible person towards themselves, towards their families, and their communities.

Learning objectives

In order to pass this unit, the evidence that the participant presents for assessment needs to demonstrate that they can meet all the learning objectives for the unit. The assessment criteria determine the standard required to achieve this unit.

On completion of this unit a participant should:

Learning objective	Assessment criteria	Unit amplification
1. Be able to make lifestyle choices which are healthy and safe for oneself treatment education	1.1 Know how to prevent diseases, especially those that are common in prison settings 1.2 Understand how to prevent pregnancy and spread of STDs – practicing safe sex 1.3 Know how to access medicines, TB treatment, condoms, health services etc. 1.4 Understand what a balanced diet is and be able to prepare healthy meals 1.5 Awareness of HIV status 1.6 physical health assessment 1.7 Know how to act when in a situation that threatens your personal safety, like being beaten or threatened	<p><i>Disease prevention:</i> be cautious about healthy living; knowledge about safe sex, transmission of HIV, TB; knowledge about health institution; not using drugs.</p> <p><i>Health measures:</i> know how to get information about access to health services; taken a health test; taken an HIV test.</p> <p><i>Healthy food measures:</i> cook for oneself; know which foods are healthy; know where to get healthy foods.</p> <p><i>Personal safety:</i> aware of human rights; not being part of a gang once released.²</p>
2. Contribute positively to your community	2.1 Take responsibility for your role in your community 2.2 Learn how to appreciate other people's contribution 2.3 Do something for other people in your community without expecting something in return 2.4 Participation in community project at least once a month 2.5 Worked on a personal project, a project of personal interest	<p><i>Responsibility for your role:</i> complete given tasks; be accountable and reliable towards others; call YIP when not able to come to the office.</p> <p><i>Appreciate other's contribution:</i> be aware of different roles people have within the community; appraise other's contributions; be open to learn from other's contributions.</p> <p><i>Relevant contribution to community:</i> involvement in community development projects; involvement in YIP community engagement events; commitment to their community service (part of their parole).</p>
3. Be able to take responsibility for your future	3.1 Learn that if you want to do something, you are the one to make it happen 3.2 Know that you are accountable for your own future: where you are now is a result of decisions of the past and where you will be in a few years is a result of decisions you make now 3.3 Understand that sometimes things just happen and nobody is to blame 3.4 Has a clear idea of career objectives and skill development options	<p><i>Know own responsibility:</i> being able to identify what specific duties need to be carried out by yourself; know the difference between your own and others' responsibility.</p> <p><i>Take own responsibility:</i> ability to act on the specific duties that have been identified; identify what previous behaviours have led to which consequences; be aware of consequences of your future behaviour/acts; have an overview of what you need to do in order to get what you want.</p> <p><i>Leave responsibility:</i> ability to understand what you should and should not do; understand what others can and cannot do.</p>

4. Show competent and positive behaviour in social environment	4.1 Know and understand how abuse, dishonesty and disrespect impact relationships. 4.2 Good understanding of different relationships (e.g. friends and colleagues) 4.3 Ability to cope in different social environments 4.4 Spending time working on improving relationships with family members 4.5 Ability to identify people to turn to for support 4.6 Seeking help from other people when needed	<i>Different relationships:</i> show respect to other people; apply different ways of communication to peers and one's elders; talk appropriately with potential employer. <i>Cope in different social environments:</i> act confidently and positively within different social groups; be part of cultural club or sports club. <i>Spending time with family:</i> paying several visits to family members; meeting with different family members; showing sincere willingness to create a positive relationship with family members. <i>Seeking support and help:</i> dare to approach people to help you; know which people could and are willing to support you; have continuous contact with people who could be of support.
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Essential guidance

Specific note on delivery of this unit

As a facilitator, you help the participants to see themselves as a person who deserves a future, as somebody who deserves to be given the opportunity to return to society, and make full use of this opportunity. During the post-release programme, you as a facilitator can get the participants in touch with different social environments that may be more beneficial to them

Assessment

Criteria 1.1 and 1.3 can be assessed by one-on-one talks with facilitators. The participants' answers during these conversations should reflect their knowledge on preventing diseases and where to get medicines, condoms and other medical supplies they might need. Audio recordings or observation records serve as evidence. To meet criterion 1.3 the participants should be able to describe correctly where to get access to medicines etc. The facilitator draws up a record of their knowledge.

For criterion 1.2 the participants need to show appropriate behaviour towards the other sex, at least once within and once outside the programme environment. Within the programme they can show what knowledge they have gained about prevent pregnancy and the spread of STI's by providing the group with a presentation, or writing a poem about it, or visualising their knowledge in a drawing. Outside the programme environment witness statements should be collected that indicate the appropriate behaviour of the participant.

In order to assess 1.4, the participants should go shopping and prepare healthy meals at least two times. Within the programme they should cook at least once for other participants and outside the programme they should cook once for family or friends. Evidence can be a picture of the meal and a witness statement.

Criteria 1.5 and 1.6 can only be assessed by a medical test. If they do not show any initiative in regards to taking a test, it is better not to push the participants. Rather, inform them about the positive consequences of taking a medical test.

Criterion 1.7 can be assessed by an acting game and self evaluations. During the game the participants are divided into pairs. One of them gets cards on which certain threatening situations are written. They have to act out this situation, and the other participant reacts to it. Afterwards the participants need to do a self evaluation to assess if they now indeed know how to respond to threatening situations. Evidence is the self-evaluation and a picture of the acting game.

In order to meet 2.1 and 2.3, participants should show that they undertake at least one task that contributes to the community voluntarily. For 2.1 specifically it is important that they repeat this task and indicate that they feel responsible for this task. This can be assessed by talks with the post-release facilitator. Criterion 2.3 can be assessed more specifically by relevant involvement of the participants in community activities. Evidence is then collected by means of witness statements.

Criterion 2.2 can be assessed with a diary kept by the participants and reflection with the post-release facilitator. In their diary the participants need to explain how the roles in their community are divided, what they see as great input from others and from which input they have learned. Diary serves as evidence.

In order to demonstrate criteria 2.4 and 2.5 the participants need to undertake concrete actions. For 2.4 they need to participate in at least one project within their community. Pictures and witness statements serve as evidence.

For 2.5, they need to show at least twice initiative in executing a project that they like. They need to show this at least once outside of the programme environment in their free time. Pictures and witness statements serve as evidence.

Criterion 3.1 can be assessed by observation by the facilitator. The participants should show on at least two occasions that they initiate an action, which could potentially lead them to a set goal. The facilitator can keep up a personal record of each participant.

To assess criterion 3.2, the participant can, together with the assistance of the facilitator if needed, name and write down the consequences of past behaviour he portrayed. This helps him understand that he is accountable for his own future. Subsequently, he can list his future goals and link certain actions to achieving them.

To meet criterion 3.3, participants need to indicate in a written report or in a self-evaluation what things in life you have no control over, what things you and others can do and cannot do.

Criterion 3.4 can be assessed by one-on-one talks with the post-release mentor. In order to assess this, the participant should first, together with the mentor, identify realistic future perspectives with regards to a job or education. The participants should show proof of their efforts to discovering their future possibilities and ways of achieving this. This can be done by making mood boards with things they found online or in their environment.

To demonstrate criteria 4.1 and 4.2 participants need to be able to describe all kinds of different relationships and how to approach these. They need to show appropriate behaviour towards people with whom they have different relationships, both inside and outside the programme environment. Other people with whom they have relationships should be interviewed by interns or other post-release participants to find out how they perceive the behaviour of the participant. Audio or written records of these interviews serve as evidence.

In order to demonstrate criterion 4.3, participants need to be active in two different social environments. This can range from sports clubs, cultural clubs, to a workplace or a school. Within the social environment of the participant, other people need to observe the participant and record their behaviour in a witness statement.

For criterion 4.4 participants need to have at least two different appointments with their family members. The best time to assess this is when the participant meets his or her family members both during the programme together with the post-release mentor and outside of the programme by family visits or meeting at more neutral places. Family members can talk with the post-release mentor about how they perceive the effort their boy or girl undertakes to build family ties. Observation records and witness statements serve as evidence.

² In countries where gangs and gang activities are a real and big issue, it can sometimes provide some form of safety to youth

Criteria 4.5 and 4.6 can be assessed by observation by the facilitator and by observation of people outside the programme environment. A good way to assess progress in these criteria is to first let the participant identify in what things, skills or emotions they would like or need support or need to seek help.

To meet criteria 4.5 participants need to have indicated two people who are looking for support; one outside of the workshop environment and one within the workshop environment.

To meet criteria 4.6 they need to have approached at least one person to ask for support or help. This can be as small as asking how to get to somewhere.



COLOPHON

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We invite readers of this document to react and provide suggestions for even better interventions.
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