

Learning to Live Initiative

Training outline for facilitator and co- facilitators

- Prison Orientation Safety Class 4 Hours Adult Correction Institute
- Prison Ministry Training Classes 18 Hours (3) Scheduled sessions on Saturdays
- Class room observation 2 Hours Prison Facility
- Specific Service Training 6 Hours (1) Scheduled Training
- Total hours of Instruction 30 Hours

The purpose of this training is to instruct an individual on the appropriate techniques, procedures, and safety precautions when teaching within the prison system. Our goal is for you to come away with the confidence and understanding necessary when reaching those impacted by incarceration.

We will address Seven Areas of Importance

- **Introduction** to Prison Ministry
- Inspirational Teaching
- Interpersonal Skills
- Morality and Ethics
- Understanding the Materials
- Small Group **Techniques**
- Administrative Structure

The Learning to Live Initiative volunteer will be required to complete all training hours, as well as, a **commitment** to facilitation and instruction once a week for a full **12 weeks of** classroom. For the program materials to work at their full potential this 12 week commitment is essential to gain a level of openness and trust with the students. Following training, a lesser commitment (less than once a week) for 12 weeks for **co-** facilitation and **co-**instruction may be available.

Part One: Introduction to Prison Ministry

The goal of this portion of the training is to give you insight to what it means to be part of our team. This part of the training will be focused on ministry training, so that we can be a unified and purpose driven team.

Understanding why we do things is fundamental to having a successful ministry. In a prison setting it becomes essential to be dependable and consistent in all that we do.

Our Purpose Statement

To teach a Godly life style to those impacted by incarceration through biblical **faith** and understanding.

Our Vision

To see those impacted by incarceration **restored** with their families, communities, and GOD.

Our Core Values

- **Team effort**
- **Perseverance**
- **Influential Service**
- **Enthusiastic Spirit**

Our Mission

Our mission is to **IMPACT** the Rhode Island Prison System with the truth from God's word

Individuals united by means of a Bible believing faith doing their very finest to share correctly the Gospel, values, and moral obligations as defined in the Word of God

Ministry that provides spiritual guidance and life style change to all those who are impacted by incarceration

Produce leaders that live by and are able to teach others to live by truth from God's word

Assemble trained teams that communicate and work well together with those impacted by incarceration

Create events that will bring awareness to others of the affects of incarceration on the community and to present ministry's solutions to help alleviate this social and financial burden

Teach others how to succeed as a follower of Jesus

Our Goal

FREEDOM from incarceration for the inmate and family

Part Two: **Inspirational Teaching**

The **Goal** in this portion of train is to give you inspirational format of teaching that can be easily duplicated in each class and with each lesson.

How can we achieve the goal: Freedom for all those impacted by incarceration?

The **Bible** is foundational in all that we teach and we should not be teaching anything that is contradictive to the word of God.

Seven Steps to Freedom

- The path that leads to Freedom

(F)aith

(R)enewing

(E)ndearing

(E)ndurance

7 Complete Steps to walking with God

(D)iscipline

(O)bedience

(M)inistry

- The path that leads to Prison

(P)leasure

(R)ebellion

(I)gnorance

6 Complete Steps to walking a road to Destruction

(S)in

(O)pinionated

(N)eglect

Which path are you going to avoid traveling on? (Prison)

Which path should you desire to travel? (Freedom)

Step 1

Faith (**Trusting GOD**)

- Who can be trusted?
- What does it means to have faith?

- When does believe become faith?
- Why is faith the always the way ?

Step 2

Renewing (Your Mind)

- Who can transform your mind ?- The Holy Spirit of God
- What can help you retrain your thinking? – Meditations on the Scripture
- When does your transformation begin? – Upon Salvation
- Why do I choose the wrong way?- Submission to the will God

Step 3

Endearment (Love)

- Who Should I love? God, others and yourself
- What must I do to show this love? Commitment
- When should I love ? Always
- Why should I show love- To see your love for God

Step 4

Endurance (Against Evil)

- Who is against you? the trickery of the devil
- What can I do fight temptation? Submission to Godliness
- When should resist to do evil? By every thought
- Why should I endure against evil? To claim your reward in heaven

Step 5

Discipline (Spiritual training)

- Who is responsible to accomplish training? Your Responsibility
- What should I be training? Your Mind, Body and Soul
- When should I? Daily
- Why –Pleasing to God

Step 6

Obedience (Resisting Temptation)

- Who should I listen to ?- All Godly Authority
- What should I be obedient to?- To Rules of Government
- When should I be obedient- In all situation
- Why should I? Free to live for God

Step 7

Ministry (Servant to others)

- Who is my example? Jesus
- What can come from it? A fulfilled life
- When should I severe? Daily

- Why? (Freedom)

Part Three: **Interpersonal Skills**

The **Goal** of this portion of training is to teach you some vital points in maintain a good but professional interpersonal relationship with those in the class room and even correction Officers.

The seven essential utilities needed to build a professional relation whit those impacted by incarceration.

- **Accountability**- It is **essential** that all parties involved have oversight so that we can maintain the integrity of the program and perform with an unblemished record. Holding those in the class room accountable for their actions is a must. Checking work and performance is needed and builds good character and relationships.
- **Responsibility**- **Commitment** to finish what you have started is the example that the class needs the most. You must follow through with all that you promise. Consequently, it is important that you do make promises you are unable to keep or cannot follow through with. If you make a mistake, it is important to own up to it and be a good example of how to be a responsible person.
- **Accessibility**- Limited contact with the Students in the class should not mean a cold shoulder environment or a place void of compassion. Although it is important to establish friendship upon release, this should not take away from your preparation for the class or your own family time. If allowed, the students will consume your free time and take away from conducting a professional class.
- **Formality**- Making sure your following all guidelines will prevent confusion in the class room. Maintaining a professional and friendly relationship with the guards will help keep order in the class room. Do not forget your option to have someone leave the class room for being rude or disruptive.
- **Plausibility**- **Never** rule out that anything could happen and that somehow these men are trustworthy or even understand the term “trustworthy”. This is one of the reasons we are conducting theses classes. Over time we hope students will begin to learn to trust and become trustworthy themselves.

- Favorability- Showing favoritism can be a tricky subject. I mean even the Lord showed mercy on who He would show mercy. This concept can be explained and maintained if communicated that as Christians we can show mercy. As Christians we can teach that life is not always fair and none of us get what we deserve.
- Compatibility- You are not always going to hit it off with everyone that comes into the classroom. Remember that you are there primarily to teach life changing skills with biblical understanding. The environment alone already builds up some tension and when you add biblical truth you should expect some tension. Do not feel responsible if some do not take a liking to you. If all liked you then you most likely are not sharing enough biblical truth and are doing them no good in a life change understanding of the word of God.

Part four: **Morality and Ethics**

The goal of this portion of the training is to provide a clear understanding of your professional boundaries in and out of the classroom.

- Think of morality and morals as static and inherited, as absolute rules written on tablets or on parchment. These are the allegedly unchanging principles that allegedly apply to all peoples and all individuals in all places at all times--the "thou shalt" and the "thou shalt not."
- Think of ethics as dynamic and debated. As mentioned in the introduction, ethics is a field of inquiry in itself. It's not merely a name for a set beliefs regarding conduct. As such, the ethical positions derived from ethical inquiry are subject to change. They don't necessarily lay claims to being absolute and/or somehow ultimately derived from God.

Ethics are process-oriented, interactive and active, whereas morality tends to follow a sadomasochistic model of being imposed upon and then imposing upon. In other words, ethics are developed through discourse and applied to concrete human dilemmas; morality is received and meted-out.

- Learn how to distinguish between morality and ethics in practical affairs. If a generalized rule is said to be true because God declared it, or because it's in the Bible, or because it's "the way it's always been", chances are that this rule is a rule of morality rather than a rule of ethics.

If a specific recommendation of conduct or refraining from a conduct is offered with arguments (other than arguments from authority) backing it up, chances are that we're now operating at least somewhat in the realm of ethics, regardless of the strength or weakness of the position being defended.

- Liberate your ethical potential! Ethics is not only about doing the right thing, it's about having good reasons for considering one action right and another wrong. Sometimes it's even about recognizing the ambiguity of life and acknowledging that there isn't always a right or wrong path.

ETHICS

A wide variety of ethical misconduct occurs in prisons. First, let's look at the variety. A list of the most frequently encountered unethical situations in corrections has been provided by del Carmen (2004) and includes the following:

- abuse of inmates
- inappropriate relationship with inmates
- smuggling contraband
- fiscal improprieties

PATTERNS OF PRISON CORRUPTION

Several of the above activities, especially abuse, are involved in what can be called prison "corruption," defined as *violations of organizational rules and regulations for personal gain* (McCarthy 1996). Corruption is perhaps the oldest ethical problem in corrections (Sykes 1956). Wide-ranging acts of corruption are to be expected in prisons, if only because prisons are depressing places frequently afflicted with stress, low morale, and lack of job satisfaction. Yet, this hypothesis is impossible to prove or disprove because of the closed nature of correctional institutions. The superintendent, or director, of a Department of Corrections (sometimes along with the Governor) usually takes the lead in denying any ethics problem when an ethical scandal hits the news. Like the pattern followed by most organizational leadership, if denial doesn't work, the leader will develop and engage in some kind of "slogan ethics" (Souryal 2003). McCorkle (1970) says there are three (3) kinds of corruption in corrections: (1) corruption through friendship; (2) corruption through reciprocity; and (3) corruption through default. Each of these will be discussed in turn.

1. **Corruption through friendship** occurs when the traditional devices fail that separate staff from inmates. The Volunteer member finds themselves in a situation where they cannot withdraw physically (without quitting), cannot act through intermediaries (the inmate has seen to it that the "favor" must be done directly), and there is no way to back down from the "favor"

without losing dignity. The volunteer becomes caught in a conflict of loyalties, and often the low-pay and poor working conditions make the employee susceptible to this kind of corruption because it is "honorable" to be associated with notorious criminals.

2. **Corruption through reciprocity** occurs when staff ignore minor infractions in return for what seems like good behavior on behalf of a group of inmates, especially at a time when the employee is up for promotion or a performance review. Inmates know that staff are evaluated on how well they control inmates, so they put on a "show" to make the employee look good, but only if that employee overlooks some other infractions. A variation on this is when the inmate warns an employee to earn good will among inmates because they will be looked out for, and kept safe as a hostage, when the next riot occurs.

3. **Corruption through default** occurs because of indifference, laziness, or naiveté on the employee's part. The inmate slowly and gradually works their way up to "trustee" status in the eyes of such an employee, innocuously encroaching upon the employee's responsibilities. In other words, the inmate starts doing some of the employee's work for them. For awhile, it seems as if a trusted inmate is helping out with clerical duties and so forth, but soon it is discovered that the same inmate is running a loan shark operation, a prostitution ring, or some other illegal enterprise within the prison.

McCarthy (1996) says there are five (5) types of corruption in prison: (1) theft; (2) trafficking in contraband; (3) embezzlement; (4) misuse of authority; and (5) a residual or miscellaneous category.

1. *Theft* usually involves items stolen from inmates during frisks and searches. Visitors and staff also are sometimes the frequent victims of theft. Most theft is believed to be of minor, personal items, and carried out sporadically by low-level staff. Most prisons have extensive controls which prevent instances of scandalous, widespread, institutionalized theft.

2. *Trafficking in contraband* can involve drugs, alcohol, money, weapons, or a variety of other things. There are a variety of motives for why an employee would engage in this kind of behavior, but the usual pattern is for the employee to do it in return for some services in return by the inmate(s). Sometimes, these services involve sexual favors.

3. *Embezzlement* in a government job is the converting of state property to one's own use. Prison systems produce a lot of surplus property as well as partially damaged property, and it is considered relatively easy in many places to procure such property for one's own use. Larger-scale scandals have been known to exist involving the systematic stealing of money from inmate accounts or prison property located off-site.

4. *Misuse of authority* typically involves guards "on the take" in some sort of bribery scheme run by inmates. Other staff may be involved, too, as when, for example, payoffs are taken to receive choice cell or work assignments.

5. *Residual* corruption is a category for things which don't "fit" in other categories, and here might be placed examples of "nonfeasance," or overlooking illegal inmate activity, like

gambling, or the more bizarre forms of rackets and conspiracies hatched between inmate(s) and staff, like counterfeiting, or running a criminal enterprise from within prison.

Most prison corruption is probably caused by opportunity. There are lots of opportunities, indeed a surplus of opportunities, within prisons for engaging in ethical misconduct.

Undue familiarity is familiarity of a different degree. It occurs when inmates know the volunteer's personal business. It is *the prisoner's familiarity* with a volunteer's personal habits, demeanor, behavior, or problems. It is a breakdown in the professional and ethical boundaries between prisoners and volunteer. Many inmate types exist in this regard, some of which are discussed below:

- **Predators** -- these are inmates who are not truly seeking relationships, but prey. It is a game to them, and their method of survival while in prison. Any staff person they have "gotten over" on is a "trophy" to them, used to obtain status among other inmates, or used to turn into the administration as a way to improve their chances for early release. This is perhaps the largest group of exploitative inmates.
- **Lookers** -- these are good-looking inmates who groom and dress well, are well-spoken, and intelligent. They will try to exploit your appearance, portray themselves as victims, and lie by half-truth or omission. Their game involves getting you to join them in pointing out the inadequacies of other staff and/or inmates, and eventually joining them on a journey to learn about each other or learning in general (education). This is the kind who makes you believe that no one has ever understood each other as much as you two have. They elicit your assistance in escape plans or in a place to live for awhile when they get out.
- **Leaders** -- these are usually inmate gang leaders with a narcissistic self-image who see themselves as different (superior) to other inmates, and they have either helped staff significantly in some way or simply have developed the admiration of staff as role models. Power and pleasure are their aims. Volunteers are an object to be used in their power games. They have no remorse, and are most likely to use staff to smuggle contraband.
- **Snitches** -- these sophisticated types have fooled even the most experienced employee, and will turn someone over in a heartbeat. They manage to stay out of trouble all the time, operate very independently, and have their "game" down so well that it can be described as a "network" of employees being manipulated, some in short-term cons and others in long-term con games that take years to develop.

The above doesn't exhaust all the inmate types, but gives a good sampling. It may be better if more attention were focused on volunteer types, and the patterns which evolve among

Part Five: Understanding the Materials

Learning to Live Initiative

In partnership with the Department of Corrections, the Providence Rescue Mission has developed a faith-based re-entry component for the inmate population. The Learning to Live Initiative is a faith-based rehabilitation program taught from a Christian viewpoint. This series of instruction is designed to build fulfilled, productive citizens and reduce inmate recidivism. The program is based on "Living Free", a faith-based curriculum of Turning Point Ministry.

Learning to Live Initiative: Personal Integrity

THE ASSUMPTION THAT ALL OF US HAVE TO DEAL WITH ADDICTIONS OF SOME TYPE (SUBSTANCES, BEHAVIORAL OR RELATIONSHIPS)& THAT THE ANSWER LIES IN TURNING TO OUR FAITH IN GOD TO HELP US REMOVE THE HINDRANCES THAT CONTROL US. ALSO TO HELP DISCOVER A BETTER WAY OF LIFE EVEN IF THEY HAVE GIVEN UP HOPE OF GETTING BETTER.

Learning to Live Initiative: Decision Making

FREE TO GROW FOCUSES ON WAYS TO LET GO OF THE DISAPPOINTMENTS OF THE PAST SO THAT A NEW FUTURE CAN BE OPENED UP. IT TOUCHES ON SO MANY AREAS OF DAILY LIVING.

Learning to Live Initiative: Anger Management

THERE ARE MANY OTHERWISE NICE PEOPLE BEHIND BARS WHO RUINED THEIR LIVES PRECISELY BECAUSE OF ONE ACT WHERE THEY DID NOT PROPERLY HANDLE ANGER. THIS CLASS TEACHES THE INMATE HOW TO RECOGNIZE & FACE ANGER AS AN EMOTION AND HOW TO BE IN CONTROL OF THEIR OWN ANGER ISSUES.

Learning to Live Initiative: Perseverance

THIS CLASS PROVIDES AN OUTLINE FOR REALISTIC EXPECTATIONS & PROCESS FOR COPING WITH VARIES DEGRESS OF LOSS & GRIEF. IT EXAMINES THE IMPORTANT DYNAMICS WHICH UNDERLY SUCCESSFUL RELATIONSHIPS AND HANDLING THE LARGE & SMALL LOSSES IN LIFE.

Learning to Live Initiative: Economics

THIS CLASS FOCUSES ON FINANCIAL RECOVERY FOR THE NEEDS OF PERSONS WHO NEED TO START OVER FINANCIALLY. HABITS OF INDEBTEDNESS, POOR TIME & WORK MANAGEMENT HAVE LED TO DESTRUCTIVE PATTERS WHICH ARE HARD TO BREAK.

Learning to Live Initiative: Parenting

THIS CLASS ADDRESSES THE ISSUES THAT THE INCARCERATED, ADDICTED POPULATION FACE. A RESOURCE FOR INDIVIDUALS ENGAGED IN CUSTODY OR SUPPORT BATTLES. IT HELPS THE INMATE TO SEPERATE THEMSELVES ENOUGH FROM THEIR OWN EMOTIONAL NEEDS & STRUGGLES SO THAT THEY CAN FOCUS ON WHAT THEIR CHILDREN NEED FROM THEM.

Let's review some of these materials and have an open discussion.

Part Six: **Small Group Teaching and Techniques**

Short Video Presentation followed by discussion and teaching.

A Good Meeting is a wonderful, rare thing. Brief to the point, interesting, everyone has a chance to have his or her say and no one dominates. You leave it thinking, "I wish there were more meetings like THAT one in my life." You know that you were important in that meeting and that meeting was important to you!

Why is a Good Meeting so rare? It is because, like anything, it takes work to make a good one and lots of practice and a little art to make a truly great one. But since all community groups are built on an endless stream of meetings, it's important to make them good. Whether we are talking about a Candidates' Night where 500 people are expected or a board meeting for 15, there are certain basic guidelines that should help improve your meetings.

1. Understand that a meeting is the middle of a process of preparation and follow-up. The worst meeting requires some kind of follow-up. Every minute of preparation and planning is well spent. In fact, in basic community organizer training, we say that each minute of meeting time should have an equal amount of time spent on preparation and debriefing. Preparation should include everyone who'll take a leading part in a meeting and should anticipate what might happen and plan for these "what-ifs." Don't overplan. But if you can eliminate surprises in advance, you can deal with the business of the meeting more efficiently.

2. Start on time. This is a courtesy to those who bothered to get there at the advertised time and sets a tone from the start that your group means business. It also creates a good habit.

3. Start with introductions, which will help people--especially new people--know who is at the meeting. Even old members may not remember each other's names--use nametags if you can. If it is a big public meeting, introduce the group's speakers and leaders. Try group introductions--"Would all those from Building #1 please stand? Now Building 2." The purpose is to get people to feel comfortable and involved. If it's a small meeting, this might be the time to get a sense of the group on some important issue: "Please tell us who you are, what group you represent, and whether your group has a vacant building on your block." This is also a good time to get people talking about the group. Start a board meeting by asking for names and for a sentence on what Citizens for Change means to you. It will put the argument over copier paper in a different context. Certainly get a sign-up sheet with everyone's name, address and phone number clearly printed. Follow-up is easier if you know who was there. It can also help people feel that their presence is noted and important.

4. Review the agenda. Every meeting--even an impromptu meeting among a handful of people--should have an agenda. Everyone should have a copy or the agenda should be written on a chalkboard. An agenda keeps a meeting focused and allows the chair to stop an

unrelated discussion. The key is making sure everyone has an opportunity to influence and approve the agenda before you start. Simply go through it step-by-step and ask if anyone has additions.

5. Make sure each person has an opportunity to participate. If you don't plan for this, folks will either break in and disrupt the proceedings, or will leave feeling that they were merely spectators. This will make them much less likely to come to the next meeting. Have a time when people can "testify" about the problem by talking about their experiences -and/or discussing possible solutions. However you accomplish it, plan for people to participate.

6. Set an ending time, and stick to it. A road seems longer if you don't know when it will end. If we've agreed to meet for 90 minutes. I know we're halfway done after 45. If, after an hour and 10 minutes we've still got two topics to cover, this is the time to ask the group what they want to do: add a specific amount of time to the meeting? Or take up one or both items at another time?

7. Make some rules, and keep to them. General Roberts, who "wrote the book" on the rules of order, explained that to make a meeting effective, "it is necessary to restrain the individual somewhat, as the right of an individual...to do what he pleases, is incompatible with the interests of the whole. Where there is no law, but every man does what is right in his own eyes, there is the least of real liberty."

Understand that a rule which is not followed once loses its force. The best example of this is the quorum. A group with a specific number of members like a board sets a quorum to prevent a small, unrepresentative portion of its members from making the decisions. The exact number may vary, but it should be set and adhered to. If your group can't get a quorum, don't change the number, get better board members who will care enough to attend. Another rule you could set would be letting folks who have-not yet spoken speak first. For a large group, you may need to insist that a person be recognized by the chair before speaking. Without this rule, a few assertive people may dominate the conversation.

8. Chair the meeting. When done right, this is work. It involves listening closely to those who are talking and being aware of those who are being silent. It requires the self-control to stay out of a discussion on the merits of the topic and the boldness to interrupt the speech-maker if his or her time is up. And it takes the ability to understand and summarize a discussion. Use the tools of the chair--remind people of the agenda, bang the gavel when side conversation is distracting, watch the clock and most of all be active. It's a good idea to bang the gavel or interrupt a speaker at some point early in the meeting just to get everyone used to your doing it--it'll come in handy later. Chairs don't make decisions--they just make sure decisions get made. Chairs do not control the outcome of the meeting, but they are responsible for ensuring that the meeting has an outcome that everyone understands clearly.

9. Finish one thing, then move on to the next. A meeting that jumps around makes people jumpy. The chair should summarize the outcome of item 3, then move the meeting on to item 4. It is certainly possible to decide not to decide yet, but that should be made clear as well. There are only three possible actions you can take on any topic up for a decision: adopt the proposal, reject the proposal or decide at another time. If it is adopted, it should be made clear who is responsible for carrying it out and when. If the answer is no, this should be clearly understood. If there needs to be more work before a decision, the chair should get the group to define what is needed and decide who is going to do that work.

10. Get a specific response if your meeting has a target--an outsider who you're trying to get to do something.

Give them a chance to say yes or no to your requests. Recently a group of tenants met with the Housing Authority director. Their group was very new and so was their organizer. They pressed hard, told their story, complained loudly--and then moved on to the next item. They never asked for, nor did they receive, a response. They left very frustrated and the officials got off the hook. The chairwoman should have stopped after each specific request and asked the director for an answer. The organizer should have made sure this happened.

11. End with a review of the decisions reached and assignments made. It's a good idea to keep track of tasks and decisions as you go along, listing the task, the person who will do it and the date for completion, then copy this and pass it out to those with assignments.

12. Set up the next meeting before you leave. This should be the last item on any agenda. It gives everyone a sense of continuity and makes deadlines easier to set. It's also infinitely easier to figure out a good meeting time when everybody's present instead of over the phone.

13. Give people a parting shot. One leader I worked with ended board meetings with "last call"-- she asked each person if they had "anything else?" She waited for each person to either speak or say "nothing tonight." Nobody left dissatisfied or feeling he/she hadn't had his say.

14. Keep your sense of humor. We're in a serious business and there's plenty to be serious about. But don't miss an opportunity to laugh together. A chair can put a small group at ease and get the support of a big group with a light touch. A truly great meeting leaves nobody wondering, "Was this meeting really necessary?" Everyone understands that there is strength in the group and wisdom in working together that could not be achieved by working in isolation. Like any work of art, great meetings are a combination of inspiration and perspiration.

Part Seven: Admin Organization

Checking the workbooks at least 3 times during the entire session is a must and encourages them to do the work. Without completion the workbooks the Student cannot receive credit for the class nor receive certificate of completion.

Good record keeping of attendance and completion will be required by all facilitators. It is of importance to track so that all good time can be imputed in a timely manner. Completion time will be given upon a satisfactory completion of the workbook and a good attendance record.

Scheduling a new class will be done 3-4 weeks prior to the class ending with a 2 week break between classes. The break is to assure that all classes missed do to various reasons associated with this type of volunteer ministry can be made up. This time gap also allows that all paper work has been filed in a timely manner.

Administrative paper work will be handed out at the meeting since each facility might have a slightly different procedure.

Handout:

Attendance Sheets

Certificates

Prison Specific Relations

