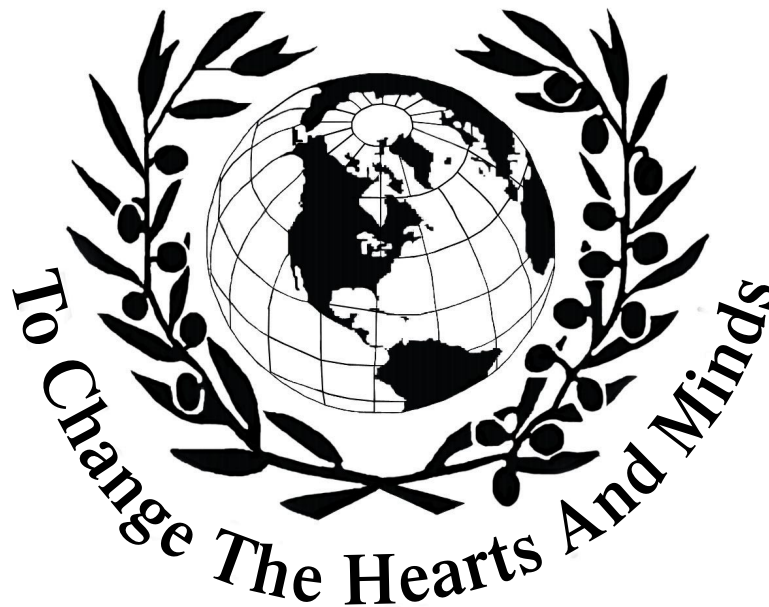


The Peaceful Solution®

Character Education Program



**Basic Inmate Workshop
Teacher's Manual**

The Peaceful Solution®

Character Education Program

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The Peaceful Solution

Character Education Program

Why Prisons Need To Teach The Peaceful Solution	
Character Education Program-----	vii
PSCEP Basic Inmate Orientation-----	ix

Lesson One: Heads Up-----	1
The Benefits Of The PSCEP -----	5
Additional Activity-----	6
Song—Heads Up-----	7

Lesson Two: The Right Character Produces Positive Out-comes-----	9
Positive Character Traits-----	13
Negative Character Traits -----	14
How Does Character Compare To Personality?-----	15
Personality Evaluation -----	17
Scenario -----	18

Lesson Three: Respecting The Rules Of Possessions Shows Right Character (Part I)-----	21
Song—What’s Mine Is Mine-----	24

Lesson Four: Respecting The Rules Of Possessions Shows Right Character (Part II) -----	27
Scenario One-----	32
Scenario Two -----	33
Scenario Three-----	34
Scenario Questions -----	35
Scenario Questions Answer Key-----	36
Song—Respect-----	37
Additional Activity-----	38
Ownership Points To Remember -----	39

Lesson Five:	
Treat Others As You Want To Be Treated-----	41
Prison Rules -----	47

Song: In So Many Ways We Are All The Same-----	48
Scenario One-----	49
Scenario Two -----	49
Scenario Questions -----	50
Scenario Questions Answer Key-----	51
Scenario Three-----	52
Scenario Four -----	52
Scenario Five-----	53
Scenario Six -----	53
Scenario Seven-----	53
Scenario Eight -----	54
Scenario Questions -----	55
Scenario Questions Answer Key-----	57
Ways to Show Respect -----	59
Additional Activities-----	60
Song—Coffee Shop-----	61

Lesson Six: Ask Before You Take ----- 63

Song—Ask-----	67
Scenario Questions -----	68
Scenario Questions Answer Key-----	69

Lesson Seven: Improve The Quality Of Life Through Self-Control (Part I) ----- 71

Song—My New Home -----	75
Additional Activity-----	77

Lesson Eight: Improve The Quality Of Life Through Self-Control (Part II) ----- 79

STOP Acronym-----	83
Song—Hard Times, Hard Life -----	84
Additional Activities-----	86
Right Choices -----	88

Lesson Nine: Improve The Quality Of Life Through Self-Control (Part III) ----- 89

Self-Control Hints -----	92
--------------------------	----

Lesson Ten: Do Not Steal (Part I) ----- 93

The Consequences Of Stealing -----	98
------------------------------------	----

Scenario Questions -----	100
Scenario Questions Answer Key -----	101
Song—Do Not Steal -----	102
 Lesson Eleven: Do Not Steal (Part II) -----	 103
Scenario One -----	107
Scenario Two -----	107
 Lesson Twelve: Conform To What Is Right -----	 109
The Downfall Of Tom And Paul -----	113
 Lesson Thirteen: Now That I Have It, How Do I Keep It? -----	 115
Set Your Mind In Advance -----	118
Quiz Time: Practice Makes Perfect -----	119
Who Are You? -----	120
Curveballs And Pitfalls -----	122
Don't Be Caught Unprepared -----	123
Don't Be Caught Unprepared Answer Key -----	124
Room To Grow -----	125
Your Reputation Precedes You -----	127
Song—Make Up Your Mind -----	128
Additional Activity -----	129
Song—What About The Children? -----	130

Why Prisons Need To Teach The Peaceful Solution Character Education Program

There are far too many acts of violence and crime committed in our society and prisons. Today, most inmates are not taught how to achieve a Peaceful Solution to acts of violence, conflict, hatred and strife in their lives. They are left to decide for themselves what is right and wrong. In most cases, proper guidance was missing from their lives all along. Most people who are sent to prison lack responsible behavior and moral competency. This leads to character flaws. Prison violence usually escalates when prisons lack the teaching of character education that is geared towards improving the inmates' character, conduct and behavior. To reduce violence, prisons must focus on developing and building morally, responsible behavior and competence in all inmates. In short, inmates need to be taught right from wrong.

Most inmates lack the knowledge and understanding associated with respecting the property of others. Their upbringing contributes to their minimal sense of right and wrong. They tend to resort to physical violence when dealing with problems. We know of inmates whose lives were filled with neglect, abuse and violence. After studying this program for a few months, their lives became more peaceful and productive.

The Peaceful Solution Character Education Program (PSCEP) is a perfect guide to responsible behavior. It will assist the inmate in developing self-control, morally, responsible behavior and social skills through character education. Because moral behavior is rarely taught in today's prisons and society, theft is often committed inadvertently. Stealing brings an imbalance to the mind of the thief. This imbalance usually leads to acts of violence and many other crimes, including assaults and murders. The PSCEP will teach the students how to conduct themselves with one another. They will learn why it is important to guard the rights and property of others. The moral values taught within our program will stop hatred and acts of violence, but only when they are diligently taught without variation.

The PSCEP begins by introducing basic moral values in simple easy-to-follow lessons. Each lesson builds on the previous one and reinforces the main concepts taught. With each successive lesson, the building blocks of character are laid. Teaching appropriate responses to different

situations allows inmates to become more aware of opportunities where they can apply this behavior in their interactions. With time they will begin to exhibit moral excellence in their characters, which will greatly reduce prison violence.

Inmates who have learned new behavioral skills by spending considerable time and effort in improving their character, contribute to a more harmonious, peaceful prison environment. The inmates participating in this program tend to resolve conflicts without aggression and have a strong sense of inner peace. They also learn to better cope with their confinement and learn new ways of dealing with problems as they arise. Generally speaking, they are better prepared to be released into the community to become productive members of society. The PSCEP will reduce recidivism by teaching inmates to never commit crimes and acts of violence again. This program is an effective alternative to incarceration and is also a viable post-release program. The PSCEP is a perfect guide for human behavior.

Our program is comprised of thirteen lessons designed to bring about self-improvement, behavior modification and to reduce prison violence. Students will learn the importance of respect, not only for themselves but also for other individuals and property, making right choices, honesty, and self-control.

PSCEP Basic Inmate Orientation

Welcome to the Peaceful Solution Character Education Program Basic Inmate Workshop.

The lesson plans are general guidelines that can be taught as seems appropriate. Because of the length of certain lessons it may be necessary to teach them in more than one teaching session. Please remember though, the content must not change in order to obtain the maximum benefit of the program.

It is suggested that before students begin the PSCEP classes to have an orientation that would include the following:

Introduction:

Introduce students to the PSCEP as a program that is changing the hearts and minds of students nationwide from negative to positive behaviors. Tell them that other prison facilities are using the program to help inmates change their lives and become more productive in society. Tell them that for the next 13 weeks they will be participating in the PSCEP Basic Inmate Workshop to improve their rehabilitation as well as their lifestyles upon release from prison.

Assessment:

Distribute the PSCEP pre-test form to inmates. Encourage them to complete the form as honestly as possible. Emphasize to students that the information is confidential and will not be used against them in any way. Have students fill in their Department of Corrections Identification Number. Explain that this is only needed for follow-up with the post-test form.

Prison Testimonial Video:

Have students watch the **PSCEP Prison Testimonial Video** entitled “Changing Lives” to demonstrate examples of ex-inmates who have successfully benefited from the PSCEP Basic Inmate Workshop. Allow for comments as time permits.

Lesson Prelude:

Tell students that for the next 13 weeks they will be participating in the same program as the ex-inmates in the video. Encourage them to complete the program in order to gain maximum benefits. Explain that a certificate of completion will be given at the end of the program.

Lesson One

Heads Up

PURPOSE/OBJECTIVE

Students will understand some of the motivating factors that may cause a person to commit crimes and how crimes affect the victim, victim's family, perpetrator, perpetrator's family, and society as a whole. Students will also understand the consequences of committing acts of violence and crime.

MATERIALS

- Copies of page 5
- Drawing materials (if provided by administration)

PROCEDURE

1. Introduce the *Peaceful Solution Character Education Program* (PSCEP) to students. Inform them that the PSCEP is an educational and practical character education program that teaches five basic principles of character development—Ownership, Respect, Asking, Self-Control and Honesty. Summarize each of these principles (see outline enclosed within package). Tell students that this program is designed to teach them the difference between right and wrong which will enable them to make appropriate choices and enable them to become productive members of society.

2. Ask students to list reasons why people commit the following crimes in and out of prison. Select one or more of the following crimes to have a group discussion.

- | | |
|--------------------------------|---------------------|
| a. murder | f. illegal gambling |
| b. assault | g. prostitution |
| c. robbery | h. contract hits |
| d. extortion | i. fighting |
| e. drug offenses (trafficking) | j. stealing |

(Answers may include: betrayal, unresolved dispute, retaliation, revenge, power and territorial control [gangs], control over marketing drugs, following

the crowd in doing wrong, succumbing to peer pressure, associating with the wrong people, showing off, seeking attention, power and control, hatred, prejudice, poverty, greed, family upbringing, lack of education and skills.)

3. Discuss some of the ways crime and acts of violence negatively affect the following:

a. Victim and victim's family. *(Answers may include: development of bitterness, hatred, and resentment directed towards perpetrator; loss of peace of mind; emotional and psychological scars; unnecessary stress; anxiety; long lasting fear and worry; medical and psychological expenses; possible health and mental problems; shortened life span; lack of financial support and possible job loss; may cause poor school performance in children.)*

b. Perpetrator's family. *(Answers may include: loss of trust and confidence in the perpetrator; the perpetrator's character and credibility will be questioned by family members; lack of emotional, physical, financial support; loss of relationship and contact due to incarceration; family may have fears, worries and anxieties that are unnecessary; family may be embarrassed and the perpetrator's action may bring shame to family; sense of helplessness; setting wrong example for children.)*

c. Perpetrator. *(Answers include: incarceration; loss of peace of mind and tranquility; criminal record; risk of death and injury; family breakup, divorce and separation; loss of job; fear of getting caught creating anxiety and stress; loss of social contacts; psychological and physical problems caused by stress and guilt.)*

d. Society. *(Answers may include: more prisons, higher taxes, more people relying upon public assistance, higher insurance costs.)*

4. Tell the students that there are serious consequences and repercussions that can result when someone commits an act of violence or crime, in and out of prison. Ask the students for some examples. Answers will vary but could include:

a. In prison: *time in punitive segregation; labeled a problematic inmate by prison officials; closer scrutiny by correction administration; sanctions such as loss of privileges and restrictions may be imposed; loss of credibility resulting in more violence, injury and/or death; fear and unnecessary stress; may result in serving maximum sentence; could be rearrested on new charges.*

b. Out of Prison: *fear of getting caught, psychological and physical problems caused by guilt, face time in prison, criminal record, unable to support family because of job loss, possible injury or death of someone involved in*

the incident, need for more police officers in communities which results in higher taxes, more jails and prisons.

5. Tell students that there are many drawbacks to having a criminal record. Ask students to identify some of the drawbacks. Have them give answers from their own experiences. *(Possible answers may include: makes it more difficult to find work, job loss, loss of social contacts with friends and family, unable to adjust to society upon release from prison, your credibility will always be questioned.)*

6. Ask students to identify some of the negative effects incarceration has upon the following:

a. Inmates. *(Answers may include: feelings of hopelessness and worthlessness, cut off from family and friends, deprived of freedom and security, forced to live in a rigidly structured environment, stress and worry about children and family, subject to censorship, loss of privacy, subject to the power struggles among inmate population, code of silence, exposed to prison sex, pressure and gangs.)*

b. Inmate's family. *(Answers may include: loss of family's finances; loss of parental guidance; divorce; family breakup; family is forced to deal with anxiety, worry, fear for inmate's safety ; relationships can be severed. The inmate usually sets the wrong example for children.)*

c. Society. *(Answers may include: communities having to pay higher taxes associated with incarceration, loss of potentially productive members of society and their contribution to the community.)*

7. Ask students to identify possible causes for all this trouble. Ask them to list any factor that may go unnoticed yet contribute to the rise in crime and violence. *(Answers may include: poor upbringing, lack of parental supervision, lack of morals being taught, violent entertainment in the form of music, video games, movies, television programs, drug addiction, mental, emotional, physical and sexual abuse, neglect.)*

8. Tell students that there is hope. However, they must be taught the right way to conduct themselves. They must honestly assess their own situation and put forth the effort to make the required, positive, personal changes to live a more peaceful and rewarding life.

9. Have various students choose one benefit of *The Peaceful Solution Character Education Program* from their handouts, found on **page 5**, and discuss how it can be to their advantage or enhance their personal growth.

10. Have students discuss the following topics in order to draw scenes that depict them.

- a. My goal
- b. How could I contribute to a better world
- c. How to make peace

11. Conclude the lesson by reminding students that acts of violence and crime cause serious consequence to their lives and the lives of their loved ones, families and the society as a whole. The *Peaceful Solution Character Education Program* will assist them in acquiring the basic life skills that will produce positive moral character and behavior enabling them to have successful, productive lives.

The Benefits Of The PSCEP

The Peaceful Solution Character Education Program will:

- a. Help you to stop committing crime and stay out of prison.
- b. Assist you in personal growth and self-improvement.
- c. Help you to live a more peaceful life while in prison and upon release from prison.
- d. Help you to develop self-control and self-discipline.
- e. Give you a better understanding about coping with problems and assist you in dealing with conflict in a more peaceful manner. You will learn ways to circumvent aggression and violence using nonviolent conflict resolution strategies.
- f. Ease tension and nervousness caused by confinement.
- g. Help you to develop positive character traits.
- h. Help you to return to society as a more productive citizen.
- i. Improve your character to enable you to live a more productive life.
- j. Provide basic life skills.
- k. Provide a perfect guide for human behavior.
- l. Teach you to be more responsible.
- m. Teach you to have more respect for authority, others, and self.
- n. Assist you in replacing destructive habits, thoughts and attitudes.
- o. Reduce recidivism.
- p. Improve social and problem solving skills.

Additional Activity

Play song track #1 entitled “**Heads Up**” from the *PSCEP Basic Inmate Workshop* CD. Allow students to follow along with the lyrics found on page 7. Use the questions below to generate a discussion.

- a. When someone steals where is the burden placed? (*The entire world shares the burden when someone steals.*)
- b. What must we put away if we want to live productive lives? (*We must put away all stealing and violence if we want to live productive lives.*)
- c. From your perspective, explain what you think the terms, “heads up” and “rise up from the ashes” mean? (*Answers will vary but may include, “Heads up” refers to being aware, being alert or on the look out, pay attention to what is really going on around you. “Rise up from the ashes” can mean to come out of or stop participating in the way that is leading to the dreadful decline of the health of today’s society.*)
- d. Why do you think the character traits of valuing ownership, respect and self-control are the foundation we should lay? (*The character traits of valuing ownership, respect and self-control should be the foundation of our character because these traits assist in allowing us to build and maintain healthy relationships. If these characteristics are applied we will realize that all interactions with others usually produce feelings and reactions, whether positive or negative. Practicing these traits will develop the ability within us to always treat others with proper respect and true concern. The power is within us to control how well we handle ourselves in the midst of any obstacle set before us.*)
- e. What hindrances are we sure to encounter as we endure the challenges of developing a positive character? (*Answers should include, hurdles we are sure to encounter are, trying to stop old habits, fear, frustration and peer pressure.*)
- f. What character trait should we attain as we learn the way of peace? (*Answer should include, we must attain the character trait of patience as we learn the ways of peace.*)

HEADS UP

Awake to the fact that crime doesn't pay
Let's lay down the guns and the knives
All stealing and violence we must now put away
If we want to live productive lives

From the least to the greatest everyone feels
The hurt caused to victims of crime
The whole world shares the burden when somebody steals
We just don't realize it at the time

CHORUS

Heads up and rise up from the ashes to build
A new heart and a new mind within
Right character, honesty must be instilled
We must all become a perfect friend

Ownership, respect, asking, self-control
Will be the foundation we lay
Honest character will be our ultimate goal
We can make it if we don't give way

To old habits, or fears, or pressure from peers,
Or frustration that we are sure to face
Heads up and remember that when trouble nears
If you endure you will win this race

CHORUS

Heads up and rise up from the ashes to build
A new heart and a new mind within
Hearts of stone can be changed into hearts that are tilled with peace
So a new life can begin.

The benefits you will reap for following peace
They may not come to you overnight
Be patient and one day you will see the increase
Rest assured it will be worth the fight



Lesson Two

The Right Character Produces Positive Outcomes

PURPOSE/OBJECTIVE

Students will learn the meaning of character and why positive character is important. They will learn the difference between character and personality. They will be able to determine the difference between right and wrong character. They will also learn the benefits that can come from maintaining a positive character as well as the consequences that come as a result of assuming a negative character.

MATERIALS

- Copies of pages 13-14, 17
- Writing paper and pen/pencil

PROCEDURE

1. Review Lesson One entitled “**Heads Up**” by asking students to share what they learned from that lesson. (*Answers will vary.*) Remind students of the purpose of the PSCEP found in procedure 11 of Lesson One. Tell students that today’s lesson will focus on how to develop positive character and to recognize the difference between right and wrong behavior. Explain to students that in order to understand how to develop positive character, they need to learn about personality as well because personality and character can be easily confused.
2. Ask students to define **character**. **Character** is *the combined traits, qualities, characteristics, and behavior that form the unique nature of a person*. It is the means by which we distinguish between right and wrong. It defines who you are and the type of future you will have. It is the combination of morals and beliefs that dictates how we treat others, our environment, and ourselves. It is the basis on which every thought, action and decision is made.

3. Explain to students that a person's character is his profile, describing the kind of person he truly is. Positive character is a guide or code of conduct to live by. Tell them that positive character will promote a lifestyle free of fear, violence, hatred, and crime. Improvements made in their personal character will enhance their quality of life. It will better enable them to cope with prison life. It will help them to solve problems and conflicts without violence. In fact, positive character will stop them from committing crimes or acts of violence ever again. It will keep them out of prison.
4. Ask students to discuss examples of both right/positive and wrong/negative character traits. Give them a copy of the handouts on **pages 13-14** and discuss why these could lead to a positive or negative character.
5. Ask students to define **personality**. **Personality** is *the combination of our personal preferences, social skills, attitude, and the sum total of our likes and dislikes*. It helps us to relate to others. Ask students how character compares to personality. Read "**How Does Character Compare To Personality?**," found on **pages 15-16**. Give students a copy of the "**Personality Evaluation**" found on **page 17** and allow them time to take the evaluation.
6. Explain to students that moral principles separate and distinguish character from personality. Moral principles clearly separate right from wrong. They are the foundation of positive character. Define **morals** as *principles or beliefs that govern the way people think and behave*. Tell students that morality is broken down into three categories of behavior and attitude towards:
 - a. All life— understanding that it is valuable.
 - b. The environment—how we care for it.
 - c. The property of others—recognizing that everyone owns things and that there are inherent rights of ownership.
7. Ask students what some factors that shape personality are. (*Answers should include: heredity, values—principles or qualities that one considers to be important or worthwhile, environment—culture, family, up-bringing, customs, and community.*)
8. **Activity #1**—Divide the students into small groups and have them brainstorm some consequences of negative or bad character in prison.

Provide the following topics to be discussed.

- a. Negative peer pressure
- b. Extortion of personal and/or commissary items
- c. Contractual hits, murders arranged by gangs
- d. Drug possession and trafficking
- e. Being physically aggressive towards others
- f. Disrespect for authority
- g. Lack of self-control
- h. Rape

Discuss how these consequences affect others including the inmates and the prison operation.

9. Tell students that the very first step to producing positive character in a person is self-examination and evaluation.

- a. They must examine their own life histories as they relate to their upbringing, quality of life, environment, level of education, situations pertaining to abuse, neglect, addictions, and associations.
- b. Identify and define character flaws, weaknesses and strengths. Discuss possible causes as well as reasons why the flaws continue to exist.
- c. Have students replace negative character traits with positive ones (character strengths). This can be accomplished by controlling desires, destructive habits, negative attitudes, emotions, and thoughts. For example, being easily angered could be replaced with thinking about the other person's circumstances and how you would like to be treated if you were in his position.

10. **Activity #2**—Have students make their own list of character strengths and weaknesses. This will make the students become aware of what behaviors they need to improve.

11. Ask students to identify some of the benefits of using positive character in prison. (*Answers may include: possible early release from prison for great behavior, entitled to more privileges, more opportunities to participate in prison progress, ability to avoid or resolve conflicts without violence, will have more self-control, reduced prison violence and be better able to cope with it, and reduced recidivism.*)

12. **Activity #3**—Read the scenario found on **pages 18-19**. Have students identify character strengths and weaknesses. Ask students what changes

in Joe's character would they make to produce a more peaceful, positive outcome.

13. Conclude the lesson by reminding students what it means to have a positive character and the benefits of having a right character.

Positive Character Traits

The following is a list of positive character traits. Read them carefully. Check column A if they are part of your character. Check column B if you would like to develop these traits.

Positive Trait	Definition	A	B
Educated	Getting all the facts and making sure they are correct before making a decision.		
Responsible	Always doing what is necessary to complete the task.		
Reliable	Can be depended on in word and deed.		
Honest/Trustworthy	Being fair, straightforward, sincere and keeping your promise.		
Patient	Demonstrating self-control and remaining calm through setbacks.		
Steadfast/Persistent	When you are determined not to give up or change what you have set out to accomplish.		
Courageous	The act of doing what needs to be done even when you are afraid.		
Disciplined	Using self-control to behave in a proper way.		
Respectful	To value others as important as yourself and to allow that to show through your actions and attitudes.		
Compassionate	To care about the needs of others.		
Merciful	To show leniency or tolerance even when others have behaved in a manner where they deserved to be given a consequence.		
Forgiving	To refrain from holding anger or resentment towards someone who has wronged you.		
Generous	When you are kind enough to give of what you have in order to help someone else. This also includes giving of your time.		
Humble	Not proud or arrogant.		
Optimistic	The ability to look on the bright side of things, and to find what is positive in a situation or event; to anticipate the best possible outcome.		
Thankful	To be appreciative of the benefits that you have received.		
Considerate	Having regard for another's feelings.		
Modesty	Not given to conceit. Showing decency in behavior, dress and speech.		
Loyalty	Sincerity, faithfulness, devotion and a commitment to a person or cause.		
Self-control	Not yielding to impulsive thoughts and actions.		
Decisive	Able to come to a decision, make up one's mind and remain firm on the matter.		

Negative Character Traits

In contrast to the positive, beneficial character traits we just reviewed, negative character traits such as hatefulness, aggression, and disrespect are harmful to the individual and those around him. These traits promote immoral principles that negatively affect others and their possessions.

The following is a list of negative character traits. Become familiar with them in order to eliminate them from your character.

Uneducated	Making a decision without getting all the facts.
Inconsiderate	Thoughtless or insensitive towards the feelings and needs of others.
Indifferent/Unconcerned	Uncaring and unsympathetic.
Envious	To resent what someone has, at the same time wanting what he or she possesses.
Impatient	To be restless or short-tempered and easily aggravated.
Uncompassionate	A lack of concern for the needs of others.
Hateful	An intense emotion that results in extreme dislike and hostility. Hate is derived from fear, anger, or perceived injury.
Unforgiving	Unable to forgive others for wrongdoings. Cold-hearted.
Revengeful	To seek retaliation or to desire to get even.
Deceitful	To purposely mislead.
Disrespectful	Lacking courtesy, esteem or honor.
Aggressive	Hostile, violent behavior that can be both physical and verbal.
Unreliable	Cannot be depended on.
Disloyal	Unfaithful and uncommitted to a person or cause. Treacherous and deceitful.
Dishonest/Untrustworthy	Unable to be trusted.
Pessimistic	Unable to see the positive side of a situation. Always thinking negatively.
Indecisive	Unable to commit to a decision.
Irresponsible	Not completing duties or tasks. Not accountable for one's actions.
Arrogant	Proud, overbearing, not humble.

How Does Character Compare To Personality?

Now that you have learned what character is and how it is developed, let's look at personality. Personality is what accounts for our individuality. Keep in mind that your personality style is made up of many different qualities, some of which are inherited, while others are learned. For example, have you ever noticed how even very young children can be very outgoing and outspoken, while others are very shy? These personality traits are inherited. On the other hand, people who spend time together can begin exhibiting similar mannerisms, likes and dislikes. The music you like best, the foods you like to eat, even what you like to do in your spare time are choices that help to define your personality. Many of these choices will be based on learned behavior.



Personality also helps us to relate to others and it is the basis on which we interact. When you initially meet someone you can either be attracted to or repelled by his personality. Consider for a moment what you notice about someone when you are first introduced. Is it their smile or choice in clothes? Does he seem cheerful and kind? Did you start a conversation and realize that you had many things in common, or was it simply his mannerisms that seemed appealing? After your first meeting, did you think to yourself, “He seemed like a really nice person”?

Personality is the combination of qualities in others that help us determine what type of relationship we are inclined to pursue. We may be automatically drawn to others with personalities that are compatible with ours. But what can personality tell us about someone's character? The fact that someone is comical and likes the color blue does not indicate if this person will uphold moral principles by respecting others and caring for their property.

Keep in mind that the combination of both personality and character paints an accurate picture of who we are and what we stand for. Individuals may have similar personalities, but opposite moral principles. For example, you and your next-door neighbor both like swimming, barbecues and playing Monopoly. However, the other day you saw him take a pack of gum from the gas station. When you confronted him he nonchalantly said, “What’s the big deal? It’s just a pack of gum, they won’t go bankrupt.” You were surprised at his answer, because stealing is something you would never do. Here is another example of how personality and character can be different. You and your friend may be honest, responsible and considerate but you like the color blue, she likes green. You are more laid-back, she is really adventurous.

Personality Evaluation

Just what is your personality style and what personality traits do you prefer in others? Take the following evaluation to find out.

Read the following list of personality traits and circle the ones that best describe your personality. Check the ones that best describe the personality traits that you want in your friends.

COMMON PERSONALITY TRAITS

Funny	Personable	Thoughtless	Careless	Bold	Lovable
Adventurous	Quiet	Cute	Down to earth	Adorable	Conceited
Humorous	Rude	Pleasant	Amusing	Appealing	Sweet
Sarcastic	Kind	Intelligent	Clever	Smart	Affectionate
Talkative	Outgoing	Reserved	Nice	Spiteful	Boring
Serious	Organized	Cunning	Sly	Nonchalant	Friendly
Sophisticated	Sloppy	Timid	Crafty	Cool	Agreeable
Spoiled	Attractive	Talented	Competitive	Laid back	Shy
Cheerful	Thoughtful	Sneaky	Malicious	Comical	Hardworking

1. What did you learn about your own personality and the personality traits that you prefer in others? Do you choose friends who have the same or different personalities? Use the lines below to explain your answers.

2. Along with the personality traits that you prefer in a friend, what character traits do you want in a friend and why? Use the lines below to explain your answer.

Scenario

Joe was serving a two to four year prison term in a minimum security classification housing unit. At no time during Joe's incarceration was he ever involved in any kind of altercation nor had he committed any violations. Prison officials thought that Joe was a model prisoner and was usually very cooperative. His living quarters were always clean and neat.

One day, Joe received a letter from his brother Tom, who informed him that his mother was hospitalized for an unknown illness and that she was in critical condition. In the letter, Tom asked Joe to call him for more information and a status update.

Joe's brother and mother lived in another state. Prison rules require a prisoner to submit an interview slip to social services for long distance calls. The letter was received Saturday evening and social services would not be opened until Monday morning. At that point, Joe became concerned about his mother's condition and seemed depressed over the matter. Joe did not want to wait until Monday to make his phone call, so, he asked the assigned Corrections Officers who worked his housing unit on Saturday evening and Sunday for their assistance. All the assigned Corrections Officers told Joe to wait until Monday and submit an interview slip to social services detailing his concerns. Joe, though not in agreement with the officers' responses, decided to leave the matter alone and wait until Monday. In the meantime, Joe became more concerned and frustrated about the situation.

On Monday morning, Joe asked the on-duty Corrections Officer for permission to go to social services to make a long distance phone call. At the time of Joe's request, the on-duty C.O. was on the phone and didn't acknowledge Joe's request. At that point, Joe became upset with the officer because his request was ignored. Once again, Joe interrupted the officer on the phone and asked to go to social services.

The officer placed the caller on hold, and told Joe, "No, not at this time. However, you can fill out an interview slip and return it to me when you're done and I'll see what I can do."

Joe yelled out, "I already filled one out!"

The officer responded, "All right, calm down! As soon as I finish this phone call I'll handle your situation."

Suddenly, Joe replied, in a harsh tone, “Say what? You don’t understand, I need to go to social services now, or else!”

The Corrections Officer appeared unmoved with Joe’s comments and continued his phone conversation. Joe lost control of himself and shouted obscenities at the officer. Joe also demanded to speak with a superior officer. The assigned Corrections Officer ignored his request. Joe then became irate and began cursing, and throwing the chairs all around the dayroom.

One of the chairs, thrown by Joe, accidentally hit inmate José in the arm. In retaliation, José began a fist-fight with Joe. José was known by Corrections Officials to be a leader of one of the prison’s most notorious gangs. As the struggle ensued, an unidentified inmate came up from behind Joe and slashed him on the left side of his face with a razor type metallic object. Joe needed twenty sutures and was placed in protective custody. Joe then realized that his safety in prison was at jeopardy. He would always have a fear of retaliation by José and his gang members.

Lesson Three

Respecting The Rules Of Possessions Shows Right Character (Part I)

PURPOSE/OBJECTIVE

Students will learn that everyone has private belongings and rights concerning them. Students will also learn the importance of being responsible, the importance of following the rules and safety guidelines concerning their belongings.

MATERIALS

- Copies of pages 24-25
- *PSCEP Basic Inmate Workshop* CD
- CD player
- Dictionaries

PROCEDURE

1. Review Lesson Two entitled “**The Right Character Produces Positive Outcomes.**” Remind students of the benefits of a positive character and how to maintain this character.
2. Tell students that today they will learn about the concept of ownership. Tell them that everyone has private belongings and rights concerning them. Ask students what it means to own something. (*Possible answers may include: we possess it, it belongs to us, we have authority over it.*) Have volunteers read definitions of the terms **own**, **ownership** and **possession**. Inform the class that the following meanings would be used.
 - a. **own:** *to possess, to have or hold as property.*
 - b. **ownership:** *the state of fact of being an owner, legal right of possession.*
 - c. **possession:** *ownership, a thing possessed or owned; the act or fact of possessing.*

3. Ask students to name some of the things they own, in and out of prison. Possible answers include:

a. In prison: *Personal items like books, magazines, and newsletters, photographs of loved ones, commissary items, walkman radios, religious articles, and personal legal material.*

b. Outside Prison: *automobiles, motorcycles, bikes, businesses, homes, computers, clothing, and jewelry.*

Emphasize that there are many examples of ownership all around us and that everyone owns things and has rights concerning them.

4. Ask students what would occur to someone in prison should he be caught taking a personal item that belonged to someone else without permission. *(Possible answers may include: physical altercation will erupt resulting in possible injury or death; labeled a thief among inmate population; continual fear of reprisal; mental anguish, and disciplinary action taken by prison administrators.)*

5. Emphasize to students that in order to maintain a safer, more peaceful environment free of violence, inside or out of prison, a person must recognize and respect the possessions of others. Tell students that there are emotional attachments to possessions and that feelings are affected when possessions are either lost, stolen or taken by force. Things people own are valuable to them. Ask students for some things they have in their possession that are valuable to them. *(Possible answers may include: family photographs, correspondence from loved ones, legal paperwork, religious articles, jewelry, commissary articles.)*

6. **Activity**—Distribute a copy of the lyrics found on **pages 24-25** and play song track #2 entitled “**What’s Mine Is Mine**” from the *PSCEP Basic Inmate Workshop* CD. Discuss the lyrics and the importance of respecting others. Discussion points should include the following:

a. Guide class discussion on examples from current news reports of boundaries being disrespected. *(Answers will vary but should include: any current news articles relating to nations fighting against nations, neighbors arguing over property boundaries, and stealing.)*

b. What do you think verse 1 is talking about? *(A party held in a friend’s home without permission. Items and possessions were stolen broken and abused. This had a negative effect on the relationship.)*

c. Was repayment or restitution made? *(No restitution was made.)*

d. How can we prevent conflict and negative/violent feelings from arising in ourselves and in others in the future regarding situations like this? *(By respecting the property, possessions and feelings of others,*

then treating them in the same manner in which we would appreciate them treating us.)

e. What kind of reaction do you think is commonplace? (*Rage, retaliation, violence and anger are common reactions.*)

f. What influences are available in today's society that contribute to these types reactions? (*Answers should include: T.V, entertainment, media, negative peer pressure, poor choices.*)

7. Explain to students that they must show responsibility by taking care of their possessions. Ask students to list some ways they show that they are responsible for the things they own. (*Possible answers may include: to secure commissary and personal care items in lockers and utility buckets that are issued to them by corrections employees; secure all expensive clothing and jewelry items in property rooms or mail them back home; caring for personal property and Department of Corrections issued property such as cups, toothbrushes and toothpaste.*)

Encourage students to show responsibility for their possessions while in prison. Emphasize to students that being a responsible owner is important now and in the future.

8. Tell students that another important aspect of ownership is being able to identify their belongings from someone else's while in prison. Ask students what could they do so that they can recognize their belonging from someone else's? (*Possible answers may include: put your name and prison ID number on the item, engrave information on hard surfaces like walkman radios.*)

Ask students why it is important to distinguish their belongings from someone else's. (*Possible answers may include: so that they would not take someone's belongings by mistake or someone wouldn't take theirs by mistake. Mistakes like the above will cause resentment, hurt feelings, anger, and mistrust which usually lead to acts of violence; the safety of staff, prisoners and civilians who are in correctional institutions will be in jeopardy should violence erupt; the careless or inadvertent taking of another inmate's property may lead to gang violence, or riot disturbances.*)

9. Conclude the lesson by emphasizing to students that everyone owns things and has rights concerning them. Remind students of the importance of being responsible with their belongings and being able to identify them. Tell students that it is of extreme importance to follow all Department of Corrections rules and recommendations concerning belongings.

What's Mine Is Mine

CHORUS (repeat four times)

What's mine is mine, and what's yours is yours, respect it!

It's about life or death

When boundaries are disrespected, in this world or cyber tech

No light is left

I tripped off the line between love and hatred

Self-control is underrated

Many lust to rape kids

Disease and things a run the place in

and I was born more than a few steps behind new techs and nines

Mom's always working, never choose to rest her spine

Only one way that you get to shine

So I hooked up with cats that shook up the map

They are the type to touch you with the blade of a knife

Gaze at your wife and try to convince her to stay for the night

This is so pathetic, we used to make money but now we all separate

It started in my apartment

When I departed and started a family of my own, it scarred me to the bone

I left town you threw a party in my home.

CHORUS (repeat four times)

What's mine is mine, and what's yours is yours, respect it!

They was like, "relax we had a few folks over to visit

If anything's broke dog we'll fix it."

Look at this my table smashed, the pictures of my son cracked

Ya'll broke things that reminded me of the past

Ya boys better flash cash fast

Months had past and still no restitution

I need a resolution for the problem that we having

Either you pay, they was like "Well we could solve it with the clapping"

It's a damn shame, in your twenties with no sense of responsibility,

Now your ice grilling me

If we'd just respect others property

Then there'd be no animosity, and we could all live properly.

If you would just be mindful of boundaries, we'd have less enemies, pain and agony.

But since you can't respect my property, you can't be a friend to me,

It's a shameful travesty.

CHORUS

What's mine is mine, and what's yours is yours, respect it!
Protect your possessions, we don't want no conflict.
What's mine is mine, and what's yours is yours, respect it!
Take care of your things, we don't want no conflict now.
What's mine is mine, and what's yours is yours, respect it!
Protect your possessions, we don't want no conflict.
What's mine is mine, and what's yours is yours, respect it!
Take care of your things.

I see the separation, I plead and beg for patience
Disease infects the nation, peace through education
Leads to restoration, decrease the segregation, relieve the desperation
What's mine is mine.
We all came up short like abbreviations
We got to get on course with no deviations.
Parents don't care what they children absorb from the TV station
Shrinks their attention span
when will man ignore the lies and realize
There's more to life than fast cars, women and a pension plan
See there's a way that we could live in harmony
I won't bring hurt to you so don't bring harm to me
If you want to be excused simply say, "pardon me"
I'll ask permission if it just doesn't belong to me
And once men overcome then
Peace, joy, living abundant surrounds the earth's circumference.

CHORUS

What's mine is mine, and what's yours is yours, respect it!
Protect your possessions, we don't want no conflict.
What's mine is mine, and what's yours is yours, respect it!
Take care of your things, we don't want no conflict now.
What's mine is mine, and what's yours is yours, respect it!
Protect your possessions, we don't want no conflict.
What's mine is mine, and what's yours is yours, respect it!
Take care of your things.

Lesson Four

Respecting The Rules Of Possessions Shows Right Character (Part II)

PURPOSE/OBJECTIVE

Students will learn why possessions should be obtained honestly. Students will learn how to avoid conflict over the use of possessions.

MATERIALS

- Copies of pages 32-35, 37, 39
- *PSCEP Basic Inmate Workshop* CD
- CD player

PROCEDURE

1. Review Lesson Three entitled “**Respecting The Rules Of Possessions Shows Right Character—Part I.**” Ask students to give definitions of ownership and what it means to own things. Remind students that it is important to value their belongings as well as the possessions of others.
2. Tell students that today they will learn that it is very important to acquire their belongings in an honest way. Tell students that **honest** means *being truthful, fair and trustworthy*.
3. Ask students to name some honest ways they can obtain their belongings. Help students, if necessary, to include the following ways: buying, working, receiving gifts and rewards, trading and inheriting. Ask students for some examples of belongings that they have obtained honestly while in prison and out of prison. Tell students that when they obtain belongings honestly, they will get a feeling of satisfaction, achievement, accomplishment and contentment.
4. Tell students that having discussed the honest ways of obtaining their belongings, we will now discuss the dishonest ways of obtaining things. Explain that **dishonesty** is the opposite of honesty and means *being un-*

trustworthy, cheating, lying, stealing, extortion, etc. Ask students, what are some dishonest ways that items are obtained in prison? Help students to include the following ways: extortion, gang pressure, intimidation tactics, manipulation, instilling fear in an individual by using threats, forcefully taking what is not yours, stealing, framing an individual for something he did not do while in prison, extorting money from family members outside of prison in order to prevent violent acts upon loved ones who are incarcerated, not returning a lost item, borrowing something and not returning it, or not returning it in the same condition it was in at the time you borrowed it, lying and deceit.

5. Ask students to discuss consequences that result from obtaining possessions dishonestly while in prison. (*Answers may include: fights that result in injury or death, time in punitive segregation, rearrest with new consecutive criminal charges pending, constant fear of reprisal from other inmates involved, closer monitoring and scrutiny by Corrections employees, poor prison record, loss of privileges or early release.*)

6. Discuss with students the need to ask permission from an authority before they use certain items. Tell students that an **authority** is *someone who is responsible for or in charge of them while in prison, such as Corrections Officers and who enforces the rules they have to adhere to*. Explain that although they own certain items, when they use those items, they must follow the rules set by an authority figure for the following reasons:

- a. safety
- b. appropriate time
- c. proper use
- d. to show consideration for others

This also applies to items from the Department of Corrections that were given to the students for temporary use like plastic cups, utility buckets, linens, mattresses, or pillows. Note that these items must be returned to the Department of Corrections staff in great condition.

7. Tell students that staff members are not the only people who set rules for borrowed items. Stress to students that everyone has the privilege to set rules concerning the use of their belongings. Everyone should be thoughtful and respect the owner's rules, for they too desire the same rights.

8. Tell the students that they must not forget the importance of practicing safety with their possessions. Ask students for the meaning of safety. **Safety** means *free from danger, injury or damage*. Tell students that they must think before using other people's belongings. They should seek permission to use them and follow all rules pertaining to the use of those belongings. Emphasize to students that safety is very important when using any possession. Tell them that when they practice safety with their possessions, they can keep from bringing harm to themselves or others and can keep their belongings from becoming damaged.

9. Explain to students that if they are careless (*reckless, not thinking before acting*), they may cause harm to themselves or to others. Ask students if they have ever seen someone using a possession in a careless manner while in prison and to tell what occurred. **[Teachers note: Please discourage the use of names.]**

10. Ask students what the opposite of careless is. Tell students the word **careful** means *to be cautious*. Explain that **cautious** means *thinking and acting to avoid risk or danger*. Emphasize to students to be careful in following the rules to keep themselves and others safe.

11. Explain to students that when others trust them with their belongings, they must take care of them to avoid a conflict between them and the owner. Ask the students what a conflict is. Tell students that a **conflict** is *a problem or disagreement between two or more people*. Explain to students that borrowing someone's belongings means that they agree to abide by the rules the owner has set regarding his possession, along with ensuring that no Department of Corrections rules are violated. Remind students that when they borrow something, the owner usually lends it with conditions or rules. If these rules are violated, conflicts can arise.

12. Ask students if they have ever borrowed something and were given conditions or rules concerning it. Have students tell what some of the rules were and if the rules were followed. When the rules were not followed, what occurred? Tell students that following the rules means that they will be trusted to show respect for others and care for their belongings. However, when rules are not followed, this can cause hurt feelings, distrust and conflict. Ask students how they would feel if one of their possessions was borrowed and returned late and/or damaged.

13. Tell students that if they damage someone's possessions or possessions belonging to the Department of Corrections, they are obligated to replace or repair them. This is called making restitution or compensation. Tell students that **restitution** or **compensation** means *you pay for repairs or replace a possession that you have damaged or lost*. These are ways to help avoid conflicts.

14. Ask students to state some ways to avoid conflicts over possessions. *(Possible answers may include: never take someone else's property or possession without asking permission and being granted permission to do so, items that have been found should be returned to the rightful owner, care for lost and borrowed property belonging to others, return a borrowed item in the same condition it was given to you, be responsible with your possessions, follow all Department of Corrections rules when using your possessions, maintain self-control if someone damages your personal property; don't retaliate.)*

15. **Activity**—Role play or have students break into small groups to discuss the scenarios found on **pages 32-34**. After students answer the questions on **page 35**, discuss the effects of all three incidents on:

- a. the perpetrators and their families
- b. the victims and their families
- c. society

16. Play song track #3 entitled "**Respect**" from the *PSCEP Basic Inmate Workshop* CD. Have students discuss the lyrics found on **page 37** and answer the following questions:

- a. Why is it necessary to have rules? *(Rules guide how one should conduct himself to prevent hurt or harm to anyone.)*
- b. Do you have rules that govern the things you own? Give examples. *(Answers will vary.)*
- c. What would you do if someone breaks the rules concerning your belongings? *(Answers will vary but guide class to realize that by practicing the Peaceful Solution, they can maintain their respect and self control and not retaliate or resort to violence and aggression).*
- d. What do you think is meant by the phrase "Stolen water tastes sweet"? *(Taking things that do not belong to you may seem pleasurable at the time and may entice a person to repeat the act but the consequences are always painful for the individual and others.)*
- e. What can we do to acquire things in an honest and appropriate way? *(Work for them or ask for them.)*
- f. What other positive character traits will you need in order to

practice obtaining things honestly? (*Respect, responsibility, self-control, determination, compassion and integrity.*)

17. Conclude the lesson by reminding students that ownership is a right that can't be dismissed. It is necessary. Personal property is maintained and normally depended upon by the one who owns it. The owner of any possession has the right to make decisions about its use. This right should never be taken away from the owner. There is a big difference between choosing to give and having someone take your possessions by force. When property is stolen secretly or taken by force; resentment, hatred and aggression are created; but never friendship. Respecting the rules of possessions shows positive character.

Scenario One

Paul and Steve were inmates sharing the same cell. Both Paul and Steve owned walkman radios. The batteries in Paul's walkman were no longer working. While in the cell, Paul noticed Steve's walkman on top of the locker. At the time, Steve was out on a work detail and wouldn't return until the commencement of the next shift. Paul didn't have any replacement batteries on hand and his housing unit was not scheduled to shop in the commissary for another four days. Paul, desiring to listen to music, thought to himself that Steve wouldn't mind him using his walkman. Suddenly, Paul, without hesitation, decided to take Steve's walkman without first asking for his permission.

As Paul was in the dayroom listening to music with Steve's walkman, a fight erupted involving several inmates. As the struggle ensued, one of the combatants inadvertently pushed against Paul, causing the radio to fall from his hands onto the floor, breaking it into several pieces. After the Correction Staff regained control of the incident, Paul managed to retrieve the broken pieces of the walkman radio.

At that point, Paul realized that the walkman was no longer working, and was uncertain about how Steve would react when he found out what had transpired. Once Steve returned from his work detail, he noticed that his walkman was missing. Steve then confronted Paul, inquiring about his walkman.

Paul stated, "Oh, I forgot to tell you that I borrowed your walkman and that it was knocked to the floor during a fight in the dayroom."

Steve demanded, "Say what? Who told you you could take my radio? You have to replace it."

Paul shouted in reply, "It's old, I'm not replacing it!"

Suddenly, Steve began fighting with Paul until Corrections Officers intervened, breaking up the fight.

Scenario Two

The prison's policy requires a prisoner to exchange his personal identification card for a disposable razor. When finished shaving, the prisoner must return the disposable razor, intact, to the assigned Corrections Officer.

Carlos was known among the inmate population for his ability to manufacture makeshift weapons and distribute them undetected. Carlos has, in the past, successfully removed razor blades from the institution's disposable razor, replacing the razor blades with aluminum foil from cigarette packaging, to make it appear as if the razor blades were still intact. One day, Carlos decided he needed a disposable razor. He successfully removed the blades from the razor head. When Carlos returned the razor to the on-duty Corrections Officer the officer became suspicious, he realized that Carlos had possession of the disposable razor for over two hours.

As the Corrections Officer closely inspected the disposable razor, he noticed evidence of tampering and that the blades were missing from the razor. The assigned Corrections Officer quickly notified the area supervisor and a search of the entire housing unit was conducted. This resulted in the recovery of the missing razor blades, makeshift weapons of all types, and cocaine. All items were found in common areas.

The amount of cocaine found was approximately one ounce. Inmate Carlos was transferred to the administrative segregation area, pending the outcome of disciplinary proceedings. At that point, Carlos was worried and became scared. The cocaine belonged to inmate Lerone who was known by Corrections Officials to be a leader of one of the prison's top gangs. Carlos was almost certain that Lerone would make a 'contract hit' on him. However, Carlos had to keep this a secret to himself because Lerone would be linked to the cocaine discovery, especially if Carlos requested protective custody. Carlos knew that he would have to tell the security officer why he needed protection. So Carlos decided not to say anything.

One week later, Carlos was stabbed to death in the Prison Law Library. Furthermore, the prison violence was on a steady uprise along with an increase in stabbings, slashings and weapon discoveries.

Scenario Three

On one summer evening, John, Clarence and Simon decided to take John's car and go drag racing in town. A few blocks away from the drag racing route, a driver in another car swerved in front of John, nearly causing an accident. The driver of the other car, Joe, was reckless. John appeared agitated and began honking his horn at the vehicle Joe was driving, as both Clarence and Simon yelled obscenities. Joe became irritated with the actions of John, Clarence and Simon. As a result, he stopped his car at the next intersection.

Joe stepped out of his car and shouted remarks to the teenagers, "What is your problem? You better cut this crap out, or else!"

Both John and Clarence jumped out of the car, approached Joe and began arguing. Suddenly John and Clarence engaged in a fist-fight with Joe as Simon looked on. During the struggle John retrieved a 12-inch metallic baton from his right, rear pants pocket and began to repeatedly strike Joe on the head and torso, as Clarence shoved him to the ground. Simon then yelled out to his friends to stop. Simon's request went ignored. Both John and Clarence continued in their relentless assault until Joe became unconscious.

At this point, Simon remained seated in the car as both John and Clarence removed the cell phone and wallet from Joe's pants pocket as he laid in the street bleeding and unconscious. As the boys were walking towards the car an off duty police officer was driving by the scene and noticed Joe laying on the ground motionless. The boys fled from the scene and the officer followed in pursuit. The officer used his cell phone to call for an ambulance and police backup. Moments later, John, Clarence, and Simon were apprehended approximately one half mile away from the scene. They were charged with robbery, second degree; criminal possession of a weapon, fourth degree; and assault, second degree.

Of the three teenagers, John, was the one with a previous criminal history where he had been charged with robbery and assault. The driver of the other car, Joe, was hospitalized due to a coma and died two weeks later from the injuries caused during the assault. The assault charge was now upgraded to manslaughter. Simon was not able to prove in court that he played only a passive role in this incident. As a result, the criminal charges against him were not overturned.

Scenario Questions

Answer the questions.

Scenario One

- a. How do you think Steve was feeling when he found out what had taken place? _____

- b. What were the consequences of Paul's actions? _____

- c. What are some other consequences that may have arisen that were not mentioned in the scenario? _____

- d. What actions could the inmates take to produce a more peaceful and positive outcome? _____

Scenario Two

Prior to his death, Carlos managed to make weapons out of prison materials such as framing from filing cabinets and inmate lockers, book shelves, radiator covers, fan shields, just to name a few items.

- a. Who owned the items Carlos used to make weapons? _____

- b. What were some of the effects of Carlos' actions? _____

- c. What were the consequences of Carlos' actions? _____

Scenario Three

- a. What rights of ownership were violated in this incident? _____

- b. What do you think influenced these boys to commit this act? _____

- c. What caused it to escalate in the manner that it did? _____

- d. What were the consequences of the boys' actions? _____

Scenario Questions

Answer Key

Scenario One

- a. How do you think Steve was feeling when he found out what had taken place? (*Angry, betrayed*)
- b. What were the consequences of Paul's actions? (*He broke Steve's walkman and then got in a fight over it with him.*)
- c. What are some other consequences that may have arisen that were not mentioned in the scenario? (*The two inmates could face disciplinary proceedings because of their behavior.*)
- d. What actions could the inmates take to produce a more peaceful and positive outcome. (*Answers may include: Paul should have asked and received permission before ever touching Steve's walkman. After the incident occurred, Paul could have apologized to Steve for taking the walkman without asking and offer to make things right.*)

Scenario Two

Prior to his death, Carlos managed to make weapons out of prison materials such as framing from filing cabinets and inmate lockers, book shelves, radiator covers, fan shields, just to name a few items.

- a. Who owned the items Carlos used to make weapons? (*Answers may include: the prison, taxpayers or local government.*)
- b. What were some of the effects of Carlos' actions? (*Time and money were spent to search the cell block; this incident incited further violence among inmates.*)
- c. What were the consequences of Carlos' actions? (*At first, confinement and disciplinary action, ultimately Carlos' death.*)

Scenario Three

- a. What rights of ownership were violated in this incident? (*Answers include: Stealing the wallet and cell phone, taking of a person's life.*)
- b. What do you think influenced these boys to commit this act? What caused it to escalate in the manner that it did? (*Answers may include: lack of self-control, anger.*)
- c. What were the consequences of the boys' actions? (*More than likely, all three boys would be sentenced to prison time. Joe was murdered.*)

Respect

Respecting the rules is something I never used to do
Til I saw my property being abused
Now that the shoe is on the other foot, I had to take a closer look
To do unto others as I'd like done to me
So I can avoid this conflict I see

Everything belongs to someone we must understand
We must respect and honor our fellow man
Ask before you take or trespass on his land,
Or dishonor, distrust, and shame won't be on our hands

CHORUS (repeat twice)

Stolen water tastes so sweet,
But hatred and aggression is all he'll meet

A reason for conflicts we can extinguish them
If we mark our property to distinguish them
Yours from mine and mine from yours
To avoid accusations and stop disputes and wars

Careful not careless, be safe and not sorry
Respect the rights of others to keep yourself from worry
Use property properly and never misuse
Whether yours or another never abuse

CHORUS (repeat twice)

Stolen water tastes so sweet,
But hatred and aggression is all he'll meet

So set your mind on getting things in an honest way
Through hard work, sweat and tears it will pay
And you'll have feelings of achievement
There are better ways to gain than to go and steal it

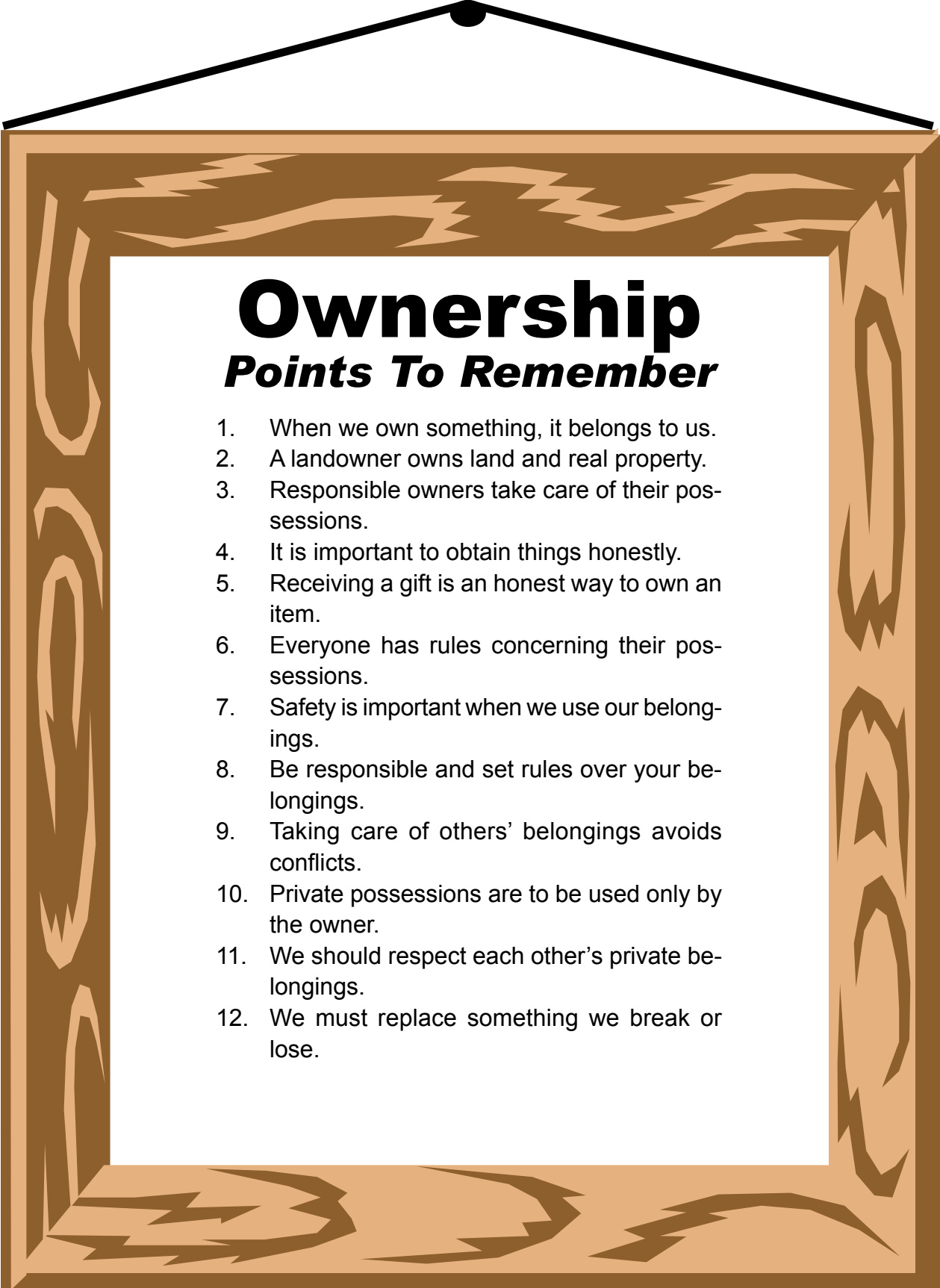
CHORUS (repeat four times)

Stolen water tastes so sweet,
But hatred and aggression is all he'll meet



Additional Activity

Have students read their handout, “**Ownership—Points To Remember**” found on **page 39**, and take them home as friendly reminders.



Ownership

Points To Remember

1. When we own something, it belongs to us.
2. A landowner owns land and real property.
3. Responsible owners take care of their possessions.
4. It is important to obtain things honestly.
5. Receiving a gift is an honest way to own an item.
6. Everyone has rules concerning their possessions.
7. Safety is important when we use our belongings.
8. Be responsible and set rules over your belongings.
9. Taking care of others' belongings avoids conflicts.
10. Private possessions are to be used only by the owner.
11. We should respect each other's private belongings.
12. We must replace something we break or lose.

Lesson Five

Treat Others As You Want To Be Treated

PURPOSE/OBJECTIVE

Students will learn how to respect themselves, others and their belongings. Students will learn the importance of respecting the rules of Correctional Institutions, especially as they relate to safety. Students will learn the importance of respecting the instructions and orders given by someone in authority, for example, Correction Officers, teachers and counselors. Students will learn how to respect another person's privacy. Students will learn the importance of displaying respectful behavior and attitudes and the benefits and consequences.

MATERIALS

- Copies of pages 49-50, 52-56, 59
- Paper bag
- Prison rules
- *PSCEP Basic Inmate Workshop* CD
- CD player

PROCEDURE

1. Review Lesson Four, **“Respecting the Rules Of Possessions Shows Right Character.”** Ask students to give reasons why it is important to obtain possessions in an honest way. (*Answers may include: they will have a feeling of contentment, satisfaction, freedom from fear.*)
2. Explain to students that today they will be learning about respect. **Respect** means *to show care and concern for another person and care for their possessions*. Explain to students that to respect an individual means that you are mindful of your actions; treating them the way you would want to be treated. Tell students that an example of showing respect to someone's possession includes following the rules they have set about their belongings. Ask students for some ways they can show respect to others. (*Answers may include: we can say “please” and “thank you;” we can accept the differences in others by refraining from extortion, teasing, name*

calling and cursing; we can use a calm, low tone of voice when addressing others.) Explain to students that they should not disrespect someone else even when things are not going their way or because someone else is disrespecting them. Give examples of how they can show respect to those who show disrespect to them.

3. Tell students that they can care for the possessions of others and even the property owned by the Correctional Institution by following the rules the owner has set regarding their belongings. Ask students for some ways we show respect to others and care for their belongings along with property owned by the Correctional Institution. *(Possible answers may include: not destroying or damaging furniture, utensils, bathroom or kitchen fixtures; returning lost items; asking permission to use or touch items; returning borrowed items in the same condition; keeping living quarters and common areas neat and clean.)*

4. Ask students why it is important to have rules in prison. *(Possible answers may include: to reduce violence; to maintain a controlled and secure environment; to keep inmates, staff and visitors safe and free from harm, danger or injury; to prevent destruction of property.)*

5. **Activity #1**—Prior to class, turn to **page 47**, copy and cut out the rules, fold them and place them in the paper bag. Pass the bag of prison rules around the class so volunteers can choose one and discuss why it is important to keep it.

6. Tell students that respecting the rules of the prison and recognizing that the rules are important to follow can help keep them safe. Explain to students that some of the ways they can show disrespect include: horseplaying, extorting, stealing commissary items, manufacturing and concealing makeshift weapons, gambling, smuggling and selling drugs, spreading false rumors about someone else to bring harm to that person, assaulting or fighting with other prisoners, verbally abusing and insulting someone, forcefully recruiting people into gangs, charging other inmates rent or fees for using phone, showers or cleaning supplies. Breaking these rules often lead to arguments, conflicts, fights, and increased violence, which as a result creates an unsafe environment for everyone.

7. Encourage students to respect the rules of the Correctional Institution, adapt to them and apply them to their lives. Emphasize that

by respecting these rules they can avoid many dangerous situations; disciplinary actions resulting in punitive segregation; restriction of prison privileges and possible rearrest for the violation. By encouraging other prisoners to adhere to these rules, they may save themselves and others from harm and injury.

8. Tell the students that they must respect the authority over them during the course of their incarceration. **Authority** means *someone who is responsible for or in charge of another person*. Correction Officials are responsible for their care, custody and control over their activities during incarceration. Ask students for some of the ways they can show respect to those who have authority over them. (*Answers may include: following the correction officers' orders and directions; obeying rules with a positive attitude; responding with a polite tone of voice; completing tasks assigned to them without question or back talk; when things don't go their way, don't curse or threaten Correction Officials.*)

9. Explain to the students that when they respect authority by obeying with a positive attitude, they make those in authority feel respected and appreciated. In doing this the student can also earn admiration and respect because of their willingness to obey. Tell students that disrespecting authority can have serious consequences. It is being disrespectful when a prisoner responds with an impolite tone of voice, a negative attitude or grudgingly obeys a request.

Some of the consequences of disobeying authority are:

- a. loss of privileges
- b. punitive segregation
- c. shakedown or area search
- d. agitating other inmates that can result in a conflict
- e. possible physical altercation with staff

10. Explain to students that many conflicts arise because people have not learned to respect the differences in others. Remind students that a **conflict** is *a problem or disagreement between people*. Tell students that valuing the differences in our physical appearances, cultures and languages can promote harmony and unity. We must learn to respect and appreciate that people look and sound different from each other. Explain to students that people have feelings. When we disrespect others based on their physical or cultural differences, we can create a conflict and contribute to the violence committed in prison. Ask students how

they would feel if someone said hurtful things to them. *(Possible answers may include: sad, hurt, angry, intense desire to physically and/or verbally retaliate.)* Tell students that when we respect the differences of others we can avoid conflict and make many friends.

11. Listen to song track #5 entitled **“In So Many Ways We Are All The Same”** from the *PSCEP Basic Inmate Workshop* CD. The lyrics are found on **page 48**. Have students answer the following questions to generate a discussion.

- a. Give at least three needs that all human beings have. *(Answers will vary but may include sleep, shelter, food, water, respect and security.)*
- b. What do you think is the main cause of separation and discrimination? *(Ignorance or lack of understanding and appreciation of others and their worth.)*
- c. How do you think these problems can be eliminated? *(By recognizing that everyone has a purpose and should be allowed to live peacefully and enjoy their lives.)*
- d. Break up into small groups and have each group brainstorm ideas on what steps they would take to ensure equality of human rights in the most peaceful way. *(Answers will vary.)*

12. Tell students that the key to respecting the differences in others is to consider that everyone has feelings and needs the same care and concern as we would want for ourselves. Emphasize that everyone is important and has the potential to contribute to society in a positive way.

13. Explain to students that we can also show respect to those who value privacy. Some people like to do things openly while others prefer to be by themselves. Tell students there are several ways to recognize a private situation:

- a. If you are told it is a private situation. For example, two Correction Officers assigned to your housing unit are talking over a work related matter and they politely ask you to leave the area until they finish their conversation. You obey and go to the dayroom. Would that be showing respect to the officers? *(Yes)*
- b. When you observe two or more persons move to the side, speaking in low voice tones, they are most likely having a private conversation.
- c. If you are not sure if a conversation is private, you can ask.
- d. If you overhear a conversation, it doesn't mean you can join in.

14. Ask students what are some ways to ask for privacy that won't cause a conflict. (*Answers may include: saying "Can you excuse us for a minute? This is a private conversation." "I'll be with you in a minute," or "Do you mind waiting?"*)

15. Stress to students that repeating a private conversation that was overheard, or was told to them is gossiping. Gossiping is stealing someone's privacy. For example, you overheard that Billy is testifying against his codefendant, who is currently unaware of it, and you tell other inmates. You have stolen Billy's right to privacy. You may also put Billy in danger or label him as a "snitch."

16. **Activity #3**—Have volunteers read "**Scenario One**" and "**Scenario Two**," found on **page 49**. In each of these scenarios, the person involved repeated information that was either overheard or was told to him privately. Have students answer the questions on **page 50**.

17. Explain to students that if they learn of something where someone could be harmed, property damaged or a theft could occur, they are not gossiping if they report this to an authority. Stress that it is their responsibility to report the information to an authority figure in order to protect the lives of others. For example, you overheard that there is a contract hit on another inmate for a bad drug deal in prison. Emphasize to students that informing an authority figure could save that other inmate's life and possibly others who may become inadvertently involved should conflict arise.

18. As review, have students discuss the following ways to show respect:

19. **Activity #4**—Have volunteers read scenarios three through eight, found on **pages 52-54**, and then answer the questions on **pages 55-56**. Ask students to state what they have learned from the scenarios. Answers may include:

- a. Name calling is not only disrespectful, but also hurtful.
- b. Disrespect can result in physical harm, fear of safety, disciplinary record in prison.
- c. Responding disrespectfully will make the situation worse and cause conflict.

Emphasize to students that respecting others means being polite and considerate even if someone is disrespectful towards you. Distribute the "Ways To Show Respect" handout on **page 59**. Encourage students to post it in their cells as a reminder to always show respect to others.

20. Conclude the lesson by emphasizing to students that it is important to be respectful in all situations. The more they practice showing respect to others, the more respect they will earn which will eventually produce a peaceful life.

Prison Rules

Copy, then cut out the rules and place in the paper bag.

Lights out at a certain time

Bed check

Get permission to go to other areas of the prison (library, commissary, etc.)

Eat meals at a certain time

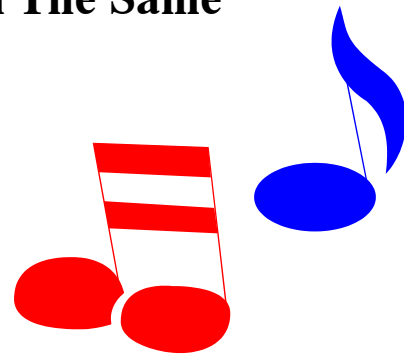
No fighting allowed

No sharp objects allowed

Respect the Correction Officers

In So Many Ways We Are All The Same

In the past I only looked out for number one
Never caring at all for those that I stepped on
Anything I wanted I would take
Living by my own rules, but it wasn't the right way



Now the works of my hands are laid before me
The path that I've laid is full of enemies
What do I have to show, but all these doors that I've closed
And I locked myself inside with no peace of mind

CHORUS

Because I never took the time to consider my fellow man
That his needs are all the same as the ones I have
He feels pain just like me, and he bruises just as easily
He deserves his rights to be respected,
Oh, and his family to be protected
Oh, in so many ways we are all the same

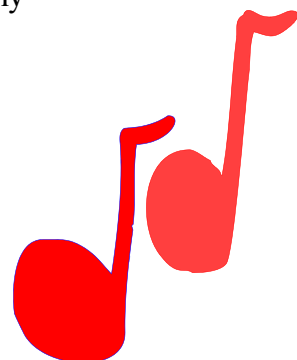


I know that the bridges I have burned can be re-laid,
With honest, hard work and the choices I made
I know that truth and honor can not be taken
Respect and friendship, must be made, it can be made



CHORUS

When I take the time to consider my fellow man
That his needs are all the same as the ones I have
He feels joy just like me, and peace when he can breathe easily
Knowing that his rights will be respected
Oh, and his family will be protected
Oh, in so many ways we are all the same



Scenario One

Joe told Tito in confidence that his brother was dying with AIDS and that he didn't have much time to live. Joe told Tito not to say anything to the other inmates in the housing unit. One day Phil asked Tito if he knew what was wrong with Joe.

Tito said to Phil, "I'm not supposed to say anything, but Joe's brother has got the monster, he's dying of AIDS and doesn't have much longer to live. Joe is depressed over the situation." Tito told Phil not to tell anybody.

Scenario Two

Chris was sitting in the law library doing legal work when he overheard Mike tell Henry that he didn't like their Steady Housing Area Correction Officer because he doesn't allow them to get away with things, that he is too strict and that the officer is interfering with their ability to extort other inmates. Furthermore, Mike and Henry wanted to take a contract hit on the Correction Officer. Chris immediately told his friend Malik what he overheard.

Scenario Questions

Answer the following questions.

Scenario One

1. Did Tito steal Joe's privacy? _____

2. How did Tito steal Joe's privacy? _____

3. How do you think Joe will feel when he finds out Tito told Phil?

Scenario Two

1. Did Chris gossip? _____

2. Who should Chris have told and why? _____

3. Would Chris be partially responsible if the Correction Officer was killed or seriously injured? _____

4. If Chris had gone to an authority figure, would this be gossiping?

Scenario Questions

Answer Key

Scenario One

1. Did Tito steal Joe's privacy? *(Yes.)*
2. How did Tito steal Joe's privacy? *(By gossiping to Phil.)*
3. How do you think Joe will feel when he finds out Tito told Phil? *(He will be hurt, angry, disappointed and not trust Tito any longer, it can also result in a physical altercation.)*

Scenario Two

1. Did Chris gossip? *(Yes, he did not tell an authority figure; staff as well as inmates could have died or sustained serious injuries if this contract hit was carried out.)*
2. Who should Chris have told and why? *(Chris should have told the assigned Officer, Supervisor, Security Staff in complete privacy.)*
3. Would Chris be partially responsible if the Correction Officer was killed or seriously injured? *(Yes, because he knew and didn't tell an authority figure.)*
4. If Chris had gone to an authority figure, would this be gossiping? *(No, because an authority figure would have been told and could have prevented the contract hit.)*

Scenario Three

During the institutional lunch period, José was walking by Carlos in the mess hall when he accidentally bumped Carlos and his food tray fell to the floor. José just looked at Carlos as if nothing occurred and continued walking to his table.

When Carlos saw that José did not apologize to him or attempt to pick up his tray, Carlos said, “You faggot, why did you do that to me? You can at least say you’re sorry.”

“Shut up!” José snapped. “You’re the stupid faggot.”

At this point, Carlos began to run towards José with the intent of fighting with him. The officers assigned to the mess hall observed what was occurring and they intervened in a timely fashion preventing the fight from commencing. Carlos was given a notice of infraction for attempting to assault José and this violation caused him to be in punitive segregation for thirty days. José was not charged with any violation because he was not observed by staff as the aggressor in this incident.

Scenario Four

Winston needed to return a dysfunctional walkman radio to the facility commissary. He approached one of the assigned Correction Officers and said, “Excuse me, Officer, I bought this walkman and it doesn’t work. I would like to return it.”

“Where is your receipt?” smarted the Officer.

“It’s right here,” Winston politely replied.

“Well hurry up, let me see this so-called receipt. Where is your I.D. card?” asked the Officer.

“It’s in my pocket.” Winston responded.

“Get it! You’re wasting my time! I haven’t got all day!” snapped the Officer.

“Okay Officer, here it is,” said Winston in a quiet, polite voice as he handed his ID card to the Officer.

Scenario Five

A.

Tony was asked by the Correction Officer to clean his cell because it was filthy.

Tony said, “Okay, Officer,” and started to clean his cell. When Tony was done, it looked great.

B.

The Correction Officer asked Tony to clean his cell because it was filthy.

Tony said, “Aah man, do I have to do this? I want to watch my program on TV in the dayroom, I’ll do it later.”

The Officer said, “No, you need to clean it now.”

Tony yelled out, “I ain’t cleaning nothing!” and walked away.

The Officer had Tony escorted to the intake area to await the arrival of a supervisor and Tony was subject to disciplinary action for the violation he committed.

Scenario Six

During the recreation period, Tom wanted to play basketball with some of the other inmates. However, the other inmates began laughing because Tom was the shortest inmate in the prison. He was only four feet, ten inches tall.

“What are you doing here,” John asked. “You’re too short to play basketball. What makes you think you can play?”

Scenario Seven

Pete was abused sexually, physically, mentally and emotionally by his father at a very young age. This abuse caused Pete to stutter and to be overly nervous. During his incarceration, several inmates made fun of him. They mimicked his stuttering and yelled and screamed at Pete to see his body shake uncontrollably. The inmates enjoyed abusing Pete in this manner and continued it on an ongoing basis.

Scenario Eight

Rocky borrowed John's watch. While Rocky was wearing it he inadvertently banged the watch against the wall causing the glass to crack.

When Rocky returned the watch John asked, "Did you enjoy wearing it?"

"Yes," Rocky said. "But I wanted to tell you that when I was wearing it, I accidentally banged it against the wall and cracked the glass." Rocky apologized and offered to either repair or replace the watch.

Scenario Questions

Answer the following questions.

Scenario Three

1. Who showed disrespect? _____

2. How could students turn this scenario to a more peaceful situation? _____

Scenario Four

1. Was the Officer respectful to Winston? _____

2. How did Winston respond to the Correction Officer? _____

3. Did Winston continue to be respectful, even though the Correction Officer continued to be rude? _____

4. What kind of person does Winston seem to be? _____

Scenario Five A

1. In what way was respect shown to the Officer? _____

2. How do you think the Correction Officer felt when he saw the positive attitude and cooperation Tony had and that he did such a great job cleaning this cell? _____

Scenario Five B

1. How do you think Tony's behavior affected the Officer? _____

2. What consequences do you think Tony earned by his behavior? _____

Scenario Six

1. How was Tom disrespected? _____

2. How could this create a conflict? _____

Scenario Seven

1. How was Pete disrespected? _____

Scenario Eight

1. How was Rocky honest? _____

2. Did Rocky show respect by being honest? _____

Scenario Questions

Answer Key

Scenario Three

1. Who showed disrespect? *(They were both disrespectful to each other. José showed disrespect to Carlos by leaving the food tray on the floor and not apologizing. Carlos showed disrespect by becoming angry and calling José a faggot.)*
2. How could students turn this scenario to a more peaceful situation? *(Answers may include: José could show respect to Carlos by apologizing and picking up the food tray, Carlos wouldn't get upset because José would be respectful to him by cleaning up the mess and getting Carlos another food tray.)*

Scenario Four

1. Was the Officer respectful to Winston? *(No)*
2. How did Winston respond to the Correction Officer? *(Politely, with respect, maintaining self-control)*
3. Did Winston continue to be respectful, even though the Correction Officer continued to be rude? *(Yes)*
4. What kind of person does Winston seem to be? *(One who practices right character.)*

Scenario Five A

1. In what way was respect shown to the Officer? *(By following and obeying his order with a positive attitude.)*
2. How do you think the Correction Officer felt when he saw the positive attitude and cooperation Tony had and that he did such a great job cleaning this cell? *(The Officer felt like he had been treated with respect and it made him feel great. He may allow Tony privileges because of his behavior.)*

Scenario Five B

1. How do you think Tony's behavior affected the Officer? *(He made the Officer upset and disappointed with Tony's attitude.)*
2. What consequences do you think Tony earned by his behavior? *(Certain privileges could be taken from him.)*

Scenario Six

1. How was Tom disrespected? *(The other inmates made fun of Tom because he was too short to play basketball.)*
2. How could this create a conflict? *(Tom could become angry or upset to a point where he may want to retaliate against the other inmates for being embarrassed or ridiculed.)*

Scenario Seven

1. How was Pete disrespected? *(The inmates teased Pete because of his handicap. They enjoyed abusing Pete.)*

Scenario Eight

1. How was Rocky honest? *(He told John the truth about breaking his watch.)*
2. Did Rocky show respect by being honest? *(Yes)*

Ways To Show Respect

- Never think of harming another.
- Always imagine yourself in the other person's position.
- Always treat the person the way that you want to be treated.
- Always follow instructions by someone in authority.
- Understand and accept the differences in others in order to avoid conflict. Accept those who are different from you.
- Respect the privacy of others.
- Always follow the rules.
- Respect all life, the things around us as well as people and our environment.
- Value and honor all people, no matter what they can or can't do for you, this includes your enemies.
- Help others to make the right choices about their own lives.
- Do not use or manipulate others.
- Do not abuse, demean or mistreat anyone.
- Do not use put downs, insults, ridicule or embarrassment to hurt anyone.
- Be courteous, polite and civil to everyone.
- Listen to others and try to understand their points of view.
- Resolve disputes/disagreements without violence by first identifying and then understanding the problem and defining the causes and reasons for the disagreement in the first place. Once this is accomplished then discuss the consequences of the disagreement and provide a peaceful solution to the problem without violence. Remember not to use threats or physical force to get what you desire. You should not display signs of anger or hostility towards the person you disagree with because this will almost always result in conflict, physical altercations, coupled with acts of retaliation.
- Be considerate of others.

Additional Activities

Listen to song track #4 entitled “**Coffee Shop**” from the *PSCEP Basic Inmate Workshop* CD and discuss the lyrics found on **page 61** using the following questions:

- a. Describe what is going on in the coffee shop? (*A man is witnessing acts of negative behavior.*)
- b. Name some of the inappropriate incidences viewed. (*Answers should include police brutality, a man who inappropriately kisses women, an older lady being mistreated, conflict between two teens that led to violence.*)
- c. What kind of outlook do you think the man in the coffee shop had? (*An outlook of disgust and sadness.*)
- d. What kind of “table” do we have to eat at in order to prevent dreadful situations? (*The table of moral values based upon positive character traits.*)
- e. If everyone were practicing The Peaceful Solution in this scene, how would it be different? (*People would not be violent and aggressive causing hurt and harm to themselves and others.*)

Coffee Shop

I felt my intellect soaked by second hand cigarette smoke
As I watched and observed the faces from a coffee shop served
By a waitress that heard my abrasive statements relating
To the tasteless acts that continued to take us back to the natural resources
This nations' capital sees force as a means to achieve a tranquil existence
A deceived man will insist his way is complete as an orbit
Treating disease that is dormant, for instance
At distance I see a young girl looking no older
Than thirteen pushing a stroller, the first thing I noticed
Her eyes were full of despondency;
Face covered in acne, I discovered exactly what was wrong cause she
Constantly had to make regular trips to the pharmacy
While mentally attempting to search for a reason
I heard some women saying that she has postpartum depression and internally grieving

I purchased a tea when I was encouraged to leave then I noticed it
More inappropriate acts took control of this city's associates
Across the street, cops walk the beat, they cautiously approach a kid
Claiming that he fit the description
Of a delinquent, so he began to resist their infringement on his personal space
He cursed in their face, with handcuffs they twisted his wrist in
You can guess of course it wasn't excessive force;
When they spit and they kicked him
Check what's next on the list, I witnessed sickness spread from the lips
Of a young man that greeted every girl that he seen with an affectionate kiss
I don't know what's left to depict it's so crazy this old lady is always seconds late
For her bus the driver never waits
Won't hesitate to leave her, I give my head a shake as I see her suffocating
She collapses, needing mouth to mouth resuscitation
This worlds' love is fading

So I paid for my tea and my bagel, and left a tip,
Don't be deceived by the fables that you see on your cable TV
To be free at the ankle you got to eat at the table of ethics
To be saved from this desperate situation
I went outside when I heard the outcry
It came at the speed of lightning, two teens was fighting
I gasped my breath when I saw this adolescent blast a weapon
All you could see was plasma splash and spread in every direction
No one could predict the stray's ricochet and hit a gray car parked at a meter
And ripped away a small part of a teacher's countenance and leave her shouting in agony
That same girl with the stroller, I saw her fall to the ground and inactively grab her seed
I said this has to be a dream
Then I seen the conclusion without the Peaceful Solution, we'll keep on pursuing the ways of death
And there'll be no one left to save our breath



Lesson Six

Ask Before You Take

PURPOSE/OBJECTIVE

Students will learn that asking should be an important part of their daily lives. Asking an authority figure can help them make right choices. They will learn to ask specific questions in order to evaluate a situation and avoid conflict. Students will learn that there are benefits to answering questions honestly. They will learn that being alert and asking the right questions will help to keep them safe. Students will learn that there are boundaries that identify private things and that they must ask permission to avoid disrespecting someone or his property.

MATERIALS

- Copies of pages 67-68
- Writing paper and pens/pencils
- *PSCEP Basic Inmate Workshop* CD
- CD Player

PROCEDURE

1. Review Lesson Five, **“Treat Others As You Would Want To Be Treated.”** Ask students to give a brief overview of the lesson and main points. (*Answers may include: respect, that is, showing care and concern for others is important in order to accomplish peaceful relationships. We show respect for others by obeying authority, not destroying others’ possessions, not using unkind or destructive words to irritate others.*)

2. Tell students that they will focus on the importance of asking. They will learn that asking is another way to demonstrate respect for others and their possessions. They will also learn that asking is an important part of how we interact with each other and it will help us to avoid conflicts.

Ask students for some reasons for asking. (*Answers may include: to request information, assistance or help, to acquire knowledge, to make one’s desires known, to borrow something from someone else, to assist in making decisions about something.*) Tell students that asking should play an important part in our daily lives. Asking allows us to respect others, as well as obtain information we may need. Emphasize to students that

when we seek permission we show respect for others. Asking is also a way we can obtain information in order to make a decision.

3. Ask students how they think others would feel if we use or take their belongings by force or without asking. (*Answers may include: hurt, angry, upset and disrespected.*)

4. Ask students what would be some of the consequences of taking other people's possessions without permission or by force, in and outside of prison. (*Answers may include: physical altercation, serious injury or death, punitive segregation, loss of privileges or possible rearrest.*) Tell the students that asking helps them gain knowledge, receive information and obtain permission. Asking plays an important role in their lives, teaching them respect for others as well as helping them to stop stealing, which will eventually help the entire world.

5. Explain to students why asking an authority for permission is important. Remind students that the word **authority** means *someone who is in charge of and responsible for them*. For example, Correction Officers, teachers, counselors or medical staff are authority figures. Asking an authority for permission, information and advice can help them make right choices. Have students write down the asking equation and discuss its meaning.

Permission + Information = Right Choices

6. Tell students that they can make a right choice when they accept the advice and follow the instruction or rule given by the authority figure. Stress that not asking permission or ignoring the information or advice given can lead to a wrong choice. A wrong choice leads to negative consequences. Ask students why it is important to follow the rules and advice given by an authority. (*Those in authority have experience and knowledge. They will help us make right choices.*)

7. Explain that one of the most common ways that conflicts are created is by jumping to conclusions. We make assumptions and arrive at final decisions without asking to get all the facts to think things through. This often leads to conflict. Remind students that the word **conflict** means *a problem or disagreement between people*. Tell students that conflict can lead to hurt feelings, arguments and violence. If we jump to conclusions, not having all the facts, we can cause misunderstandings. Forming an opinion based or acting on partial information can cause conflicts.

8. Tell students that without asking questions they could easily accuse someone of doing something wrong. Stress to students that when we ask questions we gain a better understanding of a situation and avoid accusing others falsely. Explain that to **accuse someone falsely** means *to blame them for something they did not do*. Often this leads to hurt and angry feelings. Asking the right questions helps to avoid blaming others, hurting their feelings and causing conflicts. Tell students that in order to gather the truth and arrive at a factual conclusion they must ask who, what, when, where, why and how. This will help them to evaluate a situation and avoid conflicts.

9. Tell students that when we answer a question truthfully we demonstrate honesty. Being **honest** is *being truthful, trustworthy and fair*. When we are truthful and honest it builds trust. When we trust others it means that we are confident that they will not lie to us or cause us harm in any way. Ask students why it is important to give an honest answer. (*Answers may include: it shows respect to others, reliability and responsibility, making them perfect role models for other prisoners.*) Explain to students that based on the circumstances, answering truthfully may not always be easy. However, an honest answer shows others that one is willing to acknowledge when he has done something wrong and take responsibility for his actions.

10. **Activity #1**—Have students break up into small groups. Instruct them to list some of the things they would ask to use or do in prison and then list some things they would ask for or ask about while in prison. Listen to song track #6 entitled “Ask” from the *PSCEP Basic Inmate Workshop* CD. Have students discuss the lyrics found on **page 67** using the following questions:

- a. How can you develop peaceful relations and gain another’s trust? (*Respect others by showing care and concern for their feelings.*)
- b. Explain the statement, “Treat others the way you want them to treat you.” (*All people have the natural need to be treated with respect.*)
- c. What feelings are provoked when one does not ask before taking someone’s belonging? (*Hurt, fear, anger, retaliation, violence and rage are all appropriate answers.*)

11. Tell students that they should respect someone else’s boundary line while in prison especially as it relates to the living quarters of each inmate; for example, someone’s cell or the living space of each inmate in a dormitory setting. Students should be sure that they ask permission before crossing someone’s boundaries. The word **boundary** means *the line*

that separates one area from another. Explain to students that things that are private are separated by that line. When they don't ask permission to cross over someone's boundary line, they show disrespect to that person. Point out to students that boundary lines can be a visible physical line drawn with ink, chalk, paint or fencing. In prison, it can be a painted cell and bed number or posted sign. Boundary lines can also be invisible like touching someone's commissary or personal possessions without permission.

12. Ask students what might occur if boundaries are crossed without permission. (*Possible answers may include: physical altercations, injuries, or punitive segregation.*) Students should also be aware of the fact that when they ask to borrow something from another person and that person says "No," they must still show respect by accepting the answer. If not, a conflict could arise. Getting into the habit of asking will eliminate many of the problems we see in the world around us today. Asking for permission regarding someone else's property accomplishes many of the goals of *The Peaceful Solution Character Education Program*. Tell the students that a person who seeks permission understands ownership.

13. **Activity #2**—Have students write two real life experiences. One experience should be based on making the right choice by asking and following the advice given to them. The other should be based on a wrong choice because they ignored the rules or instructions given or failed to ask and suffered the consequences. Have as many students share their experiences as time permits.

14. **Activity #3**—Have students read the scenario on page 68 and then answer the questions that follow.

15. Conclude the lesson by reminding students that asking is one of the best ways to avoid conflicts, show respect and keep everyone safe.

Ask

If you want peaceful relationships that gain another's trust
Respect of their belongings and their feelings is a must
To live in peace and safety is the honor they are due
So treat your neighbors in the way you would like them to treat you

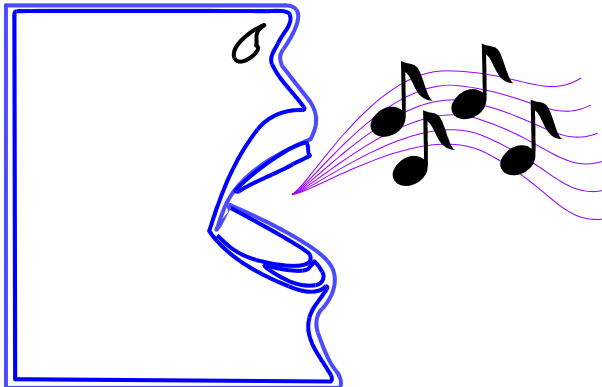
Keep another thing in mind through all the moves you make
To always seek permission and to ask before you take
Asking is a simple thing we all tend to ignore
This simple thing called asking will prevent conflict and war

To ask is an important part of your life day to day
Whether asking for assistance or permission along the way
For permission from authority or to borrow from a friend
The reasons that we must all ask are boundless with no end

How do you think someone would feel if one without remorse
Just came into their home and took their property by force
Or how do you think countries feel when troops invade their lands
And take for themselves all the things they've built with their own hands

They'd probably feel disrespected, angry, hurt or sad
Because someone has robbed them of belongings that they had
Some may even seek to get revenge instead of just move on
Revenge leads to continual war until hope of life is gone

We only seek the counsel of those in authority
Right choices would be here to stay wrong choices history
We must seek the facts and think them through and ask why, what, and who
Not jump to a conclusions cuz' this causes conflicts too.
So stand up and be honest, show others that you care



Scenario Questions

Russ and Leo became close friends in prison. One day, Russ was in need of toothpaste and he thought that he would borrow Leo's toothpaste. However, Leo was out of the area attending a visit session. Russ didn't want to wait for Leo to return to the area. Russ decided to take the toothpaste from Leo's locker. As Russ began searching through Leo's locker Leo returned from the visit. As Leo was walking towards his bed he observed Russ going through his locker. Leo became very upset and started shouting at Russ for tossing his locker.

"Why are you going through my locker? What are you trying to steal?" Leo screamed.

"No, man, it's not what you think," Russ quickly answered. "I just wanted to borrow your toothpaste because I ran out."

"Although we are inmates locked up in this dormitory, this is still my private area and this locker and everything in it are my possessions and you violated that," Leo replied angrily.

"Man, I'm sorry. But it's the truth, you've got to believe me," Russ pleaded.

"How can I ever trust you again?" Leo said, still angry.

Answer the following questions.

1. What should Russ have done before looking for Leo's toothpaste in the locker? _____

2. Should Leo have shouted at Russ? _____

3. What are some negative consequences that may have occurred? _____

4. Was the boundary around the bed and locker visible? _____

5. What can Russ do in order to regain Leo's trust? _____

Scenario Questions

Answer Key

1. What should Russ have done before looking for Leo's toothpaste in the locker? *(Russ should have waited for Leo to return and then ask his permission to borrow the toothpaste.)*
2. Should Leo have shouted at Russ? *(No, Leo should have told Russ how important his possessions are to him and that he should ask permission before touching. Asking can save friendships and avoid conflicts.)*
3. What are some negative consequences that may have occurred? *(fist-fight, injuries, punitive segregation or loss of privileges.)*
4. Was the boundary around the bed and locker visible? *(Yes, because each bed and locker is numbered and assigned to one inmate. This makes the locker and bed private.)*
5. What can Russ do in order to regain Leo's trust? *(He could begin making it a habit to ask for permission before touching or using Leo's or anyone else's possession.)*

Lesson Seven

Improve The Quality Of Life Through Self-Control (Part I)

PURPOSE/OBJECTIVE

Students will learn what self-control is and the importance of self-control in their lives. Students will learn that practicing self-control to obey the rules set by an authority is a right thing to do whether in or out of prison.

MATERIALS

- Copies of pages 75-76
- *PSCEP Basic Inmate Workshop* CD
- CD player

PROCEDURE

1. Review Lesson Six, “**Ask Before You Take.**” Ask students to state some reasons why asking is important. (*Answers may include: it shows respect for others, does not cause conflict, helps us gain information*)
2. Tell students that they will learn what self-control is and how it should be applied in their lives. Explain that without self-control, we react to situations without stopping to think. This is called acting on impulse. For example, inmate Clarence became very angry with the Correction Officer assigned to his housing unit because the Officer didn’t want to honor his request to find out his next scheduled court appearance. The Correction Officer politely informed Clarence that he could not fulfill his request because of security reasons. Suddenly, Clarence threw his cup of juice at the Officer, hitting him in the face and torso.
3. Explain to students that **impulsive** means *to do or say something without considering the consequences*. It also means *to react based upon your emotions or how you feel*. Emphasize to students that when we react impulsively, not considering the consequences of our actions, we do not practice self-control. Afterwards, we are often able to say to ourselves,

“I should have done or said this instead of what I did or said.” To have and practice self-control is necessary if we don’t want to have any regrets later on about our choices or decisions.

4. Tell the students that **self-control** means *to stop and consider options and then proceed with the right choice*. Write the following information on the chalkboard:

S-Stop	
T-Think	= Right Choices
O-Options	
P-Proceed	

Tell students that in every situation we must practice self-control by stopping and thinking about our options and then proceeding with the right choice.

5. Tell students that a right choice is one that:
- Shows obedience to rules.
 - Shows respect for authority, others and self.
 - Does not damage property.
 - Does not cause harm to themselves or others.

Stress to students that when we make the right choices we are practicing self-control. Tell students that they are the ones who have control over the many important choices that will shape their futures. Practicing self-control in all things enables them to say “No” to things that may cause harm to their minds, bodies, others, or society. They must learn to express their thoughts and feelings while remaining calm and in control of themselves, no matter the circumstances. Stress to students that a person who diligently applies self-control as a part of his daily life will have demonstrated the ability to control his desires, impulses, passions, appetites, thoughts, attitudes, feelings, emotions, the words he speaks and his actions.

6. Explain to students that we can learn which behavior to avoid by observing others who do not practice self-control. Ask students for examples of people who do not practice self-control. (*Possible answers may include: someone extorting another for his personal possessions or commissary items.*)

7. Emphasize to students that practicing **self-control** means *making a choice that will not result in hurt, harm or loss to anyone*. Remind students that using self-control affects all aspects of their lives. The world is filled with people who live with regret, as most of them already know through their own experiences. Now is the opportunity for them to turn their lives around. The lessons taught in *The Peaceful Solution Character Education Program*, if practiced, can help them to be thankful they made the right choices.

8. Remind students that **self-control** means *to stop and consider options and then proceed with the right choice*. Remind them that they must not act on impulse, doing or saying things without considering the consequences. They must instead consider the consequences of a wrong choice and then act by doing what is right.

9. Have students listen to song track #7 entitled “**My New Home**” found on the *PSCEP Basic Inmate Workshop* CD. Have them discuss the consequences that result from a lack of self-control. Use the questions below as a guide for your discussion.

1. Where is this person’s “new” home. (*His new home is prison.*)
2. How did he/she get there, what occurred? (*Murder led to incarceration.*)
3. Besides murder what other negative character traits did this person have? (*Dishonest, lack of self-control, hatred, rage and violent aggression are all appropriate answers.*)
4. How do you think the family and loved ones of the deceased person feels? (*They may feel sad, angry, resentful, hateful, and revengeful.*)
5. How do you think the family, and loved ones of the person in jail feels? (*They may feel guilty, remorseful, ashamed, and fearful for their lives.*)
6. What preventative measures could this person have taken to ensure a more positive outcome? (*He could have practiced self-control, respect, compassion and forgiveness.*)

10. Tell students that when they choose to obey an authority (*the Correction Department and staff*) they are actually showing respect for those who are responsible for their care, custody and control. Ask students for some examples of authority figures and who they are responsible for. (*Answers may include: the president, prime minister or king is responsible for the nation, a governor is responsible for his state, a principal is responsible for a school, a teacher is responsible for a class, parents or guardians are*

responsible for those under their care, a business owner is responsible for his business, a manager is responsible for a store or department.)

11. Explain to the students that they have authority over the way they choose to act. They also have the ability to make right or wrong choices in or out of prison. When they are able to control their thoughts, attitudes, feelings, words, actions and make right choices, they are using self-control.

12. Explain to students that they are responsible for the way they choose to respond to the authority placed over them. When they have been given rules and advice for their safety, guidance and well-being, they must practice self-control by choosing to obey. When they know that something is wrong but ignore the rules and do it anyway, they have not exercised self-control.

13. Tell students that rules and guidelines govern every aspect of their lives, whether incarcerated or not. Those who are in authority set rules for them. Ask students for examples of rules to follow in prison. (*Answers may include: mandatory lock in, lights cut off at midnight, no horseplaying, no gambling, no fighting, or no extorting.*) Tell students that they may not always understand or agree with certain instructions but self-control is practiced when they choose to respect the authority by obeying the rules. Emphasize to students that when they use self-control and show respect to authority by obeying the rules, they can avoid the consequences of a bad choice.

14. Conclude the lesson by reminding students of the meaning of self-control and the importance of using self-control to obey authority.

My New Home

Here I sit four walls, a toilet and no place to roam
Here I sit. Here I sit.
Here I sit in my new home

The shot rang loud, my target clear
I pulled the trigger-lost all fear
Until I stepped into my new home
They closed the doors, now I'm all alone
My victim didn't know he was going to die
As he hit the floor, he was asking me why
So I told the judge someone made me mad
Teased me, humiliated, made me sad
But the judge didn't buy that excuse
He told me flat out that was just a ruse
"You should have controlled your emotions, instead
Then your victim wouldn't be dead"
I stole from my victim, his last breath
Now all that I deserve is this sentence of death
So here I am confined to my cage
For what seems forever because of my rage

Chorus

Here I sit in my new home
Here I sit all alone
Here I sit in my new home
Four walls, a toilet and no place to roam
No excuses for my stupid crime
Just plenty of reasons for doing time
Here I sit. Here I sit.

If only my mind was in control
I wouldn't be trapped in this filthy hole
I took his life away from him
So the judge took mine and made it grim
No other reason that I had
Than I was angry, red hot and mad
If only my rage I did control

My victim's life I wouldn't have stole
My victim I killed, shot dead
Because I didn't stop and use my head
To think of the final consequence
I tossed all logic out and forgot all sense
So here I am confined to my cage
For what seems like forever because of my rage.

Chorus (repeat twice)

Here I sit in my new home
Here I sit all alone
Here I sit in my new home
Four walls, a toilet and no place to roam
No excuses for my stupid crime
Just plenty of reasons for doing time
Here I sit. Here I sit.

If only his rage he did control
His victim's life he would not have stole
Many victims killed, shot dead,
because people don't stop to use their head
To think of the final consequence
They toss all logic out, forget all sense
Dense minds filled with life's pollution
What they need today is the Peaceful Solution.
There's a better way to life, ways to deal with the strife
Ways to teach how to refrain, rage hate and anger
These things we can restrain, cause we can change
How to react with the Peaceful Solution
and that's a fact now.

Chorus (repeat twice)

Here I sit in my new home
Here I sit all alone
Here I sit in my new home
Four walls, a toilet and no place to roam
No excuses for my stupid crime
Just plenty of reasons for doing time
Here I sit. Here I sit.



Additional Activity

Have students break up into small groups. Have them share scenes they were exposed to, where wrong choices were made. Allow them to decide on and discuss possible choices that demonstrate the use of self-control.

Lesson Eight

Improve The Quality Of Life Through Self-Control (Part II)

PURPOSE/OBJECTIVE

Students will learn the proper way to apply self-control when dealing with a conflict. They will learn that practicing self-control to follow instructions will almost always keep them safe.

MATERIALS

- Copies of pages 83-85, 88
- *PSCEP Basic Inmate Workshop* CD
- CD Player

PROCEDURE

1. Review Lesson Seven, “**Improve the Quality Of Life Through Self-Control (Part I)**,” by asking students to define self-control and to state how self-control benefits them. (*Self-control means to stop and consider options and then proceed with the right choice. It benefits them by preventing conflicts, harm to themselves, others, or society.*)
2. Tell students that they will learn how to apply self-control when they are in a situation that causes conflict. Ask students what it means to have a conflict. Remind them that a **conflict** is *a problem or disagreement between people*.
3. Stress to students that it is not wrong to become angry. Anger is a natural emotion. However, what we do when we are angry is the dangerous aspect of anger. Explain that there are ways to deal with anger. For example, when they are in conflict, it helps to remember these three don'ts to solve the conflict.
 - a. Don't do anything that will hurt yourself.
 - b. Don't do anything that will hurt another person.
 - c. Don't destroy anything.

4. Ask students what occurs when there is conflict in their lives. Ask them for some examples of conflict in prison settings. (*Answers may include: falsely accused of stealing another inmate's possession, arguing over use of telephone, verbal insults.*)

5. Ask students how they feel when there is conflict in their lives. What are they thinking during the conflict? Have students answer the following questions:

- a. Did they get angry when the conflict started?
- b. Did they want to hit someone or retaliate and seek revenge?
- c. Did they want to destroy something?

6. Explain to students that the above actions are common ways some people react when dealing with conflict. Tell students that they must learn self-control so they won't hurt themselves or others. Tell them that they should practice self-control by using the following steps:

S-Stop and consider what is causing the conflict.

T-Think about what can be done to resolve the conflict.

O-Options. What are the options to solve the conflict peacefully.

P-Proceed to carry out the right option to solve the conflict.

Note: Have students follow from their handout, found on page 83.

7. Explain to students that conflicts are a normal part of life. Conflicts can arise during their daily interaction with others. It is important to control their emotions and think about the right way to handle problems.

a. Ask students to give examples of dealing with conflict in a negative way. (*Answers may include: verbally abusing by name calling, hitting others, damaging someone else's property.*)

b. Ask students to give some examples of dealing with conflict in a positive way. (*Answers may include: staying calm and in control, not reacting on emotion, keeping their hands to themselves, using a calm voice, not becoming verbally abusive or taking time to count to ten before answering.*)

8. Tell students that when they use self-control to resolve conflict, they are also providing ways to keep themselves safe. Safety can be achieved when they use self-control and follow instructions. Explain that one of the reasons we are given instructions, whether oral or written, is for our safety. We use self-control when we resist the urge to act without thinking and instead choose to follow the instructions we have been given.

9. Explain to students that being **careful** means *to pay attention to avoid harm, to act with care to avoid error*. When we stop, think and consider our options before proceeding, we can be careful and avoid harm to others and ourselves. Guide class discussion by asking the following questions:

- a. What are some instructions that you must be careful to follow to avoid harm in prison as it relates to outdoor recreation in the yard? *(Answers may include: when the whistle is blown the session is over, no large gatherings during the recreational session, no horseplaying during session, when lifting weights have a spotter or partner.)*
- b. What could occur if you don't use self-control and follow instructions given by Correction Officers? *(Answers may include: injury, death, riot, disturbances, restriction of prison privileges or disciplinary record.)*

10. Tell students that they demonstrate self-control when they stop and carefully consider the consequences of their actions before they act, then follow a plan to bring about the action or reaction that is right. Often, people act only upon how they feel or what they want to do. Remind students that acting spontaneously on a feeling or what they desire to do is being impulsive. Explain to students that being impulsive is not practicing self-control. For example, Joe and Gary were ordered by the Correction Officer to stop running and pushing each other in the corridor. Both decided to comply with the order given and proceeded to walk down the corridor. Suddenly Joe pushed Gary again. Gary became upset and pushed Joe in return causing Joe to bang his head against the wall. This resulted in a fist fight.

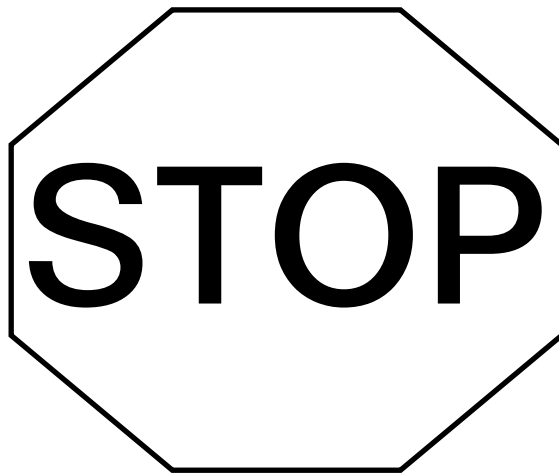
11. Explain to students that neither of the two inmates in the previous scenario used self-control. They both acted impulsively and disregarded the instructions given by the Correction Officer. Therefore, the consequences of this action were a lost friendship, injuries, restricted prison privileges, disciplinary records and solitary confinement or punitive segregation.

12. Explain to students that everyone has emotions and emotions are normal. Tell students that self-control is to stop and think carefully before acting because if they act impulsively and disregard instructions, they can cause harm to themselves and others.

13. Play song track #8 entitled “**Hard Times**” from the *PSCEP Basic Inmate Workshop* CD and discuss the lyrics found on **pages 84-85**. Use the following questions to guide the discussion.

- a. Explain the overall message that this song is trying to portray?
(Answers will vary but should include: crime does not pay, that prison life is hard and not worth the crime committed.)
- b. What was occurring in verse 1? *(Peer pressure.)*
- c. What do you think “baptized in the religion of prison” means?
(Answers will vary but may include that he learned and accepted the order of prison life.)
- d. What does the artist state is the peace being used to kill the confusion? *(The PSCEP.)*
- e. How does verse 2 differ from verse 1? What character traits are different about his ability to stand up for peace? *(He decided not to follow the crowd and give in to peer pressure. He learned self-control and became more confident in his ability to make right decisions.)*
- f. What can the PSCEP do to change a person’s heart and mind? In practicing the most peaceful way what effect will this have on society? Explain your answer. *(The PSCEP can teach someone how to develop positive character traits and how to build moral values. This will lead to the habit of making right choices and resisting negative influences. Ultimately this will bring true peace of mind, no matter the situation.)*

14. Conclude the lesson by reminding students of the importance of using self-control to avoid conflict and keep themselves safe.



S-Stop and consider what is causing the conflict.

T-Think about what can be done to resolve the conflict.

O-Options. What are the options to solve the conflict peacefully.

P-Proceed to carry out the right option to solve the conflict.

Hard Times, Hard Life

I'm living life hand to mouth fantasizing about living in peace
But my homies can't find out
The moment they know these thoughts they'll be like
Yo, "he's soft and can't defend these blocks"
So my hard head is scarred imbedded in my mind of doing
Petty crimes and felony time
It all started with a quest for fame
In this deadly game time is spent
Trying to lessen the pain
It's survival and battle cries in these back alleys
No allies only bad guys
I was baptized in the religion of prison
Forever in the system now I'm missing my children
'Cuz it's hard days, hard nights, hard reality
What's the solution to stop the shooting
The Peaceful Solution is the peace I'm using
In order for us to kill the confusion

CHORUS (repeat twice)

Hard days, hard nights, hard reality
This hard way of life a yo it's killing me
All day and night I wanna break free
This ain't the way to be got to find a remedy

I can't wait till I get out of jail
When I was running with my dogs I was a alpha male
Now I changed—my character educated my situation
I'm sick of chasing fiends in the subway station
Can't even walk the block till the blocks empty
Someone shooting off a glock till the glock's empty
Yo I'm risking my life every time my wrist is blinging
the light my necklace—bringing the light
Cause of this reckless thing in my life.
The pride of life live by the gat—you die by the nine
I'm singing these ill street blues caught up in these
Ill street feuds could kill me too.
I need the peaceful solution to make sure I mean what I say
And I need what I'm choosing (I need to change my life)
Gots to live it right for me, my kids and my wife

CHORUS (repeat twice)

Hard days, hard nights, hard reality
This hard way of life a yo it's killing me
All day and night I wanna break free
This ain't the way to be got to find a remedy

I was born in this world of evildoers
and the blood that pumps through my veins
Is the same on the streets and sewers
My ancestors were pimps and gangsters
Now I face the trials of my life with no answers in jail
Or the silent type six feet under than want my mom to sing the song of
a Street mother ("Oh my baby why?")
And I wonder to myself am I the next to die
but I found a red rose in the concrete jungle
The peaceful solution a heart beat in all the trouble
Self-control don't sell your soul to a cell that's cold
even though you're seldom told
You're like precious gold, so set your goals
and don't let go or slow your tempo
The Peaceful Solution the way to go
In time it'll change the hearts and minds

CHORUS (repeat four times)

Hard days, hard nights, hard reality
This hard way of life a yo it's killing me
All day and night I wanna break free
This ain't the way to be got to find a remedy

Additional Activities

1. Tell students that they will discuss how self-control can be used to make the right choice. Read the following scenario then discuss what the options and right choices are. Remind students that a lack of self-control affects the individual as well as those with whom they interact.

You were in the dayroom watching TV when you noticed another inmate was very upset. You walked over to the inmate and asked what was wrong. The inmate told you that two other inmates in the housing unit have demanded that he pay them on a weekly basis with some of his commissary items. The two inmates told him he had to pay rent to stay in this housing unit.

Wrong Choice: You impulsively ignore the inmate and go about your business, because you don't want to get involved.

Wrong Choice: You impulsively go up to the two extortioners and demand that they give the commissary items back to the other inmate and/or replace what was used because you feel that they will listen to you.

Right Choice: You consider the inmate's feelings. You also consider that the other two inmates may become upset and start a fight if you approach them. Someone could get hurt. Based on the situation and possible consequences, you decide to confidentially convey this information to the prison's security office supervisors for review and further investigation.

Emotion	Wrong Choice	Right Choice
anger	showing rage	staying in control
anger	hitting others	keeping your hands to yourself
anger	damaging someone's property	not retaliating
upset/disappointed	scream/argue	stay calm and use a calm voice
hurt	insult/name calling	not retaliating
jealousy	slander	quietly working out the problem

2. Have students read the above chart, also found on **page 88**, and answer the questions that follow.

a. What do you think the outcome would be if someone showed rage? (*Answers may include: it could escalate, one or more persons could get hurt.*)

b. What do you think the outcome of a conflict would be if one of the people in the conflict stayed in control? (*The conflict could be resolved peacefully.*)

- c. What do you think the outcome of a conflict would be if one of the people in the conflict started insulting or calling names? (*Someone could get angry and retaliate.*)
- d. What do you think the outcome of a conflict would be if one of the people in the conflict decided not to retaliate? (*The conflict would end peacefully.*)
- e. Do you think any of the wrong choices could end the conflict peacefully? (*No*) Why or why not?
- f. Do you think any of the right choices could cause a conflict? (*No*) Why or why not?

3. Read the following scenario. Discuss how self-control can be used to show respect for authority by obeying the rules. Ask students the questions that follow.

You were instructed by the assigned Correction Officer to clean your cell because today is sanitation inspection day and all inmates must have their living quarters cleaned and ready for inspection. This is done to maintain a safe and clean environment for both staff and inmates. You refused to clean your area and you told the officer to have the house detail inmates clean it for you.

- a. What was the wrong choice? (*Refusing to clean your cell and telling the officer to get someone else to clean it.*)
- b. What would be the result of making a wrong choice? (*You could lose privileges or be placed in punitive segregation for your violations.*)
- c. How would you use self-control to make the right choice? (*Consider the consequences and options and choose to clean your cell.*)

Right Choices

Read the following chart, then answer the questions.

Emotion	Wrong Choice	Right Choice
anger	showing rage	staying in control
anger	hitting others	keeping your hands to yourself
anger	damaging someone's property	not retaliating
upset/disappointed	scream/argue	stay calm and use a calm voice
hurt	insult/name calling	not retaliating
jealousy	slander	quietly working out the problem

a. What do you think the outcome would be if someone showed rage? _____

b. What do you think the outcome of a conflict would be if one of the people in the conflict stayed in control? _____

c. What do you think the outcome of a conflict would be if one of the people in the conflict started insulting or calling names? _____

d. What do you think the outcome of a conflict would be if one of the people in the conflict decided not to retaliate? _____

e. Do you think any of the wrong choices could end the conflict peacefully? Why or why not? _____

f. Do you think any of the right choices could cause a conflict? Why or why not? _____

Lesson Nine

Improve The Quality Of Life Through Self-Control (Part III)

PURPOSE/OBJECTIVE

Students will learn that if they make a bad choice it might not be too late to practice honesty and make a change. They will learn to respect others' privacy and that respecting private places requires self-control.

MATERIALS

- Copies of page 92

PROCEDURE

1. Review Lesson Eight, **“Improve The Quality Of Life Through Self-Control (Part II),”** by asking students what the three don'ts are to solve conflict. (*Answer may include: Don't do anything that will hurt yourself. Don't do anything that will hurt another person. Don't destroy anything.*)
2. From their handouts (found on **page 92**) read and discuss with students the helpful hints listed below as a means to help them remember how to conduct themselves in various situations.
 - a. My thoughts affect my attitudes and feelings which in turn affect my actions and overall behavior. (We are what we think all day long. We can control our thoughts through positive thinking. Positive thinking helps us control negative ideas we may have about people. Our positive thoughts relate to our choices and have a direct bearing on our futures.)
 - b. My behavior is a result of how I think and feel.
 - c. I need to stop and consider the consequences of my behavior before I respond to people or situations.
 - d. If I change my thinking, feelings and/or behavior to a positive way, I will achieve more positive results and display self-control.
 - e. I need to think before I act.
 - f. Having considered my actions, I recognize the need to change my attitudes, thoughts, feelings and actions.
 - g. Value others, not just myself.

h. I am responsible for what I can control in my life and current circumstances. When I am released, it is up to me to stay out of prison and not return by making the necessary positive changes in my life. I must decide to change.

3. Explain to students that when they ignore the above suggestions they could make bad choices that cause feelings of guilt, shame, embarrassment, uneasiness and fear. Explain to students that making bad choices will result in consequences, but it is best to be honest and seek help despite the consequences.

4. Tell students that they should not hide a bad choice, but should use self-control and be honest. Choosing to be honest even after they have made bad choices proves that they take responsibility for their actions. They will earn the respect and trust of people around them if they are willing to apologize and make amends when they make poor choices.

5. Explain to students that one of the poor choices people make is to disrespect privacy. Explain that unless they have been invited or given permission by the owner of property, they have no lawful reason to enter someone's private land, home, vehicle or any other private area. Stress that entering a private area without permission is not using self-control. It is making the wrong choice!

6. Remind students that a wrong choice is one that:

- a. Shows disrespect to others.
- b. Breaks the rules, such as "No Trespassing Allowed."
- c. Is impulsive; for example, when someone dares you or you feel left out.

Emphasize that a wrong choice always results in consequences, whether they are in prison or not.

7. Emphasize to students that when they are thinking of entering an area that is private, they should remember the following steps:

S-Stop and take notice that the area is private.

T-Think about respect for others and their belongings.

O-Options. Consider options that will keep them from breaking the law.

P-Proceed on with the right choice.

Then, they will have practiced self-control in regard to someone's private property.

8. Talk to students about how television can influence them not to respect privacy. Ask students for examples of some of the movies, commercials or TV programs that show disrespect for privacy as a fun thing. Remind students it is never right to break the law.

9. Emphasize to students that using self-control to avoid entering someone's property without permission shows respect for others and respect for the law. Furthermore, it could keep them safe from harm or danger.

10. Remind students that self-control includes remembering to ask, then choosing to ask permission before acting on the desire to have or do something. Students who are taught to think first before acting will have the ability to make right decisions concerning themselves and others. They will learn that their choices can lead to positive or negative consequences. They will also learn that their ability to control themselves affects the outcome of everyday situations. By making self-control a part of their character, students will develop values that will remain with them for the rest of their lives. By exercising self-control, one can learn to make appropriate decisions and change behavior to what will be more likely to have positive outcomes. Without self-control a person will say or do things without thinking about the consequences.

11. Conclude the lesson by reminding students to always use self-control to choose honesty and avoid disrespecting privacy.

Self-Control Hints

- a. My thoughts affect my attitudes and feelings which in turn affect my actions and overall behavior. (We are what we think all day long. We can control our thoughts through positive thinking. Positive thinking helps us control negative ideas we may have about people. Our positive thoughts relate to our choices and have a direct bearing on our futures.)
- b. My behavior is a result of how I think and feel.
- c. I need to stop and consider the consequences of my behavior before I respond to people or situations.
- d. If I change my thinking, feelings and/or behavior to a positive way, I will achieve more positive results and display self-control.
- e. I need to think before I act.
- f. Having considered my actions, I recognize the need to change my attitudes, thoughts, feelings and actions.
- g. Value others, not just myself.
- h. I am responsible for what I can control in my life and current circumstances. When I am released, it is up to me to stay out of prison and not return by making the necessary positive changes in my life. I must decide to change.

Lesson Ten

Do Not Steal (Part I)

PURPOSE/OBJECTIVE

Students will learn what stealing is and identify some of its harmful effects. They will learn that stealing causes internal and external conflicts. Students will also learn that being honest will allow them to avoid stealing.

MATERIALS

- Copies of pages 98-100, 102
- *PSCEP Basic Inmate Workshop* CD
- CD Player

PROCEDURE

1. Review Lesson Nine, “**Improve The Quality Of Life Through Self-Control (Part III).**” Have students review procedure 2 of Lesson Nine as a summary of how to practice self-control in varied situations. Explain to students that stealing can occur if they don’t practice self-control.
2. Tell students that they are going to learn why stealing is wrong and that it brings harmful effects. Inform students that to **steal** means *to take anything that does not belong to them without permission*. Explain that we tend to think that only belongings can be stolen, but they will learn that even privacy, safety and authority can be stolen as well.
 - a. Ask students to identify some of the different forms of stealing? (*Answers may include: racketeering, extortion, taking the possessions of others by force and/or threat, shoplifting, burglary, running scams.*)
 - b. Ask students if anyone has ever stolen from them and how it made them feel. (*Answers may include: sad, hurt, depressed, or angry because they no longer had their belongings to use, they may feel deprived of something they needed.*)
 - c. Ask students how they think a person may feel after they have had something stolen. (*Answers may include: fearful, angry, stressful, insensitive.*)
3. Tell students that stealing also has harmful effects on society. Explain

that because everyone has not learned that stealing is wrong, inmates are fearful of being robbed or extorted in prison. They try to protect themselves by making weapons or by associating with other inmates who are either affiliated with a gang or who have obtained power and control in prison. In the world, people protect themselves by locking doors and having burglar alarm systems. Stores have security guards, sensor detectors and surveillance cameras that monitor the activity of shoppers to ensure that there are no thefts. When people steal from stores it causes prices to go up and consumers pay for it. Ask students for other examples of stealing. (*Answers may include: suicide, murder, kidnapping, vandalism of property, robbery.*)

4. Tell students that everyone can choose not to steal by practicing self-control. However, not practicing self-control and choosing to steal leads to consequences. For example, those who steal will have the reputation of being a thief, they can be severely punished by going to jail or prison. Should someone steal while incarcerated, it can lead to a disciplinary record, punitive segregation, possible rearrest, fear of retaliation by the person you stole from, physical altercation resulting in injury or death, and lack of peace of mind. Stress that the consequences of stealing can affect the individual throughout his lifetime. Ask students what are some of the harmful effects of stealing. (*Answers may include: feelings of guilt, fear, depression, rising costs, arguments, physical altercation, loss of trust, punishment, jail, prison, criminal record, or bad reputation.*)

5. **Activity #1**—Have students read the narrative entitled “**The Consequences of Stealing**” found on **pages 98-99** about a young man who displayed positive character and maintained a reputation of being honest, dependable and responsible until he allowed his lack of self-control to destroy him. Use the following questions to generate class discussion.

- a. What were some of Vic’s positive character traits? (*Respectful, honest, dependable, responsible*)
- b. Did Vic maintain a positive moral character? Why or why not? (*No. He wanted money so badly that he stole and sold drugs to get it.*)
- c. Did Vic practice self-control or act impulsively when he stole the money? (*He acted impulsively. He did not practice self-control.*)
- d. What do you think prompted Vic to steal money? (*He felt he was an under-achiever in comparison to his friends and he wanted some fast money.*)
- e. Did the storeowner display positive character traits? If yes, what were they? (*Mercy, forgiveness, patience*)

f. What were some of the consequences of Vic's actions? *(He lost his job, was incarcerated for selling marijuana, he earned a criminal record, and his dream of becoming a CPA was shattered.)*

6. Explain to students that stealing is another way by which conflicts can arise. Stealing causes both external and internal conflicts. In other words, stealing affects both the victim and the perpetrator. It also causes problems within the mind of the one who stole as well as of others. Ask students for other forms of stealing that can cause conflict to occur. *(Answers may include: taking more than your fair share, extorting someone's commissary and/or personal possessions while in prison, disobedience to authority, not using self-control, not showing respect to others)*

7. Explain to students that friends trust and care for each other. If one friend steals from another, it can cause conflict between them. Ask students how stealing can cause conflict between friends.

8. Tell students that taking someone's belonging without permission deprives that person of the opportunity to use and enjoy his possession and to make choices about what he owns. For example, your best friend is locked up in the same housing unit you're in. He admires the watch your wife gave you which is in your locker. One day you were summoned to the clinic. You decided to leave your watch in your locker. Just as you were exiting the housing unit, the Officer on duty told you that your clinic appointment had been cancelled. As you returned to the housing unit, you saw your best friend closing your locker door. As you approached your bed, you startled your friend who asked why you were back. You replied, "My appointment was cancelled." Moments later, you decided to take your watch from the locker and noticed that it was missing.

Ask students how that would make them feel. Stress to students that when our belongings are taken without permission it causes hurt feelings, anger, distrust, sadness, and even hostility. If self-control is not practiced at this point, these feelings can lead to an argument and physical altercation. Stress to students that these are all external conflicts.

9. Tell students that stealing can also cause internal conflicts in the one who steals. Explain to students that an **internal conflict** is *a problem that arises within the mind of the individual when he wants to do or has done something he knows is wrong*. The person may also feel guilty or ashamed because the choice to steal caused someone to be deprived of his possession.

10. Explain to students that in order to avoid conflicts within their minds or with others, they can choose to be honest. Making a choice to be honest means being courageous and steadfast. When they are courageous and steadfast, they determine in their minds to be strong and stand firm on a right choice. Sometimes people choose to be dishonest and go along with a friend who has made a bad choice. They are afraid that by being honest they will lose that person's friendship. Explain that they should choose to be honest even if it may cause them to lose a friend. Emphasize to students that it is never correct to succumb to peer pressure that involves being dishonest.

11. Explain to students that when they are faced with a situation where their friends are acting dishonestly they should be courageous and choose to be honest to avoid stealing. Stress to students that taking sides with someone who has stolen is not an honest choice. Ask students for some examples based on their own experiences. Explain to students that they should not think that being someone's friend means they have to go along, or agree with everything that person does. Tell students that they must always choose to be honest even if their friends are not.

12. Tell students that the choice to be honest can have a positive effect on them and others. Explain to students that an honest choice means that:

- a. They can be positive examples to others.
- b. They get the reputation of being reliable, dependable and trustworthy.
- c. They will treat others fairly.
- d. They are responsible for their actions.
- e. They gain honor and respect.
- f. They have the satisfaction of knowing they made a right choice.

13. **Activity #2**—Read the scenarios on **page 100**. Discuss the possible harmful effects of stealing, and then have students write the answers on their handout.

14. Play song track #10 entitled “**Do Not Steal**” from the *PSCEP Basic Inmate Workshop* CD and discuss the lyrics found on **page 102**. Ask students the following questions:

- a. What emotions can someone feel when someone steals from them? (*Answers could include anger, sadness, frustration, and revenge*)

- b. Is there ever a time when it is okay to steal from someone? *(No)*
- c. What are some of the consequences to society because of stealing? *(Children are separated from their parents when they become incarcerated, people are left hungry without a way to provide for their needs leading to poverty, wars and death.)*
- d. What are some positive traits that will help keep someone from stealing? *(Answers should include honesty, self-control, respect, compassion)*

15. Conclude the lesson by emphasizing to students that they should avoid stealing to prevent conflicts, loss of friendships and harm to others.

The Consequences Of Stealing

Vic is a full-time college student, studying to become a certified public accountant. He also works part-time as a manager for a small supermarket and volunteers for community service. Vic started working at the supermarket when he was 13-years-old and was promoted to manager at 18-years-old. Vic's parents taught him moral and ethical principles when he was young. Over the years, Vic earned the reputation of being honest, reliable, dependable and responsible. Those who knew him trusted and respected him.

Vic was only earning twelve thousand dollars a year. His best friends, Nick and Paul, on the other hand, were earning over twenty thousand dollars a year. Nick worked as an electronics engineer, and Paul was an assistant manager in a carpet installation company. On occasion, Vic wasn't able to frequent the top notch restaurants and night clubs with his friends because he couldn't afford to, and this troubled Vic. At times, Paul and Nick teased Vic about his financial situation. Vic never retaliated, nor did he let his friends know that this bothered him. He just kept his feelings bottled up. Over time, Vic grew envious of the fact that his friends had lots of money, drove BMW's and wore fashionable, brand name clothing.

Paul and Nick eventually stopped inviting Vic to accompany them to certain functions and events, thinking that he wouldn't have the funds to do so. Then, they began to distance themselves from him completely. This deeply troubled Vic.

Vic contemplated ways to steal money from the grocery store. The temptation finally overtook him, and he began stealing money whenever he worked. The storeowner began noticing that each time Vic worked money disappeared. However, he wasn't certain that Vic was responsible so, he installed hidden cameras. Vic was caught on tape stealing money from the store and was fired. The storeowner told Vic that he wouldn't press charges against him if he made restitution for the money that was taken. Vic agreed.

Unable to find a job and desperate for money, Vic began selling marijuana at school. Within a short time, he was earning thousands of dollars each month. He finally had lots of money, a BMW, and brand name clothing, but he also had trouble. He had been selling marijuana

to an undercover police officer. Not long thereafter, he was sentenced to ten years in prison for trafficking marijuana. All of his dreams were now shattered.

Scenario Questions

Scenario One

Jack found a lady's diamond ring on the supermarket floor. Should Jack have taken it home to give to his wife as a gift? _____

Scenario Two

Tom stole some clothing from the store. What are some of the negative effects of shoplifting? _____

Scenario Three

Someone stole Mrs. Jones' purse. All her money, credit cards and identification were in it. How would this affect Mrs. Jones? _____

Scenario Four

John's car was stolen. How would this theft affect John's family? _____

Scenario Questions

Answer Key

Scenario One

Jack found a beautiful lady's diamond ring on the supermarket floor. Should Jack have taken it home to give to his wife as a gift? *(No, something that is not rightfully owned cannot be given away. Giving someone stolen property means that you have involved them in your dishonest action.)*

Scenario Two

Tom stole some clothing from the store. What are some of the negative effects of shoplifting? *(Shoplifting causes everyone to pay more. The merchants have to charge more to cover the cost of what has been stolen.)*

Scenario Three

Someone stole Mrs. Jones' purse. All her money, credit cards and identification were in it. How would this affect Mrs. Jones? *(Mrs. Jones could be afraid, worried, upset and angry. It could cause her unnecessary stress and anxiety. Mrs. Jones would be deprived of her money. She would not be able to buy the things she needs.)*

Scenario Four

John's car was stolen. How would this theft affect John's family? *(John and other family members will not have transportation. This will affect getting to work, school, shopping and other places.)*

Do Not Steal

Have you ever been angry?
Have you ever been sad?
Because somebody took away
Something that you had
Was it a loved one or something you worked for
In any case its time to say no more, no more

No need that you have
Is worth stealing from another man
When you take without permission
You've made the wrong decision
The consequences of those that use no self-control
Oh, are felt by all the world, all the world

I have seen children with no fathers
And father's sons and daughters stripped away
And I saw their pain
I've seen people with no water
And for the food they had they were slaughtered
All this is a shame, oh a shame

CHORUS

Do not steal
Do not take what is not yours
Can't you see that that's what war and suffering come from
You will not be ashamed
If you do not use others for your gain
If you do not steal
Do not steal in any way

There are things that we can and should not do
And everything it must be guided by rules
We must respect all authority and never danger another's safety
When we set and live by all these honest goals
We are always showing proper self-control

CHORUS

Do not steal
Do not take what is not yours
Can't you see that that's what war and suffering come from
You will not be ashamed
If you do not use others for your gain
If you do not steal
Do not steal in any way

Lesson Eleven

Do Not Steal (Part II)

PURPOSE/OBJECTIVE

Students will learn that authority can be stolen when they ignore the rules and boundaries set for them, and when they assume authority by instructing someone they are not responsible for. They will learn that violence steals other people's right to safety.

MATERIALS

- Copies of page 107

PROCEDURE

1. Review Lesson Ten, “**Do Not Steal (Part I)**,” Remind students of the consequences of stealing and the benefits of being honest.
2. Explain to students that they will learn how they can avoid stealing other things such as authority and the safety of others. Stress that those who are in authority set rules and give boundaries for their well-being and safety. When people make decisions contrary to the rules and boundaries set for them, they are stealing authority. For example, the Correction Officer assigned to the Intake Area told Justin that he was not allowed to smoke in that area. Justin complied with the officer's instruction, however, as soon as the officer walked away, Justin decided to ignore the order he was given and began to smoke his cigarette. Justin stole the Correction Officer's authority. Remind students that to steal means to take what does not belong to you. Note: We said earlier that if someone gives us a stolen item, we are part of the stealing.
3. Tell students that if they ignore the rules and boundaries set by an authority figure or assume responsibility by instructing those they have not been given charge over, they are stealing. Tell students that **rules** are *guidelines that tell us what we can and cannot do*. **Boundaries** are *fixed limits that tell us how far we can go*. In prison there are many rules to follow and boundaries set up everywhere. For example, you have a “free

move ment pass” to go to the Law Library, however, you decided to go to Social Services instead. As a result, you were caught by a Correction Officer and you were given an infraction for breaking the rules. The boundary is that you were only allowed to go to the Law Library, you passed this boundary when you decided to go to Social Services instead. As a result, when you were caught by a Correction Officer, you were given an infraction for breaking the rules.

4. Explain to students that authority can also be stolen if they take charge of something or someone they have not been given responsibility for. We must always make sure that we have the right to instruct someone before we assume authority. Ask students if they have ever been given authority to be in charge of something or someone, where rules and boundaries were set for them. *(Answers may include: work details in prison where authority may be given to a prisoner to instruct other prisoners due to one prisoner having more knowledge and experience than another.)*

5. Discuss the above answer with students. Ask the following questions:

- a. Did the other prisoners follow the rules when you were given the authority?
- b. Did you have to ensure that rules and boundaries already set were followed? Explain your answer.
- c. Did you ask them to do something different from the instructions given you?
- d. What would occur if the rules were not followed?
- e. If someone had stolen your authority, how would that make you feel?
- f. Is it likely that you would have retaliated if someone disobeyed your authority? Explain your answer.

6. Tell students that when rules are not followed it can lead to aggressive behaviors and threaten the safety of others. Tell students that everyone has the right to be safe. Remind them that safe means free from harm and danger while they are in prison. Stress to students that violent and aggressive behaviors steal the rights of others to be safe.

7. Ask students if they would be willing to give up their right to be safe in prison. Emphasize to students that everyone deserves the right to be free from harm and to have a healthy and productive life. Violence can take away that right. Explain that violent and aggressive behaviors are

the result of a lack of self-control, where someone threatens or causes physical harm to others. Remind students that in the lesson regarding self-control, they learned about the importance of controlling their emotions. Emphasize that not controlling their emotions can lead to violent, aggressive behavior that usually results in conflict. Guide class discussion by asking the following questions:

- a. What are some examples of violent behavior? (*Threatening to hurt someone, forcing someone to do something against his will, stabbing/slashing, fighting, raping.*)
- b. Where do we see examples of violent acts? (*TV, movies, video and computer games, theater, advertisements, life experiences.*)

8. Emphasize that not only does violence affect those who are harmed but it affects many others. Ask students who, other than the victim, is affected by violence. (*Families, friends, communities, Correction Officers and prison staff, other inmates.*) Remind students of the Attica and Riker's riots. These riots affected inmates involved, inmates who were not involved as well as staff and their families. These people had families, friends, and co-workers who felt angry and sad because they had lost someone close to them. Fear had set in, people were worried about whether or not their loved ones were harmed in any way, and also wondered how much more violence would occur during these uprisings.

9. Explain to students that they must practice self-control to avoid violent and aggressive behaviors. If everyone avoided stealing the right of others to be safe, the world would be a safer place and there would be fewer prisons. Stress to students that through the examples of nonviolent behavior and sharing what they have learned from *The Peaceful Solution Character Education Program*, they can begin to make a difference.

10. Activity #1—Read and Discuss.

- a. Read “**Scenario One**” found on **page 107** and discuss.
 1. How would this affect the operation of the facility, the other inmates, inmate victim and inmate perpetrator? (*Answers may include: facility or housing unit may be locked down, suspending programs and services due to utilizing staff for an unscheduled search of the area. The other inmates will be inconvenienced by a search; the inmate victim may have a fear of reprisal for telling on the inmate perpetrators, thereby creating unnecessary tension and anxiety; disciplinary action taken against the extortionists; close monitoring of actions and movements within the prison.*)

b. Read “**Scenario Two**” found on **page 107** and discuss the answers to the questions with the class.

1. What did the Correction Officer tell the inmates visiting the Law Library to do? (*To do legal research not just ‘hang out.’*)
2. Who gave Charles the authority to instruct the other inmates? (*No one.*)
3. Did Charles have the authority to instruct the other inmates? (*No*)
4. Did Charles steal the Correction Officer’s authority? (*Yes*)
5. What could Charles have done? (*Charles could have waited quietly for the Correction Officer and then reported it and allowed the officer to handle it.*)
6. Ask students how this incident could have erupted in violence? (*argument, fistfight, injury*)
7. Ask students how they think the officer felt? (*frustrated, upset or angry*)

11. **Activity #2**—Discuss with students how aggression and acts of violence affect everyone. Use current events pertaining to terrorist attacks and nations trying to control or take over other nations through military force. Stress the following in the discussion—that these situations create conflict, resentment, hatred, bitterness, violence, war, retaliation; all causing a loss of peace of mind, stealing the rights of others to be safe.

12. Conclude the lesson by encouraging students to always respect authority and not to steal from themselves or others by usurping authority or provoking violence.

Scenario One

Inmates Gino, Tito and Darryl are known to extort the weaker inmates, housed in Quadrant Five Main North. One day, inmate Tellya was upset that Gino, Tito and Darryl had used a makeshift knife and threatened to stab him if he would not surrender his commissary and personal care items. After the items were stolen, Tellya informed the facilities security staff of what occurred.

Scenario Two

The Correction Officer told the inmates visiting the Law Library that they should be doing legal research and not just 'hanging out.' Shortly after the session had begun a small group of inmates were talking by one of the tables in the rear of the library. Inmate Charles was seated close by and felt that the small group of inmates was disturbing him. Suddenly inmate Charles stood up shouting at the small group of inmates, "Yo man, you guys are disturbing me! The C.O. said that there should be no 'hanging out' here so why don't you leave!" At this point the officers overheard the commotion and intervened to prevent further escalation of this incident.

Lesson Twelve

Conform To What Is Right

PURPOSE/OBJECTIVE

Students will learn the difference between acceptable and unacceptable conformity and how to choose acceptable conformity. They will learn to accept their current situation/circumstance and identify what they can and cannot change. They will also learn the importance of making healthy choices in life, how to have purpose in life and resist negative influences.

MATERIALS

- Copies of pages 113-114

PROCEDURES

1. Review Lesson Eleven, “**Do Not Steal (Part II).**” Ask students to state some ways one could steal authority. (*Answers may include: make decisions contrary to established rules, taking charge without permission, refusing to follow instructions.*) Ask students what else could be stolen. (*Answers may include: the safety of others.*) Tell students that some people steal just to conform so they can be part of the crowd.
2. Tell students that they will learn the difference between acceptable and unacceptable conformity. Ask students to define conformity. Allow for a few answers then tell them that **conformity** means *adapt oneself to; follow; go by or observe the rules; comply with; be guided by; pattern; action in accord with prevailing social standards, attitudes, practices, etc.*
3. Explain to students that they must desire to make the necessary changes in their characters to conform to the perfect guide for human behavior. Emphasize that responsible behavior encompasses all the principles taught thus far in these classes. Conforming or adapting to these rules of conduct can be accomplished through practice.
4. Encourage students to strive to live by the principles taught in *The Peaceful Solution Character Education Program* to put forth the necessary

effort to achieve their goals, which will lead to acceptable conformity. Should they ignore the principles taught in this program and choose not to maintain self-control in all things, they could be displaying unacceptable conformity.

5. Advise students that in order to stay out of prison and to turn their lives completely around they should make every effort to bring about the necessary changes in their character. They should identify all positive and negative character flaws, strengths and weaknesses. Continue to build upon character strengths and work on changing/replacing the character flaws with positive attributes. This takes time and effort. They must conform to the proper code of conduct based on moral laws of behavior that are beneficial to themselves as well as society. The guidelines taught in *The Peaceful Solution Character Education Program* will lead them to a more successful, purposeful, peaceful way of living. It involves commitment to do what is right and proper and will guarantee a lifestyle free of fear, hatred, crime and violence.

6. Ask students to identify what they cannot change based on their current situations/circumstances. (*Answers may include: the fact that they are currently incarcerated, genetic/physical features, age, their upbringing/ how they were raised, past neglect, abuse, addictions.*)

7. Ask students to identify what they can change. (*Answers may include: moral character, thoughts, attitudes, feelings, general outlook, how you interact with others.*)

8. Tell students that they should make right choices in life and learn how to cope with the daily struggles of life. They must identify their problems and overcome painful and bad memories by learning how to make peace with their past and move on to a new life, free of crime, conflict and violence. Tell students that they must decide what they don't like about their situations or circumstances and work to change them by setting goals.

9. **Activity**—Have students read the narrative entitled “**The Downfall Of Tom And Paul**” found on **pages 113-114**. Ask students what are some of the choices Tom and Paul made in their individual lives and the possible causes of their downfall. Discuss with students Tom's and Paul's circumstances and current situation, the effects of their decision for themselves and others.

10. Tell students that they must not go through life aimlessly (without purpose.) They should have goals supported by purpose. They need to have purpose in life. Ask students to define purpose. Give dictionary definition: **purpose**—*something one intends to get or do; aim; determination; the object for which something exists or is done; end, goal, mission, objective, hope, resolve, meaning, view, scope, desire, dream, expectation, ambition, intent, destination, direction, scheme, prospective, proposal, target, plan, confidence, faith.*

11. Ask students to define a positive purpose for themselves. Give students a few minutes to ponder this and to write their thoughts on paper. Discuss with students the importance of conforming to that positive image. Tell students they should focus on gaining exemplary character and not to allow anyone to deter them from their purpose.

12. Tell students that each of them need to be his own ethical person, his own role model—a trend setter. Explain to students that when a person truly upholds and diligently follows the rules of peace that govern our moral character, behavior and conduct, that person will stand out among their peers for always doing what is right, regardless of how anyone feels about that person. This person will be known to be steadfast by standing up for what is right without wavering. This person will also understand that it is okay to be different as long as what he is doing is right, no matter how uncomfortable it may be at times. This same person will not compromise nor deviate from the principles taught in *The Peaceful Solution Character Education Program*. This way of life will stand out and be noticed by all. Tell students that with time others will begin to respect them for holding true to what they believe in, despite the verbal abuse, gossip and spreading of lies in an attempt to tear them down. Tell students that it takes a lot of courage to do the right thing and not to succumb to peer pressure.

13. Tell students they must resist bad company and avoid all negative influences, whether they are in prison or out in society. Explain to students that they must choose their friends wisely, avoid people who have the tendency to commit crime, acts of violence and behave disorderly. They must be selective when choosing friends and not put themselves into situations they may regret, because of wrong associations. Ask students to give examples through life experiences how bad company and negative influences have created problems in their lives or the life of somebody they know.

14. Tell students that they must decide what they don't like about their current situation or circumstance and diligently work to change it by setting goals. Ask students if they were given another opportunity to start their lives all over again, what would they do differently.

15. Ask students for some ways on how they can resist the influence of bad company both in and out of prison. Divide students into small groups for discussion.

16. Ask students to give examples of behaviors and actions by individuals demonstrating unacceptable conformity in prison. (*Possible answers may include: poor attitudes, lack of respect for others and intimidation tactics.*) List the answers that the students have given and ask them how they would handle these situations should they encounter them. Emphasize to students that if everyone practiced self-control and learned not to steal, the benefits would be seen worldwide.

17. Conclude the lesson by encouraging students to follow the principles of *The Peaceful Solution Character Education Program* taught throughout these classes to ensure acceptable conformity, peaceful living and a world free of wars and violence.

The Downfall Of Tom And Paul

Tom is 20 years old, currently employed as a construction laborer and lives with his parents. Both of Tom's parents are working. His father is a carpenter and his mother is a nurse. Tom is the oldest of three siblings. He grew up in an area with low crime and by all accounts had a normal, joyful childhood. His parents never struggled financially. Tom currently attends a renowned college part-time, striving to attain an associates degree in business administration. He currently earns \$300.00 a week. Tom enjoys a drink from time to time when in a social situation. He smokes marijuana, but at this time has no apparent addiction. Tom's parents believe that Tom has a strong desire to become a successful businessman and earn lots of money.

Paul is 20 years old and currently unemployed. In the past, Paul sold drugs and peddled stolen items to earn a living. He had a sporadic employment history, never holding on to a job for more than a month. Paul was previously arrested for robbery and criminal possession of marijuana. He was incarcerated and sentenced to one to three years in prison for robbery and 45 days for the possession of marijuana. Paul was expelled from school in the eleventh grade due to a poor disciplinary record and poor academics.

Paul was raised by his mother, a product of a broken home. His parents separated when he was seven years old. Prior to his parents separation, Paul witnessed his father physically, mentally and emotionally abusing his mother. Paul stated that his father only verbally abused him by continually telling him that he was a 'pain in the butt' and that he was never going to amount to anything. His father is currently serving a life sentence for two counts of murder.

While in the fifth grade, Paul was psychologically tested and diagnosed as being hyperactive, emotionally disturbed and suffering with occasional depression. Paul's mother is caring and concerned but overwhelmed. She states that her son's formative years progressed under problematic circumstances. As a young child, Paul began hitting other children and verbally disrespected staff at school. These negative behavior patterns escalated and continued throughout his school years into high school. Paul's mother admits regrettably that during these years she did not provide discipline when her son behaved improperly. Paul is described

as someone who has a lot of problems and seemingly can't express them. He refuses to understand others and is disrespectful of authority. She further related that her son may not know the difference between right and wrong behavior.

Tom and Paul were not close friends, however, they did occasionally hang out with each other. One night, Tom and Paul decided to go to a dance club and have several drinks. While at the club, Paul told Tom that he had a 9mm handgun. Around 4:00 a.m. both Tom and Paul decided to leave and take a cab home. As they were being driven home, Paul whispered to Tom that he was going to rob the cab driver. Tom responded by saying, "No." Paul insisted that there was nothing to worry about. Once the driver sees the gun he'll give up his money. Paul told Tom not to worry, he wouldn't hurt the driver.

When the cab stopped at a traffic light, Paul brandished his weapon and demanded the cab driver to surrender his wallet and leave the vehicle. The cab driver decided to accelerate the car and swerve the vehicle from the right to the left in hopes of attracting attention and possibly dislodging the weapon from Paul's hand. Paul shot the driver two times in the head, killing him. The vehicle crashed into several parked cars. This incident was observed by two police officers at a nearby intersection who responded to the scene. Paul passed the gun to Tom and he told him to hold it while he tried to kick the car door open, because it was stuck from the impact of the collision. As the police officers approached the car, they observed Tom with the gun. The officers immediately drew their firearms and ordered Tom to toss the firearm out the car window. Tom complied. The officers removed both Tom and Paul from the vehicle placing them under arrest. The officers then noticed that the driver had been shot in the head. The incident was no longer a traffic accident. During interrogation, Paul told the police that Tom shot the driver. Both Tom and Paul were charged with second degree murder, first degree robbery, and criminal possession of a weapon.

Lesson Thirteen

Now That I Have It, How Do I Keep It?

PURPOSE/OBJECTIVE

Students will learn that character is one of their most important possessions and just like any other possession, it must be maintained through self-control, consistency and discipline. Students will learn how to prepare for situations that could test their resolve so they can stop committing crime and acts of violence. They will also understand that having a positive self-concept can make them less susceptible to negative influences.

MATERIALS

- Copies of pages 118-123, 125-128
- *PSCEP Basic Inmate Workshop* CD
- CD Player

PROCEDURE

1. Review Lesson Twelve, “**Conform To What Is Right.**” Remind students of the advice given throughout this lesson to stand up for what is right no matter the consequences. Encourage students to constantly review the concepts taught throughout the twelve lessons of how to develop a positive character and pitfalls to avoid.
2. Tell students now that they know the principles, techniques, and benefits of positive character development, they should endeavor to keep and maintain them. Tell students that today’s lesson will focus on how to maintain a positive character. Explain that through realistic scenarios which mirror common, every day occurrences, they will learn how to practice positive character traits during their incarceration as well as when they are released from prison.
3. Emphasize that developing and maintaining a positive character is a choice they make and that choice begins by controlling their thoughts.
4. Guide class discussion by asking students the following questions:
 - a. What kind of automobile would you like to own someday? Encourage full class participation. Have students who respond tell what they like most about the vehicle they selected.

- b. What does it mean to maintain something? (*To keep up or carry on; continue: to keep in an existing state; preserve or retain; to keep in a condition of efficiency; to keep in existence; sustain*)
- c. What must you do to maintain the vehicle so that it will remain in great working condition? (*Answers may include: check all fluids and oil, periodic inspection by a mechanic, check tire pressure*)
- d. What would occur to your vehicle if you neglected to check the fluids or change the oil? (*It could break down causing damage to expensive parts. It would no longer be in perfect running condition.*)
- e. What items have you been issued by the Department of Corrections that you are responsible for maintaining? (*Answers may vary.*)

5. Tell students that maintaining a positive character is similar to maintaining a vehicle. Just as we would check our vehicle to keep it in great working condition, so we must regularly check our values, feelings and actions in order to maintain a positive character. Inform students that maintaining a positive character will keep them from ever committing crime and acts of violence again. Tell students that they will learn practical ways to maintain a positive moral character.

6. Give students a copy of **“Set Your Mind In Advance”** found on **page 118** and have them read it. Teachers may read handouts to students if setting is more appropriate. Explain to students that maintaining positive moral character requires consistent, persistent effort to make right choices and decisions no matter what circumstances arise.

7. Give students a copy of **“Quiz Time—Practice Makes Perfect”** found on **page 119** and allow them to complete the exercise. Teachers may read handouts to students if setting is more appropriate. Discuss the handout with students. Stress that it is important to always build positive affirmations in their minds to prevent them from thinking negatively. Setting their minds in advance will prepare them for the unexpected situations that could otherwise catch them off guard.

8. Give students a copy of **“Who Are You?”** found on **page 120-121**. Explain that this handout will help them assess themselves as to which areas of their character they need to work on in order to develop and maintain a positive character. Teachers may read handouts to students if setting is more appropriate. When students are finished with the assessment, ask volunteers to state one or two areas of weakness they identify and provide solutions/ suggestions of how they can improve these areas.

9. Have students read **“Curveballs And Pitfalls”** found on **page 122** and complete the exercise, **“Don’t Be Caught Unprepared,”** found on **page**

123. Teachers may read handouts to students if setting is more appropriate. Discuss student answers as time allows.

10. Tell students that at times people act impulsively and say or do things they may later regret. Explore the handout, **“Room To Grow,”** found on **page 125-126,** with students. Teachers may read handouts to students. Emphasize that everyone makes mistakes but we must learn how to react appropriately in order to maintain positive character.

11. Ask students what some benefits of maintaining a positive character are. (*Answers may include: being known as a person of integrity, respectful, and trustworthy.*) Explain that earning a great reputation is a benefit of having a positive character. Have students read **“Your Reputation Precedes You”** found on **page 127.** Teachers may read handouts to students if setting is more appropriate. Stress that a great reputation is something to be treasured and carefully maintained.

12. Play song track #11 entitled **“Make Up Your Mind”** from the *PSCEP Basic Inmate Workshop* CD and discuss the lyrics found on **page 128.** Ask students the following questions:

1. Where do most crimes or wrong actions begin? (*In the mind, with the thoughts.*)
2. What character trait does it take to put away negative thoughts? (*It takes self-control to put away negative thoughts.*)
3. Now that we know that wrong behavior begins with a thought, what preventative steps can we use to put these thoughts to an end? (*Practicing positive character traits in every situation until they become a habit.*)
4. What are some changes that can occur when someone determines not to steal again? (*Right choices would become a way of life leading to true peace and abundant living.*)

13. Conclude the lesson by reemphasizing that maintaining a positive moral character begins by setting their minds in advance to make right choices. In addition, having a plan of action to deal with unexpected setbacks can give them the confidence to successfully maintain their positive character. In time, consistently demonstrating the moral character traits taught in *The Peaceful Solution Character Education Program* will earn them the reputation of being a person of integrity.

Kindly distribute the post-test evaluation to students. Have them complete the form with Department of Corrections Identification Number included. Remind students that the information is confidential and will in no case be used to their disadvantage.

Set Your Mind In Advance

Have you ever heard the saying, “It’s all in your head?” Most people say it sarcastically, but there is some truth to it. Whether you are aware of it or not, every action begins with a thought. Setting your mind in advance to maintain your positive character traits begins by first considering just how important it is to have a moral character. Someone who is trustworthy, admirable, respected and known as an honest, reliable, compassionate person is who you should want to become.

The next step is to set your mind not to be influenced to do anything that will compromise your character. In other words, determine in your mind that no one can talk you into doing anything you know is wrong. This is called setting your mind in advance. For example, you know that stealing is wrong. Set your mind in advance to always respect another person’s property as you would want others to respect yours.

Watch Your Thoughts

A very critical aspect of maintaining your positive character is being aware of your thoughts. Thoughts continuously run through your mind and these are very significant in controlling your actions and decisions.

Be aware that negative thoughts will enter your mind when you think someone has wronged you. You could become angrier and angrier by perpetuating negative thoughts about the person and the situation. This then can lead to a course of action to satisfy the anger. Many people have been put in prison because they harbored negative thoughts that led them to commit acts of violence or revenge. It is important, however, when these types of negative thoughts of revenge enter your mind, to immediately reevaluate them and turn them into positive thoughts that will not lead you to compromise your positive character.

For example, someone may call you “stupid.” Instead of immediately becoming angry and desiring to get back at him, change it to positive thinking by saying to yourself “After all, two wrongs can’t make a right” or “I hope I’m not contributing to his having a bad day.” Using positive thinking to reevaluate situations has great potential to help you maintain your positive character.

Quiz Time

Practice Makes Perfect

Change the negative thoughts to positive thoughts. You may use the list of positive affirmations below or make up your own.

Negative Thoughts

1. He makes me so mad, I could just...
2. He lied to me. He deserves to be...
3. He stole my... I'll get even...
4. Why do you keep looking at me? Turn your face or I'll...
5. Get out of my face and mind your own business you...

Positive Affirmations

1. He deserves another opportunity.
2. Two wrongs do not make a right.
3. I'll just forgive him, he doesn't understand.
4. Maybe it was a mistake or an accident.
5. If he had been taught *The Peaceful Solution Character Education Program*, he would never have done that.

Set your mind in advance to replace negative thoughts with positive affirmations and stick with it. Remember, your thoughts can make a difference. People who think positively about situations are more likely to make right choices that build positive character. Negative thinkers are more prone to negative influences and choices that corrupt a positive character.

Who Are You?

Read the following sentences. Circle “Always,” “Sometimes” or “Never” according to which one applies best to your character.

1. **Educated:** *To gather all the facts before making a decision.*
I gather all the facts about a matter before deciding if I will do it, no matter how much peer-pressure is put on me.
Always Sometimes Never
2. **Steadfast/ Persistent:** *To be determined not to give up or change what you have chosen to accomplish.*
If I don’t succeed the first time I try, I’ll keep trying until I am successful.
Always Sometimes Never
3. **Courageous:** *The act of doing what needs to be done even when you are afraid.*
Even if I am afraid the right choice might cost me my friend, I will go ahead and do it anyway.
Always Sometimes Never
4. **Trustworthy:** *Dependable and assured reliance.*
I can be depended on to do as I have been asked.
Always Sometimes Never
5. **Disciplined:** *Using self-control to behave in a proper way.*
If all my friends are pressuring me to go with them to play basketball, am I able to resist them if I have other obligations?
Always Sometimes Never
6. **Respectful:** *To value others as important; to be polite in your actions and attitude.*
I speak to an authority figure politely, even if I feel I am not being treated fairly.
Always Sometimes Never

7. **Compassionate:** *To care about the needs of others.*

I refrain from name-calling and teasing because these belittle and hurt others.

Always

Sometimes

Never

8. **Merciful:** *To show leniency or tolerance, even when others have behaved in a manner in which they deserved a consequence.*

Even if someone hurt my feelings, if they ever needed help, I would offer to help them.

Always

Sometimes

Never

9. **Honest:** *Free from fraud or deception; truthful.*

I tell the truth, even if it means I may suffer the consequences.

Always

Sometimes

Never

How did you do? Remember, maintaining a positive moral character means knowing what areas of your character you need to focus on. *Sometimes* or *never* are answers that should be taken seriously. These are areas that you need to improve on. So set your mind in advance to practice these behaviors until they become a part of your character. Look for opportunities to practice the behavior you want to improve until it becomes a habit.

**“Moral excellence isn’t an art.
It’s a habit!”**

CURVEBALLS AND PITFALLS

Curveballs and pitfalls are unexpected situations that can test your resolve to maintain a positive character. They come up when you least expect them and can catch you off guard. Suddenly, you can find yourself in the middle of a “bad scene,” unprepared to deal with a situation that could cause you to make a bad choice that you will later regret.

Another important part of maintaining your character is being ready to forgive people who have hurt you or disappointed you. Without forgiveness you can become hateful and try to get revenge on that person. When people seek revenge, usually the people they hurt most are themselves. Forgiving others for their wrongdoing may not be the easiest thing to do, but it is definitely worth it, because it can help you maintain your positive moral character. It will get easier each time you practice it.

The first step in handling curveballs and pitfalls is to plan for them. You have already learned the value of setting your mind in advance. You could imagine some of the unexpected situations that you may encounter and plan practical ways to deal with them. This is called hypothetical reasoning. In other words, what are some typical situations that are likely to occur? What could you say or do that will help you to maintain your positive character?

Maintaining your character will sometimes require courage. Having knowledge, wisdom and a plan will give you the confidence you need to stand your ground. Don't be discouraged if you find yourself in a situation where you are the only one trying to do what is right. Remember, you must stand up for what is right or you can fall for anything. So be prepared by making full use of what you have learned in *The Peaceful Solution Character Education* class. Preparation will enable you to avoid the curveballs and pitfalls of life.

“Bad choices lead to bad consequences.”

Don't Be Caught Unprepared

Read the following scenarios. On the lines provided, write what your positive character response would be. Planning what you can say or do will prepare you for the curveballs and pitfalls that may come your way.

1. You are standing in the lunch line when a problematic inmate starts harassing a quiet inmate in front of him. He calls him names and makes fun of the way he walks and talks. Turning to you, the problematic inmate asks, "Have you ever seen anyone who walks and talks like a homo?"

a. What would you say? _____

b. What would you do? _____

2. You overheard someone you trust saying something mean about you.

a. What would you say? _____

b. What would you do? _____

3. Your friend showed you three marijuana joints and asked you to join him in his cell to smoke one.

a. What would you say? _____

b. What would you do? _____

4. You noticed an inmate taking batteries that belong to another inmate and you asked him if he obtained permission to take them. The inmate told you that he's just borrowing them and he'll return them later.

a. What would you say? _____

b. What would you do? _____

5. An inmate in your housing unit has a habit of taking your personal care items. You have told him several times to ask permission before touching your property, however, he continues to ignore your request.

a. What would you say? _____

b. What would you do? _____

Don't Be Caught Unprepared

Answer Key

Read the following scenarios. On the lines provided, write what your positive character response would be. Planning what you can say or do will prepare you for the curveballs and pitfalls that may come your way.

1. You are standing in the lunch line when a problematic inmate starts harassing a quiet inmate in front of him. He calls him names and makes fun of the way he walks and talks. Turning to you, the problematic inmate asks, "Have you ever seen anyone who walks and talks like a homo?"
 - a. What would you say? (*"That's not right, you should stop."*)
 - b. What would you do? (*Report him to the Correction Officer if he continues that behavior.*)
2. You overheard someone you trust saying something mean about you.
 - a. What would you say? (*"That's not true."*)
 - b. What would you do? (*Walk away.*)
3. Your friend showed you three marijuana joints and asked you to join him in his cell to smoke one.
 - a. What would you say? (*"No way!"*)
 - b. What would you do? (*Explain to him the dangers of smoking marijuana and the risks of being caught.*)
4. You noticed an inmate taking batteries that belong to another inmate and you asked him if he obtained permission to take them. The inmate told you that he's just borrowing them and he'll return them later.
 - a. What would you say? (*"If you didn't get permission to borrow them, you should not take them. Taking someone's belonging without permission is stealing."*)
 - b. What would you do? (*If he doesn't return them, inform the Correction Officer of the incident and suggest that they closely monitor this inmate.*)
5. An inmate in your housing unit has a habit of taking your personal care items. You have told him several times to ask permission before touching your property, however, he continues to ignore your request.
 - a. What would you say? (*"I don't appreciate you touching my belongings."*)
 - b. What would you do? (*Take them from him.*)

Room To Grow

Have you ever said: “I can’t believe I just did that! That isn’t what I meant to do!” Well, you’re not alone. Occasionally, everyone will say or do something that is wrong. Sometimes we get our values ‘mixed-up,’ or we are swayed by negative influences. We sometimes react impulsively and even surprise ourselves, regretting the ‘spur-of-the-moment’ decision we made without a set plan. **Impulsive** means *to act on emotions without careful consideration of the consequences of our actions*.

Keep in mind that every action, even the ones you don’t mean to do, starts with a thought. If you have decided in advance what is right and wrong, you can avoid acting impulsively by always being aware of the direction of your thoughts.

If your thoughts race in and out of your head so fast that you couldn’t tell someone what you were thinking just a minute ago, then it is time to start noticing what your thoughts are. Sometimes keeping a record of your thoughts can help you become more aware of what you think about. During the course of the day, simply write down your thoughts. Ask yourself is this something I want to have in my mind? Will these thoughts help to build and maintain my character or can they lead to choices that could result in making serious mistakes? Try to be aware of your thoughts; this will reduce possibilities to act impulsively.

Setting your mind and being prepared in advance to make right choices will help to minimize mistakes and keep you from regretful situations. Making mistakes does not mean that you should give up on maintaining a positive character. With the right attitude, you can use your mistakes to help you mature and maintain a moral character... but only if you learn from them and avoid making the same mistakes again.

Keep the following suggestions in mind in order to learn from your mistakes:

1. **Acknowledge that you made a mistake.** Trying to justify a wrong by not being truthful with yourself and others will prevent you from taking steps toward improvements.
2. **Use character to maintain character.** If you did something that was irresponsible, then be honest with yourself, admit it and plan to never make that mistake again. In other words, you will always have positive character traits to draw from.
3. **Ask yourself, “What should I learn from this?”** Change your attitude about making mistakes. Instead, consider them as lessons to be learned. Just think about how much smarter you will be once you have learned them.
4. **Don’t put yourself down or call yourself names when you make a mistake.** This will only lead to bad feelings about yourself, and a negative attitude may lead to negative influences.

Even if you have made mistakes in your past that you now regret, it is not too late to change and turn your life around. Prepare so you will never make that mistake again. Remember, where there is determination, there is hope. So if you were not taught the value of obtaining a positive moral character and you have been negatively influenced, you *can* learn from your mistakes. Set your mind in advance right now to stand up and make choices that will build a positive moral character. Also, be determined not to repeat past mistakes. Instead, focus on maintaining your positive character traits.

Do the best you can to avoid making mistakes by setting your mind in advance and being prepared to handle curveballs and pitfalls. But if you make a mistake, don’t give up on maintaining your positive character. Give yourself room to grow and consider it a lesson learned.



Don’t wallow in the mud. Pick yourself up, dust yourself off and get on the right track to a true moral character.

YOUR REPUTATION PRECEDES YOU

There are many advantages of maintaining a positive character. One advantage is having a great reputation. Your reputation is developed over time. It is the overall quality or character as seen or judged by people in general. It can also mean gaining recognition from other people for some characteristic or ability you possess whether positive or negative. You must consistently demonstrate and maintain positive moral character traits in order to develop a great reputation. Once a bad reputation is established, it is sometimes difficult to undo what others think of you. It is far better to maintain a decent reputation. So, be careful and pay attention to the reputation that you are building.

When negative character traits are demonstrated over a period of time, they become part of your character and part of your reputation. Do you know anyone with a bad reputation? That reputation was developed by behavior others saw or heard about that person at one time or another, whether it was true or not. In other words, someone who steals will gain the reputation of being a thief and will not be trusted. People will be afraid to leave their belongings around that person.

On the other hand, a person who has earned a reputation of being trustworthy and responsible will be known as a dependable person. He will be trusted, respected and admired for his positive character traits. As you know, word gets around whether it's positive or negative, and your reputation is no different. In fact, you may know all about someone, whether true or not, without ever meeting him because his reputation precedes him just as *your* reputation precedes you.

People are observing you at all times whether you realize it or not. The more others observe you, the more they put together a picture of what you're all about. So as you strive to maintain a positive moral character, you will maintain a positive reputation at the same time.

Make Up Your Mind

What's been done is done
And said is said
Including all the wrong thoughts in my head.
So I pick up the pieces not to dwell in the past
'cuz that way of life wasn't going to last.

CHORUS

I made up my mind to be honest this time
And to change these old thoughts of mine
I must stand strong and hold on
Putting all my effort into not doing wrong

People think I'm strange and count me mad
Because I'm not running with the old friends I had
I'm determined this time to commit no more crime
To have self-control in every action of mine

CHORUS

I made up my mind to be respectful this time
And to change these old thoughts of mine
I must stand strong and hold on
Putting all my effort into not doing wrong

I can't dwell on the past or I'm sure to crash
So I'm changing my mind, a new direction this time
Hoping for the best, while I'm guarding my mind
Because negative thoughts corrupt over time

CHORUS

I made up my mind to be truthful this time
And to change these old thoughts of mine
I must stand strong and hold on
Putting all my effort into not doing wrong

What's been done is done and said is said
Including all the wrong thoughts in your head
So you pick up the pieces, not to dwell on the past
'Cuz that way of life wasn't going to last.

Keep on this path and you're soon to find
All your effort will pay over time



Additional Activity

Play song track #12 entitled “**What About The Children?**” from the *PSCEP Basic Inmate Workshop* CD. Have students discuss the lyrics found on **page 130** as a class. Use the questions below to direct your discussion.

- a. How can adults positively influence their children? *(Parents can change their behaviors and become positive examples for their children to follow.)*
- b. What exactly must we do in order for our children to see brighter days? *(We must teach them diligently the true values of life such as honesty, self-control, responsibility and respect.)*
- c. What does the term “young girls being lured to the slaughter” mean? *(Young girls are being taught the ways of whoredom which leads to STD’s, unwanted pregnancies and infertility.)*
- d. How does the negative character trait of being irresponsible as a parent affect a child? *(The child can be neglected or exposed to immoral behavior. The child can grow up without proper guidance which could lead to wrong choices and even incarceration.)*
- e. What are some responsibilities of a parent? *(A parent’s responsibilities include teaching moral values and being an example of positive behaviors, how to make right decisions and avoid risky behaviors. A parent is also responsible for providing security, food, clothing, shelter and nurturing).*
- f. What are some of the effects of the effects of parents’ negative influences on their children? *(Children are being raised criminally minded displaying aggressive, disrespectful and violent behavior.)*
- g. What plans can we as a society implement to begin to change the hearts and minds of our children to a more peaceful thought pattern? *(Proper training in moral education through the PSCEP.)*

What About The Children?

The anger I display will be like child's play
If we don't change and pave the way
For our children to see brighter days
Then we'll be the ones to blame for all the pain and misery
This world endures today
Gotta teach them willfully and diligently
So they don't need to succumb to the pressures that this world had to offer
Young girls being lured to the slaughter
By dating then raping
Will it ever end
It's got to because this world is slowly dying
The inhabitants are left crying
Parents are still denying
Their responsibility
Of being the ones to blame
Because they didn't have time
To teach their children diligently

