



**The Inside-Out Prison Exchange Program®**

# **INSTRUCTOR'S CURRICULUM**



“Inside-Out should come with a warning label – in big black and yellow letters: Warning: may cause severe damage if taken internally. We have seen, first hand, the kind of damage the program can do to preconceived notions, stereotypes, and most importantly – ignorance. ...We came here incarcerated, mentally incarcerated, and we have learned things about not just... the Prison Industrial Complex, but about ourselves. Inside-Out has acted, for many of us, as a kind of eye-exam for the soul, forcing us to realize what we believe and why we believe it. And now we realize that our vision was never 20/20. We leave here with a little better vision.”

In Memoriam, Glenn, Outside Student, 2002

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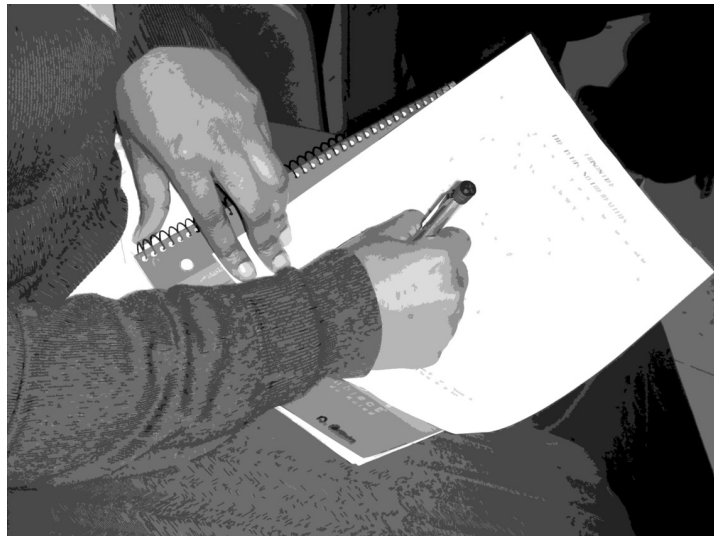
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# Session One

## Student Orientation (Separate Sessions)

### Instructor Notes

The primary purpose of the first class meeting, held separately with inside students (at the prison) and outside students (at the college), is to provide an introduction and orientation to the program. Each group is given an overview of the course, class rules and parameters, prison regulations, and expectations for class performance. Time is provided for questions, comments, and concerns about any aspect of the course, as well as the opportunity to unearth assumptions and fears students may bring to the experience. It is also a chance for the students in each respective subgroup to become acquainted with one another and begin building a sense of group cohesiveness. (One might think that the incarcerated students would already know each other, but that is often not the case.) Logistical concerns, such as transportation to the prison for the outside students, are also covered.

However, this orientation is not strictly informational. It is a time for the instructor to begin creating an atmosphere of trust in which students can be comfortable and engaged, ready to enter the group process and take responsibility for their own learning. Additionally, students begin to think about the issues involved in approaching difference and engaging with people who are (at least perceived as) different.

The first session also gives the instructor the opportunity to welcome the students to the Inside-Out program, describe the classroom experience, talk a bit about the history of the program, and introduce her/himself to the group. It is a good time for the instructor to share some of what brings him/her to this work and why s/he feels it is important work in which to be involved. We have found that the expression of the instructor's passion about and commitment to these issues often serves as a point of inspiration for the students.

The material and activities covered in this first meeting are the same for both inside and outside students. While this syllabus assumes class sessions of two and a half hours, the sessions in prison are occasionally cut short, sometimes by as much as 45 minutes to an hour due to institutional schedules and other considerations. Therefore, instructors need to be prepared to handle the material in a shorter length of time, if necessary.

A major topic to be addressed with each group is the policy that the class will be **semi-anonymous** (first names only are used) and **confidential** (what is said in class is not to be repeated outside of class, at least not in any way that can identify the speaker). This policy is meant to protect the privacy and safety of both the inside and outside students. (See more on this policy in the section, “Rules, Parameters, and Boundaries of the Inside-Out Program” in the Inside-Out Manual.) Two things we do not want to happen are:

- For inside students to look up outside students after their release. (Even if nothing bad happened, the risk of that possibility would probably be enough to shut down the program. And if such contact occurred and a relationship developed between former students, someone in the system would find out about it, probably sooner rather than later.)
- For outside students to be subpoenaed to testify against inside students based on something they have said in class, or for outside students to try to find out information on the charges for which any of the inside students are being held.

## Inside Students

Sometimes, due to prison logistics, there is insufficient time in this first inside student session for the same icebreakers and other activities that are used for the outside students, but they are very worthwhile, if they fit into the schedule.

Typical inside student issues that emerge during the first class session include:

- The concern that they will be inadequate in comparison to the “really smart” outside students with whom they will be studying. (We will often joke, with both groups, about how the outside students really aren’t **that** smart.)
- The concern that they will be judged by the outside students.
- The concern that they will be asked to disclose their charges or convictions. **The instructor must make it very clear that they will NOT be asked to disclose this information, and that, in fact, they are encouraged not to, especially if they still have open charges against them, or a case that is still active.**
- The concern that they will be objects of study rather than equal participants in the classroom experience.

The points that the instructor must be sure to convey in this first session parallel those for outside students. (For specifics, see “Rules, Parameters and Boundaries of the Inside-Out Program” and “Class Composition and Student Interactions” in the Inside-Out Manual.)

## Outside Students

For outside students, a large part of the first session involves introductions and other activities designed to explore some of the attitudes they are bringing to the class.

Typical outside student concerns that emerge during the first class session include:

- Questions regarding what the prison will be like.
- Curiosity about the crimes for which the inside students are serving sentences. **It is extremely important that the instructor make clear that finding out about people’s criminal histories IS NOT the purpose of the class (even though some inside students may voluntarily choose to disclose this information).** It may be helpful for the instructor to share general statistical information for the particular correctional institution regarding demographics, convictions, sentence length, etc.

Points that the instructor must be sure to convey to both inside and outside students in this first session include:

- That the success of the class is based on building a peer relationship between inside and outside students. The inside students are not objects of study or people we are “helping.” All of the students are bringing their own experiences and perspectives to the classroom.
- That this relationship has clear boundaries (for specifics, see “Rules, Parameters, and Boundaries of the Inside-Out Program” in the Inside-Out Manual), and these boundaries **must** be respected for the safety of outside and inside students alike, as well as for the protection of the Inside-Out program.
- It may be worthwhile to acknowledge that students might find themselves feeling attracted to each other or wanting to develop friendships. While these feelings are quite normal, these relationships **cannot** be pursued. Any involvement would jeopardize the program for everyone, including the thousands of students who might be denied the opportunity to participate in the future. (See “Class Composition and Student Interactions” in the Inside-Out Manual.)
- That the rules of the institution **must** be followed and respected at all times.

## Handouts

(Throughout this curriculum, where handouts are referred to, samples are included at the end of the outline for the class session in which they are used.)

- Course Syllabus
- Student Information Cards (different for inside and outside students)
- Student Waiver (outside students only)
- Prison / Inside-Out Rules (2 copies each: one to keep, one to sign and turn in)
- Personal Introduction Questions

## Activities

### Welcome and Overview of Inside-Out

*(Approximately 5 minutes)*

- Invite students to sit in a circle. (The group will sit in a circle throughout the semester, which lends itself toward better dialogue, a deeper sense of equality, and a shared power dynamic.)
- Welcoming remarks.
- Initial short overview of the class and what students can expect.

### Dyad Introductions

*(Approximately 10 minutes for students to talk in dyads and 10 minutes for introductions)*

- Assign students to talk in dyads for a few minutes to share basic information with each other (name, something interesting about the other person, etc.).
- The dyad partners introduce each other to the group. It is important in this exercise to establish a basic ground rule for the class: **When students are speaking; they are to address the entire group, not just the instructor.** The group will need to be reminded about this from time to time.

### Instructor Introduction and History of Inside-Out

*(Approximately 30 minutes)*

- Instructor self-introduction and explanation of the instructor's personal context as it applies to Inside-Out.
- Presentation of the history and philosophy of Inside-Out.

## In-Depth Syllabus Review

(Approximately 20 minutes)

- Distribute and review **Course Syllabus**.
- Give a short introduction of each book to be used in the class.
- Discuss in detail the issue of **What Inside-Out Is Not**. As stated in the Inside-Out Manual, Inside-Out **is not**:
  - ▶ An opportunity to do research on the participants who are on the inside. Understandably, incarcerated students have a deep sensitivity about this issue. Folks on the inside are very used to being “othered,” sometimes for years, by systems in which they have been involved. Conducting any kind of research in this sort of setting is fundamentally disrespectful and dehumanizing, and antithetical to the goals and purpose of the Inside-Out program.
  - ▶ An opportunity for charity, or to “help” incarcerated men and women in the usual sense of volunteerism or charity. Though some instructors refer to the class as a “service learning” experience, the phrase “community-based” learning is actually more appropriate. The concept of “service” implies – and often produces – a power differential that undercuts the equality of the inside and outside students. If any “service” is performed, it is not doing **for**, but rather doing/being **with**, in a true collaboration – in which everyone serves and everyone is served. Additionally, the incarcerated students neither want nor need our help. It is, in many ways, presumptuous to assume that anything that the outside students (or instructor, for that matter) could “do for” or “give to” the inside students would be either desired or meaningful.
  - ▶ Activism, advocacy, or a whistle-blowing program that has as its aim to draw public attention to problems inside the prison. The particular prison sponsoring the program is not the focus of the class and its discussions. True, while there may be examples from life inside the individual prison in question that illustrate something being discussed, it is important always to bring the analysis back to larger, systemic issues. It is these issues – which include the criminal justice system, as well as the larger political, economic, and social questions – that are at the heart of what Inside-Out attempts to unearth in its exploration.
  - ▶ Finally – and this is always the most difficult issue: even though bonds between and among students inevitably form throughout the semester, Inside-Out is not a vehicle for developing relationships that will exist outside the parameters of the program. This issue is discussed at length in the section called, “Rules of Inside-Out.” Parameters are critical to this program, as it exists within a very clear-cut, black and white environment. There is no room for shades of grey. Allowing situations to move into the grey area can potentially place the existence of the program in great jeopardy.

### **In-Depth Syllabus Review** *(continued)*

These are the issues that instructors need to be clear about and discuss with both the inside and outside students at the start of the semester. The key is for instructors to remember – and remind the students – what we’re there for, what the mission of the program is, and how fragile this kind of program can be. It is helpful for us as instructors to remind students – clearly and directly – that every one of us is responsible for the success and future of the Inside-Out program, and that what we each need to do is to be aware and responsible for ourselves for the good of the project as a whole.

### **Legal Documentation (outside students only)**

*(Approximately 5 minutes)*

- Instructor distributes and explains **Student Waiver Form** and students sign and return it.
- Students present, for the instructor to review:
- Picture ID (either a student ID, state ID, or driver’s license) for entrance into the prison
- Valid driver’s license (for those driving to the prison)
- Car insurance and car registration (for those driving to the prison)

### **Transportation (outside students only)**

*(Approximately 10 minutes)*

- Discuss travel arrangements, including a standing meeting place and time.
- Distribute and review directions to the prison. Formulate a list of cell phone numbers.

### **Prison Rules / Inside-Out Rules**

*(Approximately 15 minutes)*

Instructor distributes and reviews, in detail (see \*\* next page), **Prison Rules / Inside Out Rules** (two copies per student). Students sign both copies, one to keep and one to return to the instructor. The signature indicates that the student understands the rules and parameters and agrees to abide by them.



## **Prison Rules / Inside-Out Rules** *(continued)*

(Note: At first glance, it might seem unnecessary to go over the prison rules with the inside students. However, it is very important to do so, in order to make sure that everyone involved in the class is clear and on the same page about what is expected and allowed.)

**\*\* Please refer to “Rules, Parameters, and Boundaries of the Inside-Out Program” and “Common Rules of Correctional Institutions” in the Inside-Out Manual for a full explanation of the areas that need to be covered in detail with the students. The Rules Sheet that is distributed to students is only a summary of the points. It is crucial for the instructor to explain fully all of the rules and the reasons for the rules, and then answer any questions that may arise.**

## **Use of Labeling Language**

*(Approximately 10 minutes)*

It is important that the instructor emphasize the issue of avoiding labeling terms, such as convict, criminal, inmate, and prisoner, as well as words such as rapist, murderer, and any of the labels that are based on someone’s conviction or charge. The same is true when speaking of people who work in the criminal justice system, as well as those who have been victimized by crime. The point is not simply that incarcerated men and women are human, but that everyone is.

**This issue is not intended as a “politically correct” position or to imply that using labels is a moral issue. It simply has to do with developing an atmosphere of respect in which communication and effective learning can be maximized.**

This concept can be difficult for students to wrap their minds around, so it will be important for students to have time to ask questions and offer feedback regarding this issue. One of the most common words used by the outside students in referring to their incarcerated classmates is “them.” While using this word is understandable, especially at the beginning of the semester, as time goes on, the use of “them” has a continual “othering” effect that is incongruent with the sense of relatedness that gradually develops in the class.

(Note: At first glance, it might seem that this topic is more important to cover with outside students than inside students, but there is enormous value in bringing it up with both groups for two reasons. First, inside students are just as apt to use labeling language as anyone else and, second, it is important for the inside students to be given the same information and framing as the outside students.)

## Personal Introductions

*(Approximately 20 minutes)*

- Instructor distributes **Personal Introduction** questions and students take a few moments to jot down some notes to prepare for their self-introductions.
- Each student introduces him or her self in more depth to the group. (It may be necessary for the instructor to remind the students to address the entire group, not just the instructor.)

## Questions

*(Approximately 5 minutes)*

Because both outside and inside students are often anxious about the upcoming class session, it is important to allow time for questions. (One way to make sure that all student questions are covered is to go around the circle so that each student can pose any question s/he might have. The instructor can jot down the questions, grouping them in terms of topic, and respond to all of them after each student has spoken.)

## Homework Assignment

*(Approximately 5 minutes)*

- **Reading:** While there is no specific reading assignment for the next week, it is recommended that students spend some time looking over their books for the course and begin some of the first reading assignments, due in a couple of weeks.
- **Writing:** No assignment for next week.
- **Reflection Question:** Leading up to the first combined class, it is likely that both inside and outside students will have a heightened awareness of criminal justice-related issues in the media and in their personal lives. Ask students to note for themselves the thoughts and feelings that come up for them in relation to these issues and to be prepared to discuss them in the next class.

## Closing Circle (time permitting)

*(Approximately 5 minutes)*

Time permitting, go around the circle and ask each student to say a single word that reflects how they are feeling at the end of the first class.

# The Inside-Out Prison Exchange Program

## (for Inside Students)

### Information:

Name (Please print)

Do you expect to be here for the next 3½ months? YES NO (Circle one)

If the answer is NO, please explain: \_\_\_\_\_

\_\_\_\_\_

Are you PRE-TRIAL or SENTENCED ? (Circle one)

How many times in your life have you been given a jail or prison sentence? \_\_\_\_\_

\_\_\_\_\_

### Agreement:

I have read and understand the rules involved in this program – and agree to abide by those rules, as indicated by my signature below:

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# The Inside-Out Prison Exchange Program

## (for Outside Students)

Name \_\_\_\_\_ Student # \_\_\_\_\_

Address \_\_\_\_\_ Phone (home) \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_ Phone (work) \_\_\_\_\_

E-Mail Address \_\_\_\_\_ Phone (cell) \_\_\_\_\_

Projected Graduation Date \_\_\_\_\_ Major \_\_\_\_\_

Approximately how many other C.J. courses have you taken so far? \_\_\_\_\_

Areas of interest in C.J. (issues / populations): \_\_\_\_\_ Career goals: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you have an insured car and would you be willing to drive to the prison? YES NO

### Agreement:

I have read and understand the rules involved in this program – and agree to abide by those rules, as indicated by my signature below:

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Inside-Out Program: Personal Introduction (for Inside Students)

Please think about the following questions, in order to introduce yourself to the class:

- Why did this program sound interesting to you?
- What questions and/or concerns do you have going into this?
- What expectations do you have? What do you hope to get out of it?
- How might this experience help you in the future?
- What would you like to learn about yourself through this experience?

## Inside-Out Program: Personal Introduction (for Outside Students)

Please think about the following questions, in order to introduce yourself to the class:

- What is the **context** out of which you are coming in approaching this program? In other words -- tell us a little bit about where your thinking and your past experiences have taken you in terms of criminal justice and correctional issues.
  
- What **questions** and/or **concerns** do you have going into this?
  
- What **expectations** do you have? What do you hope to get out of it?
  
- How might this experience help you in your **career goals**?
  
- If you could make one **change** in the correctional system, what would it be?

# Sample Liability Waiver

## The Inside-Out Prison Exchange Program

Dept.: \_\_\_\_\_ Course No.: \_\_\_\_\_

Instructor: \_\_\_\_\_ Phone: \_\_\_\_\_ Semester: \_\_\_\_\_

### Student Waiver

When a student participates in a course or program involving experiential learning at \_\_\_\_\_ College/University, s/he understands that there are certain risks in connection with such activity and must agree to the following:

1. I agree to release \_\_\_\_\_ College/University (and all its officers, employees and agents) from responsibility in all manner of actions and causes of action – i.e., suits, debts, accounts, judgments – including all claims arising out of incidents involving personal injury of any kind by reason of participation in this class or program.
2. I assume any and all risks arising from my participation in the experiential activity involved in this course or program, including, without limitation, the risks of bodily injury or property damage, the unavailability of emergency medical care, or the negligent or deliberate act of another person.
3. I accept responsibility and will reimburse \_\_\_\_\_ College/University for any damages or expenses that arise out of or relate to my own negligent or intentional action or omission.

**This waiver is intended to be legally binding.**

The undersigned expressly acknowledges that s/he has read and understands this Agreement and Release and signs it freely and voluntarily.

[Note: if the student is not 18 or older, a signature from the parent or guardian is also required.]

\_\_\_\_\_  
Name of Student (print)

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent (if applicable)

## Rules of Inside-Out (for Inside Students)

- **No outside student may bring anything in to give to an inside student**, no matter how small or seemingly insignificant, including such things as articles, pens, paper, and the like (not to mention books – institutions have strict policies about the process by which books are brought inside).
- **No inside student may give anything to an outside student.**
- **Inside students may not ask outside students to bring in anything for them** – or to contact anyone for them. There is no mailing of letters or making phone calls on an inside student's behalf.
- **There can be no contact between inside and outside students beyond the classroom, including after the course is over. This restriction includes letters, telephone calls, and visiting. This regulation is fundamental – and must be understood by everyone involved in the program.**
- **There can be no displays of physical affection between inside and outside students.** Warm handshakes, sometimes with an arm grasp, are acceptable. Hugging is not. A hug can get a person banned from prison.
- **No personal information may be exchanged, such as address, telephone number, prison number, or other contact information.**
- **The outside students are not there to study the inside students**, to “help” the inside students, to find out why the inside students are incarcerated, or for either the inside group of students or the outside group of students to “teach” the other group. We are simply there to explore issues together.
- **Students must behave appropriately during class**, remembering that it is a college class and that it is being held inside a prison. Not only is there no hugging or other physical contact with or between the inside and outside students, but there can also be no flirtation, inappropriate body language, etc. There must be no passing of notes between any students.
- **Notebooks can be labeled with first names only and no other identifying information, and papers submitted are to be marked with first names only.**
- **Confidentiality: what is shared in the classroom stays there.** Not only can it not be shared with anyone outside of class in a way that could identify the speaker, but it must not be a topic of further discussion among students who are enrolled in the class.



## Semi-Anonymity:

What Inside-Out means by semi-anonymity is the use of **first names only** and **no last names allowed** in the prison classroom (except for the instructor). Students may find this policy dehumanizing and ironic in light of Inside-Out's emphasis on humanizing issues and including all voices. However, it is essential that this policy be followed. The basic reasons for the policy are as follows:

- It makes it much harder for students to try to keep in touch with one another during or after the semester, which is a serious violation of the rules of the program and of the prison.
- **It protects the inside students.** It is important that the inside students understand that it is neither required nor advisable to talk about their cases. Doing so can cause legal problems for them, particularly if they have an open case of any kind. Using first names only removes the threat that other students will be subpoenaed to testify in a classmate's case. And it preserves inside students' privacy so that their past or present legal situations cannot be researched by outside students who may be curious about why they're in prison.
- **It protects the outside students.** It is in the realm of possibility that an inside student or someone they know could present problems in the life of one of the outside students. This is not to cast aspersions on inside students; the point is, it only takes one instance for someone to be seriously harmed or for the program to be shut down.
- **Some students, inside and out, are uncomfortable sharing their last names.** A policy prohibiting all students from sharing last names makes the decision of whether or not to share this information a lot less difficult for individuals.
- It teaches the lesson that it is not necessary to know things **about** people in order to come to know them in a different way and learn with and from them.

**I, the undersigned, hereby state that I have read, understand, and agree to follow the above rules.**

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**Name (printed)**

---

**Signature**

---

**Date**

# The Inside-Out Prison Exchange Program

## Rules of the Institution

### (for Outside Students)

#### Things to Bring In:

- **Photo ID.** For example, some institutions will want a valid driver's license, passport, or state ID, while others will require the students' school ID cards. Some institutions will take either one.
- **Students may bring in a notebook, textbooks, and a pen** for class, provided that doing so has been cleared with the institutional liaison ahead of time.

#### Things NOT to Bring In:

- **Weapons.** (Not on prison property, not even in your car, not even with a permit.)
- **Illegal drugs.** (They're illegal. By the way, some prisons use ion scanners on outsiders as they enter to determine if they have handled drugs. Some institutions use dogs to determine if there are cars in the parking lot that contain drugs.)
- **Medications of any kind.** (If you or a student has a need to have some kind of medication on hand, like an inhaler for asthma, you will need to get clearance ahead of time, or it will not be allowed inside.)
- **Alcohol.**
- **Cigarettes or any other tobacco products.** (An increasing number of institutions are smoke-free, and cigarettes are considered serious contraband.)
- **Maps.** (If you do keep maps in your car – you may need one to get to the prison, for example – make sure they are locked in the glove compartment or in the trunk.)
- **Chewing gum.**
- **Cell phones, beepers, car alarm remotes, wallets, pocketbooks, or money.**
- **Umbrellas.**
- **Food or drink, which includes hard candy.**
- **Make-up, lip balm, hand lotion, aspirin, Advil, cough drops, etc.**

## How to Dress:

- **No clothing that resembles the uniforms worn by either staff or those who are imprisoned in the institution.** It is best to check out in advance whether blue denim, orange, brown, black, olive green, neon green or khaki may be worn (uniform colors vary from jurisdiction to jurisdiction). **Anything that reveals skin inappropriately** (i.e. tummies, legs above knee, cleavage, upper arms, and shoulders). Most institutions do not allow shorts on men or women.
- Given that, in many institutions, it is necessary to climb stairs, we have set the rule that **women cannot wear dresses or skirts.** It is also helpful, since the length of skirts varies widely. If long skirts are worn, they cannot be wraparounds or garments that button all the way down to the hem.
- **Nothing excessively tight or low cut.** We instruct students to dress casually, but appropriately, with loose-fitting pants and tops, recognizing that “loose-fitting” is a relative term.
- **No jewelry, including body piercing, such as nose rings, tongue rings, etc.** A piercing that does not show (e.g. navel) is usually not problematic. Wedding rings are a frequent exception to the “no jewelry” rule, as are religious medals, which are not supposed to be banned by institutions.
- **No watches,** except for the instructor.
- **No under-wire bras,** when there is a metal detector involved (there usually is).
- **No hooded sweatshirts** (aka “hoodies”), **white tee-shirts, bandanas, colored shoelaces, caps.** Some of these items are considered related to gang activity.
- **No coats or other outerwear.**
- **No open-toed shoes or sandals.**

## Behavior on the Inside:

- **No outside student may bring anything in to give to an inside student,** no matter how small or seemingly insignificant, including such things as articles, pens, paper, and the like (not to mention books – institutions have strict policies about the process by which books are brought inside).
- **No inside student may give anything to an outside student.** A frequent exception to this is hard candy, which is one of the few “luxuries” inside students have, which they may want to share during the class.
- **Inside students may not ask outside students to bring in anything for them** – or to contact anyone for them. There is no mailing of letters or making phone calls on an inside student’s behalf.
- **There can be no contact between inside and outside students beyond the classroom, including after the course is over. This restriction includes letters, telephone calls, and visiting. This regulation is fundamental – and must be understood by everyone involved in the program.**

- **There can be no displays of physical affection between inside and outside students.** Warm handshakes, sometimes with an arm grasp, are acceptable. Hugging is not. This is important to clarify, especially since, as people get to know each other, it feels natural to give each other a warm embrace. Although this is not enforced the same way everywhere, a hug can get you banned from prison. The inside students are aware of this rule and generally observe it, but sometimes – in the moment – it might be hard to remember.
- **No personal information may be exchanged, such as address, telephone number, prison number, or other contact information.**

## Rules of Inside-Out

- **Remember that we are not there to study the inside students, to “help” the inside students, to find out why the inside students are incarcerated, or for either the inside group of students or the outside group of students to “teach” the other group.** We are simply there to explore issues together.
- **Students must behave appropriately during class,** remembering that it is a college class and that it is being held inside a prison. Not only is there no hugging or other physical contact with or between the inside and outside students, but there can also be no flirtation, inappropriate body language, etc.
- **There is no loaning of pens or pencils, no bringing anything in for someone on the inside, even something as trivial as a newspaper article. Everything of this nature must be handled by the instructor.**
- **There must to be no passing of notes between any students.**
- **Notebooks can be labeled with first names only and no other identifying information, and papers submitted are to be marked with first names only.**
- **Confidentiality: What is shared in the classroom stays there.** Not only can it not be shared with anyone outside of class in a way that could identify the speaker, but it must not be a topic of further discussion among students who are enrolled in the class.

### Semi-Anonymity:

What Inside-Out means by semi-anonymity is the use of **first names only and no last names allowed** in the prison classroom (except for the instructor). Students may find this policy dehumanizing and ironic in light of Inside-Out’s emphasis on humanizing issues and including all voices. However, it is essential that this policy be followed. The basic reasons for the policy are as follows:

- **It makes it much harder for students to try to keep in touch with one another** during or after the semester, which is a serious violation of the rules of the program and, probably, of most prisons.

- **It protects the inside students.** Though we make it clear from the beginning that it is neither required nor advisable, inside students often do talk about their cases. Doing so can cause legal problems for them, particularly if they have an open case of any kind. Using first names only removes the threat that other students will be subpoenaed to testify in a classmate’s case. And it preserves inside students’ privacy so that their past or present legal situations cannot be researched by outside students who may be curious about why they’re in prison.
- **It protects the outside students.** It is in the realm of possibility that an inside student or someone they know could present problems in the life of one of the outside students. This is not to cast aspersions on inside students; the point is, it only takes one instance for someone to be seriously harmed or for the program to be shut down. Statistically, the more people who participate in Inside-Out, the more likely it is that someone with problematic inclinations will be in a class. Since we have no way of knowing who that will be, the rule protects everyone, all the time.
- **Some students, inside and out, are uncomfortable sharing their last names.** A policy prohibiting all students from sharing last names makes the decision of whether or not to share this information a lot less difficult for individuals.
- It teaches the lesson that it is not necessary to know things **about** people in order to come to know them in a different way and learn with and from them.

**I, the undersigned, hereby state that I have read, understand, and agree to follow the above rules.**

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*~ Sample ~*

## **The Inside-Out Prison Exchange Program**

### **Exploring Issues of Crime and Justice Behind the Walls**

**A Group Independent Study Exchange Program  
Involving Campus-Based Students and Incarcerated Students**

#### **Mission**

The “Inside-Out” Prison Exchange Program is an opportunity for a small group of students from a college or university and a group of residents of a jail or prison to exchange ideas and perceptions about crime and justice, the criminal justice system, corrections and imprisonment. It is a chance for all participants to gain a deeper understanding of the criminal justice system through the marriage of theoretical knowledge and practical experience achieved by weekly meetings extended throughout the semester.

#### **Objectives**

- To create an environment that will facilitate the honest exchange of ideas in a dialogic format.
- To provide an experiential setting for the students to test and hone their theoretical understanding about various criminal justice and correctional issues.
- To develop the analytical capacities of those involved regarding various perceptions of and perspectives on these issues.
- To provide a vehicle for feedback to those in the program who are incarcerated about their views on crime and justice issues.
- To furnish the residents who are involved an opportunity to explore their own views on these issues in an academic setting, through structured discussion and course materials.
- To assist all involved in further developing their capacities for both written and oral self-expression.
- To create a connection between those on the outside and those on the inside.

# The Inside-Out Prison Exchange Program

## Class Requirements

### Attendance and Participation

The Inside-Out class, most of which will be held inside a correctional facility, is dialogue-based and highly interactive. Of the 15 weeks that we will meet during the semester, 12 of the meetings will be inside the facility.

Given the unique nature of this class, it is **IMPERATIVE** that each student attends and fully participates in every session. Since we clarified scheduling issues prior to your signing up for the class, there should be no problems with attendance. If, due to both **SERIOUS** and **VERIFIABLE** circumstances, you will be unable to attend one of the sessions, you **MUST CONTACT ME IN ADVANCE**. Any absence will change the dynamics of the group, as well as disappoint those who will be participating in the program. This is a special program that will take special effort on the part of each of us.

Active participation is also key to this process. As a group, we (those inside and out) will be discussing all sorts of issues, some of which may be controversial in nature. We are all -- everyone involved -- challenged to say what we think, even if it is not a popular point of view. For this experience to be the real educational opportunity that it's meant to be, we each have to take responsibility for the direction and depth of the discussion. As we will be meeting in a rather unfamiliar, atypical sort of setting, we will each have to work on getting comfortable enough to take the risks involved in fully participating in discussions. Also, while listening is vitally important and necessary to this process, sitting back to **JUST LISTEN** is not acceptable. Everyone must be fully involved for this to work.

Needless to say, when we are traveling to the prison/jail, it is **ABSOLUTELY NECESSARY** to be **ON TIME** -- to meet the group at the time and place as arranged. We will be carpooling on these trips. It is suggested that we ride with different people each time, so that we can interact with and get input from a diverse group of people.

### Readings

The assigned readings are to be done **PRIOR TO THE MEETINGS**, according to the attached schedule. The residents participating in the program will be doing the same readings, so it will be expected that everyone will be "on the same page," so to speak.

## Format of Meetings

The group will meet weekly throughout the semester for 2½ hours. Most weeks, the meetings will take place inside prison, where outside and inside students will gather for class. The meetings in prison will consist of a guided dialogue, in both the large group and smaller subgroups, on particular topics each week.

During the meetings held separately (during the first, third, and final weeks), everyone will have the opportunity to brief and debrief the process at the beginning and end of the semester. After every class session, each participant will hand in a reflection paper based on that class (you can choose to skip up to three papers during the semester, or do more for extra credit).

## Required Reading

- *Crime and Punishment in America*. Elliott Currie. Henry Holt and Company. 1998. (“CPA”)
- *The Real War on Crime*. Steven R. Donziger, Editor. Harper Perennial. 1996. (“RW”)
- *Doing Life: Reflections of Men and Women Serving Life Sentences*. Howard Zehr. GoodBooks. 1996. (“DL”)
- *Crime and Punishment: Inside Views*. Johnson and Toch. Roxbury Press. 2000. (“CPIV”)
- *It’s About Time: America’s Imprisonment Binge*. Austin and Irwin. Wadsworth Press. 2001. (“IAT”)
- *The Soul Knows No Bars: Inmates Reflect on Life, Death, and Hope*. Drew Leder. Rowman and Littlefield Publishers. 2000. (“SKNB”)

## Grading Policy

Given the interactive nature of this study, one-third of the grade will be based on attendance and full participation. This includes attention, listening, AND actively joining in the dialogue, in both large and small groups. The rest of the grade will depend on the quality of the written work submitted: reflection papers (1/3) and final paper (1/3).

Papers written by outside students will be graded according to standard college grading procedures. Due to variations in educational levels, papers submitted by inside students will be graded on a sliding scale (individuals can ask to be graded by college standards).



# The Inside-Out Prison Exchange Program

## Sample Schedule and Topics

| <b>Date</b> | <b>Topic</b>  | <b>Paper Due</b>                 | <b>Assignment</b>                                   |
|-------------|---|----------------------------------|---|
| 1/15-16     | Initial Briefing / Overview (Separate Meetings: M & T)  |                                  | READ AHEAD  |
| 1/23        | Introductions / Overview / Group Process  |                                  | Begin “Just Mercy”                                  |
| 1/30        | What are Prisons for?<br>Crime, Policy, and Politics / Assessing the Prison<br>Experiment         | #1 – Required<br>(on 1/23 class) | SKNB Part 2<br>RTI up to p.37<br>Cont. “Just Mercy” |
| 2/6         | Why Crime Happens<br>Criminological Influences (Personal and General)                             | Paper #2<br>(on 1/30 class)      | SKNB Part 1, 5<br>Handout<br>Cont. “Just Mercy”     |
| 2/13        | A Critical Analysis of the Criminal Justice System<br>(Law Enforcement, the Court System, Parole) | Paper #3<br>(on 2/6 class)       | RTI pp. 38-79<br>Cont. “Just Mercy”                 |
| 2/20        | Identity, Power, & Privilege: A Special Discussion  | Paper #4<br>(on 2/13 class)      | RTI pp. 80-108<br>SKNB Part 4<br>Handout            |
| 2/27        | Punishment and Rehabilitation (Theory and Reality)  | Paper #5<br>(on 2/20 class)      | SKNB Part 3, 6<br>Cont. “Just Mercy”                |
| 3/6         | SPRING BREAK: NO CLASS  |                                  |   |
| 3/13        | The Needs of Victims and the Results of Victimization<br>Power: Its Manifestations, Uses, Abuses  | Paper #6<br>(on 2/27 class)      | “Transcendence”                                     |
| 3/20        | “Just Mercy” / Restorative Justice  | Paper #7<br>(on 3/13 class)      | Finish “Just Mercy”                                 |
| 3/27        | Life Sentences: Personal and Political Dimensions<br>Begin Special Project                        | Paper #8<br>(on 3/20 class)      | “Doing Life”  |
| 4/3         | Work on Special Project   | Paper #9<br>(on 3/27 class)      |   |
| 4/10        | Work on Special Project / Prep for Closing Ceremony   |                                  |   |
| 4/17        | Work on Special Project   |                                  |   |
| 4/24        | Certificate Ceremony and Closure Exercises  |                                  |   |
| 5/7-8       | FINAL PAPER DUE (Separate Meetings: M & T)  | FINAL !!!                        |   |

# Reflection Papers

The papers for this course are a particular kind of reflection paper. A paper will be due after each prison visit (you can skip up to three, if desired, or do more for extra credit) – for a total of FIVE required papers. They are to be typed, double-spaced, at least three pages in length (longer, if desired), and **incorporate a minimum of five quotes (with citations) from the week's readings**. The papers will call for you to observe, feel, reflect, analyze, and integrate the information in the readings with the prior week's discussion. The format follows, plus tips for how to write a strong paper.

Each paper should include three sections:

- Section One: Observation
- Section Two: Analysis and Integration
- Section Three: Reactions

Tip: Be sure to note where each section begins.

## Section One: Observations

Identify three things that you observed during our combined meetings. These observations can include anything that especially stood out for you, such as certain kinds of interactions between people, interesting issues or common themes that emerged (beyond what we were discussing), insights about the dynamics of the group, etc. Explain what was significant to you about each of the observations.

Tip: Be sure to include, and explain, **three** observations.

### Example:

During our discussion about power, I noticed that most definitions of power were negative. For example, several students said that power is the ability to control other people. We didn't discuss the positive elements of power until much later in the class.

## Section Two: Analysis and Integration

In this section, you are to look at the issues that were discussed in the prior week's class, reflecting on and analyzing the topics that were addressed. Integrate the readings for the week, including at least five relevant quotes (with citations) from those readings. This is probably the most difficult section to write well. In this section, you are expected to present your own analysis based on the readings and discussion for each class meeting. This section is to be at least two pages long.

Tip 1: Prior to writing this section you should reflect on the issues and themes that were discussed during the class meeting. What themes, points, or issues did you find interesting? Jot these down.

Tip 2: Since it is difficult to write about several issues well, select one (maybe two) of these issues or themes to write about.

Tip 3: Develop your own analysis of the issue or theme you select. What do YOU think about what you read and discussed during class?

Tip 4: Use quotations from the readings and examples from class discussion to support your analysis or to highlight the limitations of your analysis.

**Example:**

The War on Drugs has contributed to an increase in the number of men and women in prison. During the last decade, tougher drug laws have been introduced in most states. These laws often have a greater impact on men than women. As Dr. Jones states in *Her Really Good Book*, “**women are likely to receive harsher penalties than men for their involvement in similar offenses**” (HRGB p. 3). This trend is likely to continue for the next decade, and its impact will extend beyond the lives of incarcerated women. As Prof. Pompa writes, “**incarceration also punishes the families of men and women on the inside**” (PPB p.7). Lawmakers should consider how these laws affect those who are incarcerated and their loved ones.

Tip: Try not to do the following:

Quote #1: “Women are likely to receive harsher penalties than men for their involvement in similar offenses” (HRGB p.3). This quote shows that women in the criminal justice system are treated differently from men. It seems that women and men are treated differently at PICC (the county jail).

This is not necessarily “wrong,” but notice whose voice and opinion is emphasized when the quote comes first: not yours. Use this assignment to showcase YOUR analysis. You’ve done the work, read the books, and listened in class. Now give YOUR analysis of all this. **Make sure you can back your analysis up with something.** Use the quotations and examples to support YOUR analysis or to highlight the limitations of your analysis.

### Section Three: Reactions

In this section, you should write about your emotional reaction (how you felt) after class. Try to describe *in as much detail as possible* how class made you feel. For example, don’t just say that class made you feel sad. Tell the reader what made you feel sad, how long were you sad, what does sadness feel like, did others notice, when did it stop, etc. It may be difficult for some of us to explore these feelings. Writing can be a useful way to examine feelings that we might otherwise ignore. Remember, you will not be penalized for honesty.

Final Tip: **Value the time you spend on each assignment.** I’ve graded A LOT of papers and can tell when you are not giving your full effort. Your time, and mine, is too valuable to waste.

### Final Paper

A final integrative paper will be due at the end of the semester, when we will meet to debrief the semester. The paper will be at least 10 pages long, typed, double-spaced, with a minimum of 15 relevant quotes with citations. Guidelines for the paper will be given out two weeks prior to the due date. The final paper is an opportunity for you to pull together the entire experience of the semester, reflect on your own process (and that of the group), and further analyze the issues that were addressed.



## Session Two

### First Combined Meeting

#### Instructor Notes

The primary task for the instructor in this first combined class is to create an atmosphere that will allow for maximum communication, exchange of ideas, and learning – on many levels – throughout the semester.

Anxiety is always high for both inside and outside students at the beginning of this meeting, so it is important for the instructor to help the group relax and enjoy the class. The inside students often are intimidated by the idea of spending the semester with “really smart” college students, while the outside students may be concerned about spending the entire semester inside prison – an atmosphere that is probably alien to the majority of them. The large and small group activities are a simple yet effective way to help participants become comfortable and slowly, in a non-threatening way, get to know one another on a basic level.

The greater part of the first class is dedicated to icebreakers in order to create a relaxed atmosphere and beginning levels of trust among individuals and within the larger group. The next couple of combined classes all start out with an icebreaker that is, in some way or another, connected to the topic of the week. In this way, the atmosphere of comfort and trust is revived and strengthened with each successive week. Humor is important in conducting these exercises, as it helps to break down walls and serves as a form of connection for the group.

The pace of the first combined class, and especially the first few moments of this session, is crucial. Given the levels of anxiety that exist within the group, the activities must move seamlessly from one to the next, with the instructor communicating clearly through her/his actions that this experience is being “held” or contained (by the instructor). Doing so will help to minimize the nervousness that is bound to be present. The students take their cues about how comfortable they can feel in this space directly, though not necessarily consciously, from the instructor. The point about pace is relevant for every class held inside, but especially for this first combined session.

It is suggested that the instructor do several mental “walk-throughs” of this class meeting in preparation, anticipating the amount of time necessary for each activity, and making sure that everything that is needed throughout the session is prepared beforehand. **This point cannot be stressed enough.** There is so much going on in the room during these couple of hours – and so much energy in the air – that the instructor needs to be able to move the group through the time without having to think about what comes next. The instructor has to be prepared enough in advance that s/he can focus totally on the group and all that is happening.

## Handouts

No handouts are required for this week, though it helps to have extra copies of the materials distributed in the first week for anyone who was absent or misplaced their original handouts.

## Activities

### Welcome and Overview of Inside-Out

*(Approximately 10 minutes)*

- Have inside and outside students sit in alternating seats in a large circle. (The alternate seats are important because they facilitate connection between the inside and outside students.)
- Have class make nametags for use throughout the semester. (As with other activities, it is important that the instructor have this **well-organized ahead of time**, so as not to interrupt the flow of the class.)
  1. Distribute plastic covers, inserts, and markers throughout the group.
  2. Ask students to print their first names (or what they would like to be called) on the nametag, large enough to be able to be read across the room.
  3. This activity, though quite simple and practical, begins participants interacting on a very basic level, as they share materials for making the nametags.

## **Welcome and Overview of Inside-Out** *(continued)*

4. Nametags will be collected at the end of each session in a bag. The instructor will need to remember to bring the nametags each week to the institution. It is not advisable to have students keep their nametags from week to week, as invariably several students will forget to bring them to class.
- Welcome the group, pointing out that this experience will be something very different – a mixture of fun, intensity, serious analysis and critique, and learning on many levels.

## **Icebreaker: Wagon Wheel**

*(Approximately 40 minutes)*

The goal of this activity is for inside students and outside students to meet each other individually in a relaxed, fun, non-threatening fashion.

- Ask the outside students to stand up, take their chairs to the middle of the room, and form a circle with the chairs facing outwards. (It helps for the instructor to stand in the middle and have the outside students form a circle around him/her.)
- Ask the inside students to then pull their chairs towards the inner circle, until each person is facing one other person, so there will be two concentric circles, essentially comprised of a series of dyads. If there is an equal number of inside and outside students, then each person will have a partner. If there is an uneven number, two people can sit opposite one person, to create a triad.
- The instructor needs to have prepared some way to get the attention of the class for this exercise – either through flicking the light switch or some kind of cymbal or high-pitched bell that can be heard above the din of the group.
- Once the seating arrangement is in place, the instructor gives the group the instructions about what is going to happen:
  1. You will be given an unfinished sentence to complete with the person that you're teamed up with. Each of you can finish the sentence in whatever order you want – and let the conversation flow from there.
  2. You'll only have a minute or two in which to do this, then you will hear/see a signal, and the group sitting in the outside circle will be asked to rise, leave your chairs in place, and move one seat to the right, so that you are now facing a new person.

### **Icebreaker: Wagon Wheel** *(continued)*

3. Once you are with that new person, you will be given a DIFFERENT unfinished sentence to complete. The same thing will happen – after one or two minutes, the outside circle will be asked to rise and move one seat to the right for a new sentence.
4. The exercise continues until the outside circle has made a complete rotation around the inside circle – and every inside student has spoken with every outside student.

**Note 1:**

The reason to have the outside students sit in the inside circle is to avoid the sense of the incarcerated students being “studied.” Because this is the first time the two groups are coming together, there is understandable concern on the part of the incarcerated students that they will be looked at as “guinea pigs.” If the incarcerated students are placed in that center circle facing out, an unfortunate dynamic would be set up early on in the semester, even though it would be clear very quickly that this is not the intent of the exercise.

**Note 2:**

Care must be taken in choosing appropriate unfinished sentences. Anything that highlights the differences between the inside and outside students needs to be avoided. These sentences work best when they ask people for responses from a generic place – something about the shared human experience.

**Note 3:**

It helps to start with the less serious sentences at the beginning of the exercise and, in the last couple of rounds, use the more serious ones (e.g. ones about personal characteristics, concerns, etc.).

(Adapted from *Values Clarification*, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum)

### **Recommended Unfinished Sentences**

- One of the funniest things that ever happened to me was...
- One of my favorite movies is...
- One of the things in nature that I like most is...
- When I was a kid, I was known as...
- If I were an animal, I would be a...
- The thing that I like most in people is...
- The characteristic I like most about myself is...
- I get really frustrated when...
- The thing I’m most proud of in myself is...
- I think one of the most important things in life is...
- When I win the lottery...
- Anyone who knows me well would tell you that I’m...
- My motto is...
- If I could become invisible for a moment, I’d...
- Probably my oddest habit is...
- You would probably be surprised to know that I’m...

### **Recommended Unfinished Sentences** *(continued)*

- I think, in my last life, I was...
- In my next life, I think I'll...
- Many people don't agree with me, but I think...
- I think the most beautiful place in the world is...
- I really can't stand it when other people...
- The things that tend to amuse me most are...
- When people first meet me, they...
- I am really concerned that...
- The best thing about being a kid is...
- My favorite book is...
- My favorite TV show is...
- In one word, I am...
- If I could have one magical power...
- The best kind of music is...
- The hardest thing I've ever done is...
- On the way to this session, I was thinking...
- My favorite subject in school was...
- The craziest thing I ever did was...
- My greatest experience was...
- My favorite cartoon has always been...
- When I grow impatient, I...
- If I were a super power...
- When I look at the rain, I think of...
- I'd hate to be stuck in a room with...

### **Icebreaker: "Two Truths and a Lie" and Large Group Introduction**

*(Approximately 35 minutes)*

The goal of the first part of this activity is for the students to begin to interact in small groups while having fun and learning about each other; the goal of the second part is to challenge students to speak in the large group through introductions of one another.

- While the group is still in the concentric circles, separate out portions into small groups, consisting of 4-5 people. Have the small groups move slightly out of and away from the circle, so that each group will not be distracted by the other groups. It is important – in this exercise, as in every small group exercise during the semester – for there to be a mix of inside students and outside students in the small groups. It may be necessary at times to switch a person here and there for that mix to be successful.



### **Icebreaker: “Two Truths and a Lie” and Large Group Introduction** *(continued)*

- Once the groups are formed, the instructor explains the “Two Truths and a Lie” exercise. Each person is to think of three things about their lives – actually, two true things and one thing that could sound true, but isn’t – and, one person at a time shares those three things with the rest of the small group. The idea is to try to fool the members of the group about which thing was the lie. This exercise is purely meant to be fun and a way for people to start interacting in a different way with one another.
- The instructor also explains the following, at the same time (that is, before the small groups start talking). Once they have finished “Two Truths and a Lie” in their small groups, the students can move directly into getting to know each other a little bit – enough to be able to introduce one another to the large group. Each person needs to have some basic information about one other person in the group in order to introduce that person to the large group.
- To get the groups started on “Two Truths and a Lie,” after all of the instructions have been given, it helps for the instructor to give an example from her/his life – and see if s/he can fool the students. It’s good to think about this ahead of time and try to come up with some examples that will get the group laughing and engaged.
- After a few minutes, the small groups reassemble into the large circle, and the instructor asks if anyone would like to volunteer to start the introduction process. The volunteer briefly introduces one person from his/her small group, and then the introductions continue around the circle, until everyone has been introduced and everyone has introduced someone.

### **Review of Syllabus and Parameters of Program**

*(Approximately 10 minutes)*

This segment allows students to bring up questions that may have arisen since their respective group orientations. It is helpful for the instructor to go over the basic outline and schedule of the class, as well as review the parameters of the experience. Even though these issues have already been clearly explained during the first week with the two groups, repetition of the parameters is very helpful while the entire group is gathered. It is also an opportunity to make copies of the syllabus available for anyone who was not present during the first week. Additionally, this is a good time to review the guidelines for reflection papers, as well as remind the class about the first reflection paper that is due the following week.

## **Brainstorming Session: Guidelines for Dialogue and Context**

*(Approximately 20 minutes)*

In this segment, the group is charged with developing its own guidelines for dialogue that will be used throughout the semester. Preferable to the instructor laying out the ground rules, the class is encouraged to develop (in the large group) guidelines for communication that will aid in achieving optimal exchange in discussions, both small and large.

This exercise allows individuals to reflect on the factors involved in developing an atmosphere in which people will trust each other enough to be able to speak their minds with honesty and openness. The process empowers students to take responsibility for themselves and for the interaction that occurs within the group.

- The instructor asks the group what will need to be in place for there to be a productive, constructive exchange throughout the semester. This is meant to be a brainstorming session at the beginning, not a dialogue. The instructor writes everything that is said on the board – without questions or explanations – for the group to consider. After all of the ideas are recorded on the board, the instructor asks if there is anything missing, and then asks for clarification on any idea that may not be clear.
- One point that is helpful for the instructor to bring up involves the impact of CONTEXT on communication – that is, understanding that everyone, as both speaker and listener, has a context from which s/he is coming which has a powerful influence on how an individual listens and what an individual says. Understanding the impact of context helps to mitigate the need to be right, especially in discussions that become heated. It is so important that we become increasingly conscious of what is going on inside of us at any given time, and how what is going on internally influences the way we take in others and the world, including how we consider divergent points of view.
- Another point that the instructor may want to make, if it hasn't been raised already, involves how to keep order during discussions, including gentle but direct ways of asking people who are going on too long to come to a close on their comments, in the interest of time and leaving space for others in the group to contribute. It helps to invite those in the group who are more extroverted to try to leave room for others during discussions, while encouraging those who may be shy to challenge themselves to share their perspectives with the class.
- The next step in the process is to try to move the group toward consensus on these guidelines. Any points of disagreement that may arise present opportunities for the group to enter into the very process that is being discussed. Due to the limits of time, however, these discussions need to be kept relatively short – unless a particularly deep issue emerges.

### **Brainstorming Session: Guidelines for Dialogue and Context** *(continued)*

Once consensus is reached, the instructor can ask someone to write down the guidelines so that they can be typed up and distributed during the next combined class. If one of the outside students is willing to take notes, s/he may also be willing to type them up and e-mail them to the instructor for copying and distributing during the next class.

One of the most subtle, but potentially most valuable, aspects of Inside-Out is a byproduct of the atmosphere created in the class – something that was never intentionally designed to be part of the program, but which nonetheless happens over and over again. In this, as in any, class, there is always someone with good intentions, but poor social skills, who may be somewhat annoying. Sometimes it's an inside student; sometimes it's an outside student. What Inside-Out seems to be able to teach students is not just tolerance, but acceptance, and even appreciation, of fellow students who are difficult – to the point that, by the end of the semester, they are no longer experienced, or even perceived, as difficult.

### **Group Reflection: Dostoevsky Quote**

*(Approximately 15 minutes)*

In order to get the discussion started on prisons, the last few minutes of class is devoted to a brainstorm of different perspectives on the following quote by Fyodor Dostoevsky, from his book, *House of the Dead*.

**“The degree of civilization in a society can be judged by entering its prisons.”**

- The instructor puts the quote on the board, being sure that everyone can see it, and then asks the students to take about three minutes and jot down some thoughts in their notebooks about what comes to their minds upon reading this quote. This short activity gives individuals an opportunity to do their own thinking before hearing the thoughts of others on the topic.
- The instructor then asks people to offer some thoughts or reflections on the quote. This moment is not a time to enter into dialogue for several reasons. First, there is not enough time. Second, the idea is to get as many points of view and perspectives as possible out on the floor. Third, if dialogue were to ensue, the conversation would inevitably veer into one direction or another, thereby reducing the possibility of getting the various perspectives voiced. This exercise is meant to whet the students' appetites for the class that will follow (in two weeks) that is focused on what prisons are for.
- One effective way to invite students to share their reflections is to go around the circle, so that everyone has an opportunity to state their perspective in a sentence or two.

## Homework Assignment

*(Approximately 5 minutes)*

- **Reading:** There is no reading assignment for next week. The instructor may want to recommend that students read ahead.
- **Reflection Question:** Ask students to continue to reflect on some of the ideas that were shared about the Dostoevsky quote, as well as the thoughts and feelings regarding criminal justice issues that come up for them during the following week.
- **Writing:** The first reflection paper is due next week. This paper is to follow the regular guidelines for reflection papers, though it is the one paper in which quotes from the readings may be not required. It is recommended that this first paper be mandatory for everyone.

## Closure: Some Suggestions

*(Approximately 5 minutes)*

- At this juncture, it is good to collect the nametags by sending a bag around the room. Other things can be going on at the same time.
- It is helpful to mention yet again that the first reflection paper is due the following week.
- One approach to closing this first class is to ask everyone to take out their notebooks and write for 3-5 minutes about reactions to / observations of this first experience, which is just for them to keep.
- Another closure suggestion is to go around the room and ask students to express in one word what they're feeling as a response to this experience.



## Session Three

### Debriefing (Separate Sessions)

#### Instructor Notes

This session, occurring after the two groups have come together for the first time (which happens during the second week), is a chance for inside and outside students to reflect on the sometimes complicated feelings, questions, and concerns that arose during the previous week's class. For the outside students especially it is a chance to begin making connections between theory and "real life."

It is important to acknowledge that the class meeting in the prison was not just from the eyebrows up – it was a total embodied experience, involving not only the intellect, but also emotions and (especially for the outside students who have not been in a prison before) all sorts of physical sensations.

It continues to be a source of amazement that, each semester, this third session runs longer than the class period. The many issues that emerge move the group into discussions of great depth and breadth. This session also offers the opportunity to provide an overview of the criminal justice system so that all of the students are, to some degree, on the same page.

One issue the instructor must be sure to address in this debriefing with both the inside and outside students is to check to be sure if any of the students know one another or have had any prior relationship outside of prison. Not only does a previous relationship undermine the semi-anonymity and confidentiality of the class, it also is a **huge** red flag for corrections administrators and, if not disclosed, could result in the outside student being banned from the prison permanently and the program being jeopardized. Depending on the type or degree of relationship, it is then best for the instructor to talk with the prison liaison about the situation and subsequently encourage either the inside or outside student to withdraw from the class.

Typical issues, thoughts, and comments that the inside students express during this debriefing include:

- That college students seem more normal than they expected.
- That they didn't know learning could be so much fun.
- That the class was like an oasis for them, in that the time went quickly and they didn't feel as if they were in prison for a brief period.

Typical issues, thoughts, and comments that the outside students express during this debriefing include:

- That the inside students seem much smarter than they thought they would be.
- That they got a new awareness of issues the inside students face in their lives.
- That they were struck by the racial / ethnic makeup of the prison.

In this class and the following classes, students may occasionally express an extreme position or some perspective that the instructor feels needs to be addressed or challenged. If this happens, the instructor can turn it over to the class, asking "Would anyone like to speak to that issue?" Doing so gives the class permission to address a controversial issue or point.

This week's session has the least structure, but it often is one of the deeper and more fruitful sessions.

## Handouts

- Thoughts and Feelings Regarding Last Week's Class
- Guidelines for Dialogue (prepared by instructor based on input from class)

## Activities

### Homework Follow-up

*(Approximately 10 minutes)*

**Writing:** Collect Reflection Paper #1.

## Thoughts and Feelings Regarding Previous Class

*(Approximately 45 minutes. Often, particularly for the inside students, this conversation is lengthy and takes up the entire class, especially if the time has been squeezed due to institutional concerns.)*

It is important to be sure, prior to beginning the discussion, to ask any outside or inside students who knew anyone in the other group to speak with you at the end of class.

- Distribute **Thoughts and Feelings Regarding Last Week's Class**.
- Give students 5 minutes or so to jot down their responses to the questions.
- Go around the circle and ask each person to spend a few minutes talking about what last week's experience was like for them. Some sample questions:
  1. What were your impressions from the experience?
  2. How, if at all, did the experience differ from what you had expected?
  3. What kinds of questions emerged for you from this experience?
  4. Did anything surprise you?
  5. What, if anything, troubled or concerned you?
  6. What are your overall feelings about or reactions to the experience?
  7. Are there any parts of the class you are particularly excited about?

It is also useful to ask for more general feedback. How did students feel about the icebreakers? Do they have any suggestions about different kinds of icebreakers?

For the outside students, the class often delves more deeply into the issue of objectifying language and questions of how we perceive other people. If comments are made about perceptions of others, it is a good opportunity to remind students that, if comments are made about someone in the class, they should be made without using the person's name. Otherwise, the conversation can set up a dynamic that feels like talking behind someone's back, which is damaging to the group's cohesiveness. It is also unethical and disrespectful.

Students often begin to raise questions about the criminal justice system, which can easily be used to transition to the next activity.

## Overview of Criminal Justice System

(Approximately 70 minutes)

Inevitably, for the outside students especially, last week's class will have generated many questions and observations. This moment provides a good opportunity to offer some statistical background that paints the big picture of the correctional system as a whole, corrects misconceptions students may have, and gets students thinking about issues that will come up later in the semester. One approach in conducting this portion of the class is to engage the students in a discussion of these different areas. Many students will already be familiar with some of these issues. Good points to include are (these are in no particular order and are not all-inclusive):

- The fact that 90-95 percent of those incarcerated will someday be released from prison. Of that number, 2/3 often return within three years, either because of a parole violation or a new offense.
- The fact that, even though crime rates are at the lowest in decades, the reality that people are harmed by crime continues to be a serious problem.
- General background about prisons (which can be used to contextualize the prison in which the class is taking place) in terms of:
  - ▶ The system it is part of (i.e. county, state, federal)
  - ▶ The security level (i.e. community, low, medium, maximum, supermax)
  - ▶ The design of the institution (e.g. telephone pole, wheel and spoke, new generation)
  - ▶ The paramilitary structure of prisons
  - ▶ The location of prisons, including issues of economic development in rural areas and "Not In My Backyard" (NIMBY) in urban areas
- The way incarceration rates across the country have changed over the past 40 years, and the way that different populations (white, African-American, Hispanic, men, women, young people) are affected by incarceration.
- Sentencing structures (e.g. three-strikes, mandatory minimums, life sentences, the death penalty).
- Issues of disenfranchisement and other civil rights for those who are incarcerated or formerly incarcerated.
- Plea bargaining and the pressure to avoid jury trials; other defense issues and strategies.
- The frequency of mental illness, mental retardation, drug and alcohol addiction amidst incarcerated populations, as well as TB, HIV/AIDS, and Hepatitis C.
- Parole and parole violations.



## Homework Assignment

*(Approximately 5 minutes)*

- **Reading:** Books and chapters listed by instructor in the course syllabus.
- **Reflection Question:** As you are reading, note ideas that deepen your understanding about an issue of interest to you, and come to class prepared to say something about it.
- **Writing:** No written assignment due for next week.

## Closing

*(Approximately 10 minutes)*

Go around the circle, asking students to reflect briefly on their feelings as they look forward to the second combined class next week.

## Thoughts and Feelings Regarding Last Week's Class

1. What were your impressions?
2. How, if at all, did the experience differ from what you expected?
3. What kinds of questions came to mind?
4. What surprised you?
5. What, if anything, troubled or concerned you?
6. What are your feelings about the experience?
7. Was the experience what you expected?
8. Are there any parts of the class you are particularly excited about?

## Sample Guidelines for Dialogue and Discussion

### The Inside-Out Prison Exchange Program

1. Listen to others and be respectful of what they have to say.
2. If you are given the “Bring it to a close” hand gesture, start to wrap up your point.
3. Bring an open mind to each discussion.
4. Speak loud and clear so that everyone can hear what you are saying.
5. NO side conversations while someone is talking. This can be a bit distracting and you could miss something important – and it’s rude.
6. Ask honest questions if you need a point of view or topic clarified.
7. Agree to disagree. Not everyone is going to think along the same line as you do.
8. Participation in a conversation or discussion is the best way to get the most out of what is being said... so PLEASE PARTICIPATE!!
9. Please do not speak out of turn. Raise your hand and try to let the person speaking finish their statement or point.
10. Criticism needs to be of a constructive nature and allow for something to be learned.
11. Try to be somewhat mindful of the context of the person who is speaking. This may give you a better perspective of what s/he is saying or why s/he is saying it. It is also good to be aware of one’s own context to understand the impact on how we each hear and what we each say.



## Session Four

### What Are Prisons For?

#### Instructor Notes

The focus of this session is on the exploration of the many reasons why prisons exist and to draw attention to the explicit and implicit agendas that have influenced and continue to influence the tremendous expansion of prisons since the 1970s.

Beginning with this class, each session utilizes small groups as a way for participants to delve more deeply into particular topics. At times, the groups are provided questions for discussion, and at other times, they are given activities to accomplish. The groups are always randomized so that the same students do not end up in the same group; if the randomized groups are unbalanced in terms of inside/outside students, race/ethnicity, and gender, the instructor can make the necessary adjustments.

When small groups are utilized, each group is asked to choose someone who will act as the group's facilitator for that activity. The role of the facilitator is to keep the group on task, encourage everyone to give input, and try to keep any one person from monopolizing the conversation. It is usually best for the facilitator not to be the person who is most vocal in the group, so that there is no danger of the facilitator taking over the group. The group also needs to choose someone who will serve as a recorder/reporter, taking notes on the discussion and reporting back to the larger group. Sometimes, inside students defer to outside students in agreeing to take on this role. It is very important to have inside students equally represented in these roles, which sometimes means challenging people to move beyond where they are comfortable.

## Handouts

- Small Group Discussion
- “Ending the Culture of Crime” by the Graterford Lifers Public Safety Initiative (for following week)

## Activities

### Homework Follow-Up

*(Approximately 5 minutes)*

**Writing:** No paper is due today.

### Icebreaker: Forced Choice

*(Approximately 20 minutes)*

Since this is the first time that the group has come together in two weeks, it helps to have an activity that will get people out of their chairs, moving around a bit, and having fun. The Forced Choice icebreaker is perfect for this week in that regard. Since class is being held inside a prison and there is a bit of movement involved in this activity, it is important for the instructor to be sure that the group stays appropriate and under control.

Students are asked to put everything under their seats and stand together in the middle of the room. The instructor will read a series of sets of items (e.g. things from nature, children’s games), and the students have to decide, **based on their own personality**, which of the two things each time s/he is most like. The instructor indicates which side of the room represents which of the two things, and the student moves to the side of the room that most matches her/his personality. The question is phrased in the following way: Are you more like..... or.....? Often, students will confuse the question, and hear it as: Do you more like..... or.....? The idea of this exercise is for each individual to think quickly about his/her own characteristics, and choose which of any two choices best describe her/him.

After each set is read and the students have moved accordingly, the instructor can ask for a couple of students to tell the group the reason they put themselves on one side or the other. Once a few students have done so, the instructor can go on to the next set of items. Usually, 7-10 sets of items are sufficient. Here are some possible sets that can be used:

### **Icebreaker: Forced Choice** *(continued)*

Are you more like...?

- Colorado OR New York City
- A kite string OR a clothes line
- The mountains OR the ocean
- The tortoise OR the hare
- A ping-pong ball OR a paddle
- A bicycle OR a motorcycle
- A shooting star OR the North Star
- A pair of skates OR a jump rope
- The sun OR the moon
- A door OR a window
- A pen OR a pencil
- A cat OR a dog

The creativity with which students interpret these items in relation to their personalities is fascinating. It is not only an enjoyable activity; it is also a way for people to learn a little bit more about one another, as well as about themselves. Once everyone sits down again, the instructor can follow it by asking for any observations about the activity.

*(Adapted from Values Clarification, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum)*

### **Reading and Reflection Questions:**

*(Approximately 15 minutes)*

Because the course is structured around activities and projects, rather than being primarily lecture and text based, it is important to make space towards the beginning of each class to allow students to share their responses to the reading. (One thing that often emerges is that the inside students are more consistent about doing their readings than the outside students.) Usually, this conversation will flow fairly seamlessly into the topic and activities planned for the day.

## Large Group Brainstorm and Discussion: What Are Prisons For?

*(Approximately 25 minutes)*

Ask the group the following “simple, but deceptively complex” question:

- What are prisons for?

Allow the group to brainstorm for a few minutes, and write everything on the board that is offered, without discussion, comment, or explanation. Usually, between 40 and 70 answers are offered to this question. The next step is to read through the list out loud and ask if anything has been left out, and then add those words to the list. After that, it is important to ask the class if there are any words listed that need clarification, and if so, ask the person who offered that particular word to explain what was meant by it.

The next, and very important, step is for the instructor to move away from the board and ask the class what they see – trends, contradictions, anomalies, patterns, etc. – and allow the conversation to take its course. Finally, the instructor can ask if there is anyone in the group who, keeping in mind all that has been discussed so far, can summarize the conversation, pulling together the various disparate threads.

Then, the instructor can ask the group to discuss the following questions, keeping the previous conversation in mind:

- What is the appropriate role for prisons in society? Is this the role prisons actually play? Why or why not?
- What are some things that prisons do well? What are some things that prisons do poorly?
- An effective criminal justice system holds individuals accountable for criminal behavior. To what extent does our system do this? How could we more effectively hold individuals accountable?
- Between 1980 and 1994, our prison population tripled. What were some of the reasons for this increase? What are some of the results? What have been some of the costs, benefits, and larger effects?

## Framing Comments

*(Approximately 20 minutes)*

A brief overview can be useful in providing a framework for classroom discussion. No doubt, individual instructors will vary their framing comments and will have different ideas about what points are important to include. Ideally, the instructor can keep the following points in mind during the earlier discussion (following the brainstorm) and/or the later large group discussion (following the small groups), highlighting or adding any of these points that emerge in or relate to the conversation.

Here are some potential issues to touch on:

- Crime in society is in fact a problem, and addressing this problem is an important task. It is likely that the vast majority of both the inside and outside students in the class, or people close to them, have been victims of crime, sometimes very violent crimes, at one time or another. And all of us engage in mundane daily activities that are driven by fear of crime (e.g. locking doors, windows, and cars, setting alarms, determining if it's safe to go somewhere at night alone, etc.).
- Despite the fact that many people are in fact affected by crime, the way that crime is portrayed in the media, and the level of fear of crime in society as a whole, is not an accurate reflection of the actual level of crime. As television news devotes a large proportion of time to covering crime, public fear of crime has increased, even as actual crime rates have fallen. Political campaigns also use fear of crime for their own purposes.
- The way our society uses prisons to address crime is actually a relatively new historical development which grew out of eighteenth-century reform movements taking the position that requiring “penitence” (hence “penitentiary”) was a more appropriate way of responding to offending than corporal punishment (e.g. whipping), hanging, or humiliation (e.g. the stocks). The rate at which we incarcerate now and the length of our sentences are unprecedented in human history and therefore constitute an enormous “experiment” in addressing crime.
- Though there are certain acts that virtually all societies define as criminal under most circumstances (e.g. killing another person), most “crimes” are largely socially constructed. For example, most of us would agree that there are many drugs that cause severe harm to people who use them. However, the ways in which a society defines – and therefore legislates – drug possession and use is, in large part, socially constructed and often politically based.
- The degree to which prisons address the actual individual and social needs related to crime and victimization is open to debate. If a home is burglarized, does locking up the person really address the homeowner's needs? If a person commits a burglary to obtain money for drugs is locking her/him up for a short period of time an effective way to protect society from future burglaries? Given that it costs the community roughly \$30,000 to lock someone up for one year, not to mention court costs, is this action the most effective way to respond to the problem?



## **Framing Comments** *(continued)*

- Correctional policy is affected by political considerations, such as the economic issues that affect where prisons are built, when they are built, what sorts of facilities are built, and the types of resources, treatment, and programming that are available for those who are incarcerated.
- High rates of incarceration have a huge impact on our society in many ways, including cost, the impact of incarceration on at-risk communities, and disenfranchisement. It is ironic that the country that sees itself as standing for liberty has the highest incarceration rate in the world.
- Not everyone agrees that high rates of incarceration are linked, directly or indirectly, to lower crime rates. (See *The Race to Incarcerate* by Marc Mauer.)
- As a society, we spend an increasing portion of our public dollars on incarcerating, punishing, treating, and controlling persons who are primarily from the lower economic classes in an effort to reduce crime. At the same time, we have set in motion policies that widen the gap between rich and poor, exacerbating conditions that produce crime, and producing another generation of impoverished youth, who will probably end up under control of the criminal justice system. We are also diverting billions of dollars from those very public services that would help to reduce poverty, crime, drug abuse, and mental illness.

## **Small Group Discussion**

*(Approximately 30 minutes)*

Ask students to break into small groups of about five students. (Use a randomized method, such as counting off.) Ask the students, within their groups, to discuss the following questions:

- To what extent, if at all, is it wise, and consistent with our values as Americans, to lock up people who are – or are perceived to be – dangerous, threatening, bothersome, or repulsive?
- If prisons are a key indicator of a country's culture and political economy, what do American prisons say about our society?
- What are some of the factors that perpetuate a social climate of fear and violence?
- Who, if anyone, profits when incarceration rates are high? Who, if anyone, profits when fear of crime is high?
- What would you say to the assertion that prisons are now our country's principal government program for the poor?
- What role, if any, do you see prisons playing in addressing crime?

## Large Group Discussion

(Approximately 30 minutes)

- Ask the recorder/reporter from each group to summarize the main points of the group discussion. Where did the group members agree? Where did they disagree?
- Return to the original question: “What are prisons for?” How, if at all, has today’s conversation affected the students’ views? In what ways?
- With five minutes left at the end of class, begin sending the bag around to collect nametags.

## Homework Assignment

(Approximately 5 minutes)

- **Reading:** Books and chapters listed by instructor in the course syllabus.
- **Also:**
  - ▶ Excerpt from James Gilligan’s *Preventing Violence*.
  - ▶ Excerpt from Elijah Anderson *Code of the Street*.
  - ▶ White Paper by Graterford Lifers Public Safety Initiative: “Ending the Culture of Crime.”
- **Writing:** Reflection Paper #2, based on the content of today’s class and the readings for today.
- **Question for Reflection:** As you are reading, note ideas that deepen your understanding about an issue of interest to you, and come to class prepared to say something about it.

# The Inside-Out Prison Exchange Program

## Questions Related to Prisons

### Small Group Discussion

1. To what extent, if at all, is it wise, and consistent with our values in this country, to lock up people who are, or who are perceived as, being dangerous, threatening, bothersome, or “repulsive?”
2. If prisons are a key indicator of a country’s culture and political economy, what do American prisons say about our society?
3. What are some of the factors that perpetuate a social climate of fear and violence?
4. Who, if anyone, profits when incarceration rates are high? Who, if anyone, profits when fear of crime is high?
5. What would you say to the assertion that prisons are now our country’s principal government program for the poor?
6. What do you think are the fundamental answers to the problem of crime? What role, if any, do you see prisons playing?



## Session Five

### Why Does Crime Happen?

#### Instructor Notes

The topic of this week's class is why crime happens, using a story to draw from the group different reasons why people might harm others, especially in ways society considers criminal. From there, the class segues into why people commit acts that are considered crimes, why some actions that harm others are considered crimes and others not, and who tends to be incarcerated in response to crime. The discussion includes the issues of race and economics.

In framing this topic for the class, it is important for the instructor to point out that, despite all the legitimate critiques of our criminal justice system and the fact that the media thrives on fear of crime, crime is indeed a problem, and the harm it causes cannot be trivialized.

As noted in the Inside-Out Manual, though US crime rates overall are lower than they have been in decades, our violent crime rate, particularly the rate of crimes involving guns, remains much higher than that of other western industrialized nations. What are the short and long-term emotional and economic costs of those victimizations? And what is our lifetime risk of victimization?

It is difficult to find statistics on this issue, partly because the risk varies greatly for different segments of the population. To a large extent, the populations most likely to be victims of crime are the populations overrepresented in the criminal justice system. For example, the single demographic group most at risk of being murdered is young black males. Further, specific subgroups, such as those who are homeless and/or suffer with mental illness, are at extremely high risk for multiple violent victimizations throughout their lives.

Then, there is the issue of drugs. While the most appropriate response to society's drug problem can be debated interminably, and while there is much agreement that drug laws are poorly formulated, selectively enforced, with a hugely disproportionate impact on poor and minority populations, it is also true – as anyone who has watched a loved one become lost in drugs or spent time with infants exposed to drugs in utero will tell you – drug crimes are not victimless.

In light of the robust critique of the criminal justice system that develops as the semester progresses and the consideration of different models of response, we must not forget the genuine harms that incarceration is intended to address – whether or not incarceration is effective or contributes to the very problem it seeks to solve.

## Handouts

- Alligator River
- Leading Theories of Criminal Offending
- Reflection Questions Based on “Ending the Culture of Crime”
- Sequence of Events in the Criminal Justice System (for homework)

## Activities

### Homework Follow-up

*(Approximately 5 minutes)*

**Writing:** Collect Reflection Paper #2.

## Alligator River Story (Small Group and Large Group Discussion)

*(Approximately 20 minutes for small group discussion and 20 minutes for large group discussion)*

This exercise becomes a very lively exercise because students all approach the story differently, depending on their background. The themes that emerge flow neatly into the large group discussion that follows this activity regarding the causes of crime.

- Divide students into random groups of six or seven. Be sure the groups are diverse in terms of race/ethnicity and gender.
- Print the names on the board of the characters in the story for the sake of reference.
- Read the **Alligator River** story out loud, and then distribute copies to the students to use as a reference. The instructor cannot add anything to – or answer questions about – the story.
- Instruct the groups that they are to order the characters from most to least reprehensible and that they have to reach their group decision by consensus.
- Ask the small groups to report back to the larger group. The groups' prioritizations can be listed on the board beside the characters' names and tallied to get the overall class rankings.
- Did people agree within the small groups? Did all of the groups reach the same conclusion? Why or why not? How difficult was it to reach consensus?
- Bringing this discussion back to the large group is always a challenge because individuals want so desperately to make their points. However, it is important to keep an eye on the bigger themes that emerge from the story. In fact, it is helpful to ask the group what themes they see either emerging from the story or from the discussion that they had based on the story. These themes can be recorded on the board for use in the next discussion.
- A secondary gain – and, possibly, question – related to this exercise has to do with how the group dealt with conflict. It is interesting to have a short discussion about the difficulties of coming to consensus and the roles that various individuals played in the process.

## Why Does Crime Happen?

*(Approximately 25 minutes)*

This segment of the class begins with another “deceptively simple” question. Put before the group the question – Why does crime happen? – and ask them to brainstorm responses. Every response called out can be written on the board, without input, feedback, or discussion. At this point, it is purely a process of surfacing ideas. Once the group is finished, questions can be raised about any points that need clarification.

The next step is to group the list into those reasons that emphasize **individual accountability** and those that emphasize **societal accountability**. A reflection that can be useful to write on the board at this point is: “Crime is a problem, but it is also a symptom of a much deeper social problem, a societal dysfunction in which every one of us, by omission or commission, plays a part.” (Pompa) Take a few minutes and allow the students to reflect on that thought and tie it into the ongoing conversation.

## Reading and Reflection Questions

*(Approximately 15 minutes)*

This short period is an opportunity for students to discuss any thoughts or reactions they may have had to the readings or reflection questions due for today’s class.

## Overview: Leading Theories of Criminal Offending

*(Approximately 20 minutes)*

Given that part of the purpose of Inside-Out is to link academic learning with real world experience, it is important that the results of the brainstorming session be linked back to formal theories of criminal behavior. The **Theories of Criminology** handout summarizing these can be distributed at this point. The instructor can solicit feedback and questions from the group, and then ask the group to jot down the following questions for further reflection in anticipation for class the following week:

- Does the criminal justice system, as currently configured, adequately address the reasons why people commit crimes? If not, what would such a system look like?

### **Small Group Activity: Ending the Culture of Crime**

*(Approximately 25 minutes)*

The purpose of this activity is to discuss a white paper on the culture of crime and violence, produced by the Steering Committee of the Graterford Prison Lifers Association. Students will have read the article for homework. For the activity, the class can break into small groups and discuss the reflection questions (included in this section) based on “Ending the Culture of Crime.”

### **Homework Assignment**

*(Approximately 5 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Review Handout:** Sequence of Events in the Criminal Justice System
- **Reflection Question:** If they (inside and outside students) could make a single change in any aspect of the criminal justice system, what would it be?
- **Writing:** Reflection Paper #3 due next week.

### **Closing**

*(Approximately 5 minutes)*

Go around the circle, asking students to say one word that comes to mind when they think of “crime.”



## Alligator River Story

Once upon a time, there was a woman named **Abigail** who was in love with a man named **Gregory**. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river that separated the two lovers was teeming with people-eating alligators.

Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask **Sinbad**, a riverboat captain, to take her across. He said he would be glad to, if she would consent to go to bed with him preceding the voyage. She promptly refused, and went to a friend named **Ivan** to explain her plight. Ivan did not want to be involved at all in the situation.

Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promised to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her "amorous escapade" in order to cross the river, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to **Slug** with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was happy to see Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

*(From Values Clarification, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum)*

# Theories of Criminology

**Classical / Choice Perspective**



**Situational Forces**

- Crime is a function of free will and personal choice. Punishment is a deterrent to crime.

**Biological / Psychological Perspective**



**Internal Forces**

- Crime is a function of chemical, neurological, genetic, personality, intelligence, or mental characteristics.

**Structural Perspective**



**Ecological Forces**

- Crime rates are a function of neighborhood characteristics and cultural forces.

**Process Perspective**



**Socialization Forces**

- Crime is a function of upbringing, learning, and control.

**Conflict Perspective**



**Economic and Political Forces**

- Crime is a function of competition for limited resources and power

**Integrated Perspective**



**Multiple Forces**

- Biological, social-psychological, economic, and political forces may combine to produce crime.

*(From Criminology: Theories, Patterns and Typologies by Larry J. Siegel)*

# Graterford Lifers Association Public Safety Initiative

## Activity Questions

### Group One:

Why are some people from the same environment attracted to the “Culture of Street Crime” but others are not?

### Group Two:

Can we change the “Culture of Street Crime” using those within the culture? If not – why not? If yes – then how?

### Group Three:

What are the pros and cons of using former members of the street crime culture to end it?

### Group Four:

How do law abiding members of communities dominated by the culture of street crime contribute to the cycle of crime by their actions or inactions in response to those who have embraced the culture?

*(Used courtesy of the Graterford Lifers Association)*



## Session Six

### An Analysis of the Criminal Justice System

#### Instructor Notes

The two prior weeks' class topics (What Are Prisons For? and Why Does Crime Happen?) naturally lead into this week's analysis of the criminal justice system as a whole, with the usual emphasis on linking theory to experience, and the added challenge of thinking of ways to change the system for the better.

Again, it is expected that the group will develop a somewhat fierce critique of the existing system, so the discussion is framed to include consideration of things that the existing system may do well, as well as approaches for improving it. Since it is possible that some of the outside students plan to pursue careers within the criminal justice system, this session can be expected to speak to their hopes and concerns, and may have a significant impact on them.

For the first third of this session, students are separated into small working groups and are asked to explore one topic per group with guiding questions regarding strengths, weaknesses, and recommendations for the particular segment of the system under consideration.

## Handouts

- An Analysis of the Criminal Justice System (worksheets)

## Activities

### Homework Follow-up

*(Approximately 10 minutes)*

**Writing:** Collect Reflection Paper #3.

**Reading and Reflection Questions:** Brief discussion on the reflection question that was posed at the end of the previous class. The topic of the reflection question (What single change would you want to make to the criminal justice system?) may lead nicely into the small group activity, as well as the class discussion on strengths, weaknesses, and possible ways to improve the existing system.

### Small Group Activity: An Analysis of the Criminal Justice System

*(Approximately 35 minutes)*

(Note: Remember to ask each group to assign one person as a facilitator and another to be responsible for recording and reporting the substance of the small group discussion back to the larger group.)

- Divide students into 5-6 groups (depending on how many students are in the class and how much time is available). Assign each group to look at one of the following aspects of the criminal justice system:
  1. Law Enforcement
  2. Defense Attorneys
  3. Prosecution
  4. The Courts and Sentencing
  5. Probation and Parole (making sure students understand the distinction)
  6. Legislative System
- Ask each group to do the following with regard to the aspect of the system they are considering:

### **Small Group Activity: An Analysis of the Criminal Justice System** *(continued)*

1. Describe the mission of that segment of the criminal justice system.
  2. Name the three strengths of – or things that are done well by – that segment of the criminal justice system.
  3. Name three weaknesses of – or things that are problematic in – that segment of the criminal justice system.
  4. Name three of the effects/impacts of the things that are done well.
  5. Name three of the effects/impacts of the things that are problematic.
  6. Brainstorm possible solutions that would help the group's segment do better at fulfilling its mission.
  7. Consider whether it would be beneficial for the mission to be revised. What would be some possible changes?
- Needless to say, this activity could take several hours. The instructor can fashion the focus in whatever way makes most sense in order to fit it into the allotted time.

### **Large Group Discussion: Feedback Session**

*(Approximately 70 minutes)*

- Ask the recorder/reporter from each group to come up to the board and write out the mission, the three strengths, and the three weaknesses. One by one, the spokespeople for the groups can step the class through what they put on the board, and verbally add the effects/impacts and possible solutions to the weaknesses.
- The instructor can ask the large group if they want to add anything to the small group's work.
- Since there is a lot of material to cover, the instructor will have to keep the group on task while still allowing for some brief discussion of complex areas. It is also an opportunity for the instructor to fill in important information that the students may miss. For example, it is important to clarify the distinction between probation and parole or, when discussing defense attorneys, the instructor may need to explain the difference between public defenders and court-appointed attorneys.
- Time permitting, this may be a good opportunity to have the class as a whole reflect on the role(s) of the media in issues of crime and justice.

## Homework Assignment

*(Approximately 10 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Reflection Question:** Given the next week's topic (The Myths and Realities of Prison Life), we suggest a slightly different reflection question for inside students and for outside students.
  - ▶ For the outside students, a reflection question might be: Think of the various ideas and images you have of prison life. What would you be most surprised to find was untrue?
  - ▶ For the inside students, a question could be: Think about the various ideas and images you had of prison life before coming here. What aspect of the reality of prison differed the most from your preconceived idea of it?
- **Writing:** Reflection Paper #4 due next week.
- **Special Assignment:** Three-Day Journal (for optional use in next class, though not to be handed in):

This assignment is designed for students to record everything they do for three consecutive days, including two weekdays and one weekend day, between this week and next week's class. The journals will be shared verbally in the next class in small groups. The purpose of the exercise is to give the inside and outside students a clearer idea of what each other's lives are like.

The instructions are: Be as specific as possible, writing down every single thing done over the three-day period, hour-by-hour, minute-by-minute. For example, when meals are mentioned, include the contents of the meals; when phone calls or conversations are mentioned, indicate the person and the general content of the conversation. Obviously, once it comes time to share the content of their days, individuals can withhold whatever they want, for the sake of privacy. There is no particular format and the assignment will NOT be collected.

- **Reminder:** Next week, the outside students meet an hour earlier than usual for a tour of the prison (if a tour of the facility is chosen as an option). Whatever extra scheduling is needed to make that happen has to be arranged.

## Closing

*(Approximately 10 minutes)*

One possible question to use for the closing circle is to ask students to speak to whether they found today's conversation empowering or disempowering – and why.

# Law Enforcement System

What would you say is the “mission statement” of our law enforcement system?

What are three things our law enforcement system does well?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does well?

What are three things our law enforcement system does poorly?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does poorly?

What are three changes our law enforcement system could make in order to be able to better fulfill its mission?

1.



1.

2.



2.

3.



3.

What would be the effect/impact of each change?

You have been given the task of evaluating the mission of the law enforcement system. You can keep the mission the same, or you can create a revised mission statement. If you choose to keep the mission the same, explain why. Otherwise, offer a revised mission statement below.



# Criminal Defense System

What would you say is the “mission statement” of our criminal defense system?

What are three things our criminal defense system does well?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does well?

What are three things our criminal defense system does poorly?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does poorly?

What are three changes our criminal defense system could make in order to be able to better fulfill its mission?

1.



1.

2.



2.

3.



3.

What would be the effect/impact of each change?

You have been given the task of evaluating the mission of the criminal defense system. You can keep the mission the same, or you can create a revised mission statement. If you choose to keep the mission the same, explain why. Otherwise, offer a revised mission statement below.

# Criminal Prosecution System

What would you say is the “mission statement” of our criminal prosecution system?

What are three things our criminal prosecution system does well?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does well?

What are three things our criminal prosecution system does poorly?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does poorly?

What are three changes our criminal prosecution system could make in order to be able to better fulfill its mission?

1.



1.

2.



2.

3.



3.

What would be the effect/impact of each change?

You have been given the task of evaluating the mission of the criminal prosecution system. You can keep the mission the same, or you can create a revised mission statement. If you choose to keep the mission the same, explain why. Otherwise, offer a revised mission statement below.

# Criminal Court and Sentencing System

What would you say is the “mission statement” of our criminal court and sentencing system?

What are three things our criminal court and sentencing system does well?

1.



1.

2.



2.

3.



3.

What are three things our criminal court and sentencing system does poorly?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does well?

What are the effects/impacts of the things our system does poorly?

What are three changes our criminal court and sentencing system could make in order to be able to better fulfill its mission?

1.



1.

2.



2.

3.



3.

What would be the effect/impact of each change?

You have been given the task of evaluating the mission of the criminal court and sentencing system. You can keep the mission the same, or you can create a revised mission statement. If you choose to keep the mission the same, explain why. Otherwise, offer a revised mission statement below.

# Probation and Parole System

What would you say is the “mission statement” of our probation and parole system?

What are three things our probation and parole system does well?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does well?

What are three things our probation and parole system does poorly?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does poorly?

What are three changes our probation and parole system could make in order to be able to better fulfill its mission?

1.



1.

2.



2.

3.



3.

What would be the effect/impact of each change?

You have been given the task of evaluating the mission of the probation and parole system. You can keep the mission the same, or you can create a revised mission statement. If you choose to keep the mission the same, explain why. Otherwise, offer a revised mission statement below.

# Legislative System

What would you say is the “mission statement” of our legislative system (with respect to criminal justice)?

What are three things our legislative system does well in this area?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does well?

What are three things our legislative system does poorly in this area?

1.



1.

2.



2.

3.



3.

What are the effects/impacts of the things our system does poorly?

What are three changes our legislative system could make in order to be able to better fulfill its mission in this area?

1.



1.

2.



2.

3.



3.

What would be the effect/impact of each change?

You have been given the task of evaluating the mission of the legislative system (with respect to criminal justice). You can keep the mission the same, or you can create a revised mission statement. If you choose to keep the mission the same, explain why. Otherwise, offer a revised mission statement below.



Photo by Ryan S. Brandenburg

## Session Seven

### Myths and Realities of Prison Life

#### Instructor Notes

Images of prison are common in literature, film, television, and folklore. These images range from the most lurid and violent (as reflected in the ubiquitous, tasteless jokes about dropping the soap in the shower) to the “country club” image in which people in prison are showered with perks (like free cable TV) while such privileges are denied to hard-working people on the outside.

What is the truth – if there is a single truth – behind these images?

This session is intended to create links for students between theories of incarceration, images of incarceration, and the realities of prison life, keeping in mind that, for the outside students, even the semester’s entire experience can give only a glimpse of what it is like to be in prison.

In order for the outside students to get a more direct sense of the daily lives of their classmates, as well as some of the realities of prison life in general, an hour-long tour of the facility, if desired and possible, could be conducted prior to class, during which various parts of the prison are visited. In that way, the students are able to see the larger context of the prison and the particulars of the lived reality of those with whom they have been attending class.

Following the tour, the class takes an in-depth look at life inside of prison, comparing their preexisting image of prisons with the realities. The inside students provide invaluable input for this conversation.

It may be important for the instructor to point out that, just as most prisons undoubtedly share many similarities, it is also true that every prison is different based on a host of factors, including: physical design; the philosophy and management style of the administration; outside political influences; location (e.g. those incarcerated in prisons located in urban areas usually receive more visits from family than those incarcerated in rural areas); security level; whether the prison has a particular focus (e.g. boot camps, prisons specializing in treatment for those convicted of sexual offenses, or prisons intended for those who are medically frail); the availability of funding, affecting things like quality of medical care, programming, or resources for education and recreational activities; etc.

This is the class session in which there is the greatest risk that the inside students could feel objectified, and the instructor will want to be careful to diffuse that dynamic if it begins to develop. Often, the inside students seem to be tremendously energized by the class, perhaps because it feels good to talk about what their day-to-day life is like with people who are interested.

Another dimension of this session is that students spend time sharing their three-day journals in small groups. The purpose of this exercise is for the inside students to shed some light on the minutiae of daily life in prison, as well as for the outside students to share some of the particulars of their lives in “free” society. Invariably, myths on both sides are countered by what is shared.

## Handouts

- Reflection Questions on Prison Tour (different for inside and outside students)
- Prison Life: The Myths and the Realities

## Activities

### **Prison Tour (outside students only)**

*(Approximately 1 hour, ideally prior to the class)*

For the sake of time, if possible, it is helpful to have the prison tour an hour before the beginning of the actual class. The tour of the prison would consist of visiting representative places within the facility (e.g. reception area, visiting room, recreation facilities, housing units – especially the housing unit where the inside students reside, if a particular one exists). This allows the outside students to get a sense of the physical environment that the inside students experience on a day-to-day basis.

**Note: This tour must be set up several weeks in advance.**

## Homework Follow-Up

(Approximately 5 minutes)

**Writing:** Collect Reflection Paper #4.

**Reading and Reflection Questions:** This will come later in the session.

## Debriefing the Prison Tour

(Approximately 45 minutes)

- Distribute the **Reflection Questions**, and ask the students to spend a few minutes jotting down their responses to these questions for themselves.
  - ▶ Reflection Questions for outside students:
    1. What did you observe?
    2. Was there anything that surprised you? If so, what – and why?
    3. Was there anything that disturbed you? If so, what – and why?
    4. What kinds of questions emerged for you during the tour?
    5. Share your reaction to the tour in a phrase.
  - ▶ Reflection Questions for inside students:
    1. What did it feel like to see your classmates in your living environment (if that happened)?
    2. When you first came to prison, was there anything that surprised you?
    3. When you first came to prison, was there anything that disturbed you?
    4. Can you think of one question that occurred to you when you first arrived here that has since been answered during your incarceration?
- On the board, record the themes that emerge during the discussion.
- Once the whole group has had a chance to respond to the reflection questions, note the themes that have emerged, and ask the students to reflect on them in the context of what they have been reading.



### Three-Day Journal

(Approximately 20 minutes)

- Divide the class into groups of four to five students. Ask them to share their three-day journals with each other. (One of the goals of this exercise is to continue debunking some of the myths that members of the two groups may hold about each other. For example, the inside students are often surprised to hear what rigid schedules the outside students follow in their daily lives.)
- Bring the students back to the large group and ask them to share what they learned and what surprised them.

### The Myths and Realities of Prison Life

(Approximately 30 minutes for the small groups, followed by 30 minutes for the large group)

For the first part of this exercise, the instructor can break the students into groups so that they can discuss the issues below in greater detail. As noted above, in our experience, the inside students seem to enjoy this session and the conversations flow energetically, with many of them sharing aspects of their experience. (Part of the reason for having this conversation in small groups is because the conversation seems to be more open and candid.) At the same time, it is important to avoid a dynamic in which the inside students feel that they are being “studied,” and for that reason, it is important that the groups also reflect on the readings during their conversations.

Divide the class into groups of five or six, making sure that there is a balance of inside and outside students in every group. Each group is asked to consider the following:

- Discuss some of the **myths** (what we commonly believe, whether they’re true or not) and the **realities** of life in prison. Focus on the following topics and explore together **WHY** these various dimensions of prison life may exist. Understanding **WHY** gets to the heart of many issues. What in the READINGS shed some light on these issues?
  1. The “*inmate code*”: Does it exist? What is included in it?
  2. *Violence*: How often does it occur? What forms does it take? Why does it happen?
  3. Interactions and relationships with *security staff*.
  4. The presence and use of *drugs*.
  5. *Sexual activity*: How common is it? What forms does it take?
  6. *Programs and services*: What is available? What needs are not being addressed?

## The Myths and Realities of Prison Life *(continued)*

- Return to the large group and go over the questions one by one. What were the issues that emerged around each of these areas?
- **Note:** It is very common in this session, especially when the conversation touches on sexual issues, for the class to engage in some rather intense labeling and judging, particularly in regard to people who have offended sexually against children. In addition, extremely hostile and judgmental views towards same-sex relationships and/or activity are frequently expressed (often, voluntary same sex activity and rape will be conflated). The instructor needs to be forthright in challenging the students on their language. This challenge can be framed in the context of earlier class discussions around the use of labeling and “othering” language directed at those who are incarcerated. (Ironically, from our experience, this kind of labeling language is expressed much more frequently by inside students than outside students, for many complex reasons, some of which are related to strategies for survival inside prison.)
- It is also common for the conversation in the small groups to be far more honest than in the large group, especially in regard to topics such as drug use in prison. This is particularly true if a prison staff person is present. It is helpful to remind the students that what is communicated in this class will be limited to the things that they feel comfortable talking about – that, without question, there will be areas of prison life that probably will not emerge during the discussion.
- The large group discussion is a good time to discuss Philip Zimbardo’s famous 1971 “Stanford Prison Experiment.”

## Homework Assignment

*(Approximately 10 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Reflection Question:** Ask the students, given what we have discussed over the past few weeks, to reflect on the question discussed at the beginning of the semester: “What are prisons for?”
- **Writing:** Reflection Paper #5 due next week.



# Prison Tour

## Reflection Questions for Outside Students:

- What did you observe?
  
  
  
  
  
  
  
  
  
  
- Was there anything that surprised you? What?
  
  
  
  
  
  
  
  
  
  
- Was there anything that disturbed you? What?
  
  
  
  
  
  
  
  
  
  
- What kinds of questions emerged for you during the tour?
  
  
  
  
  
  
  
  
  
  
- Share your reaction to the tour in a phrase.

# Prison Life

## The Myths and the Realities

Discuss some of the **myths** (what we commonly believe, whether they're true or not) and the **realities** of life in prison.

Focus on the following topics and explore together **WHY** these various dimensions of prison life may exist. Understanding **WHY** gets to the heart of many issues.

- The “*Inmate Code*”: Does it exist? What is included in it?
- *Violence*: How often does it occur? What forms does it take? Why does it happen?
- Interactions and Relationships with *Security Staff*
- The Presence and Use of *Drugs*
- *Sexual Activity*: How common is it? What forms does it take?
- *Programs and Services*: What is available? What needs are not being addressed?



## Session Eight

### Punishment and Rehabilitation

#### Instructor Notes

After last week's class, the group established, to the extent possible, a common understanding of what happens in prison, the class moves into an exploration of the issues of punishment and rehabilitation. There are direct connections between elements of this topic and the themes of the prior four weeks, in that it raises the central question regarding the mission and purpose of the criminal justice system and what it actually accomplishes. Thus, this week's class provides a helpful focus for the work of the semester so far.

Since it is the halfway point of the semester, a few minutes are set aside at the beginning of the class for the instructor to elicit feedback from the students about how things have been going so far. The students are encouraged to offer honest feedback and suggestions, and if there are activities or themes that they would like to see incorporated into the remainder of the semester.

## Handouts

- Punishment and Rehabilitation
- Philosophies of Sanctioning
- Case Studies

## Activities

### Homework Follow-up

*(Approximately 10 minutes)*

**Writing:** Collect Reflection Paper #5.

**Reading and Reflection Questions:** The class can begin with a brief discussion based on the readings for today and the reflection question offered at the end of last week's class: What are prisons for?

### Mid-Semester Class Evaluation

*(Approximately 15 minutes)*

This session provides a good opportunity for the instructor to facilitate a mid-semester verbal class evaluation, asking the students what has and has not worked for them so far during the semester, and what, if any, suggestions they may have for improving the class. The purpose of this conversation is two-fold – to obtain feedback that may be useful for the remainder of the semester and to model accountability and the willingness to hear and take in critical feedback.

Usually students say that they enjoy the small group interactions. Sometimes, students mention that they would like to spend more time discussing the readings, which is one reason why it is important to reflect on the readings at the beginning of each class and tie the readings to the class discussions on a regular basis. They also frequently express frustration that class sometimes seems to end too soon, and that they aren't able to cover as much of the material in the class discussions as they would like.

## Punishment and Rehabilitation

*(Approximately 20 minutes)*

- Distribute the **Punishment and Rehabilitation** worksheet and ask the students to jot down their thoughts on the following questions:
  1. What is punishment? What are the goals of punishment? Is it effective in achieving those goals? Why or why not?
  2. What is rehabilitation? How is it related to punishment? What are the goals of rehabilitation? Is it effective in achieving those goals? Why or why not?
  3. Is there a place for both punishment and rehabilitation? Why or why not? Can they be combined? If so, how?
- Ask the students to share their thoughts with the larger group, noting themes on the board.

## Case Studies

*(Approximately 30 minutes for small groups and 45 minutes for the large group)*

- Divide the students into four groups and distribute the **Case Studies**, assigning one to each group. (Let them know that, when they have finished discussing their assigned case study, they can look at the other ones, if they have time left.)
- The directions for this activity are:

**Forget everything you know** about corrections: the philosophies underlying different approaches; the various options that are used for sanctioning people who break the law; what prisons are like; the amount of time usually given in court for certain crimes; etc. For the moment, figure that crime is a brand new phenomenon, and therefore nothing has ever existed to address it: there are no prisons, no halfway houses, no probation. None of this exists.

Now that you have cleared your mind of all assumptions and habits of thought, consider the following brief case studies and decide the **best way for each offender's situation to be handled. What (programs, approaches, settings, etc.) would best serve the offender, the victim, and the community in the interest of justice? Where do the concepts of punishment and rehabilitation fit into the plan that you have developed?**

- The cases are:



## Case Studies *(continued)*

1. James is an 18-year-old gang member who has been part of his “set” for the past 5 years. He is totally committed to “the life.” He got into an altercation with a few members of another gang over drug turf, ending up stabbing one of the members, who was harmed, but not killed, in the incident. James was convicted of aggravated assault. It was not considered self-defense.
  2. Brenda grew up in a very poor, exceedingly dysfunctional family. She was sexually abused from the age of 8 until she turned 15 and left home. Once on the streets, she “picked up” (started using drugs), and began stealing to support her habit. On the side, she also sold herself to bring in more money. She bore 3 children from some of these liaisons and had no support from any of the fathers, since she had no knowledge of who they were. She is now 20 years old and has been living with her children in a shelter, but is facing having to leave, since her allotted time is up. Once she realized that she had to leave, she “picked up” again to deal with the stress, and went back to stealing. She has recently been convicted of two counts of retail theft, one count of burglary, and also was found guilty of the strong-arm robbery of an older woman, who was not hurt.
  3. John is 30 years old and has had cerebral palsy all of his life. He is paralyzed from the waist down. He also has some level of mental retardation and/or a learning disability. When John was young, he was sexually abused by a male neighbor. He never spoke of the incident to anyone. He has just been found guilty of corruption of the morals of a minor and involuntary deviate sexual intercourse (he was involved in oral sex with an 11-year-old boy).
  4. Joanne has been with Fred for the past four years, and is very much in love with him, even though Fred drinks, has had numerous affairs, and has increasingly been emotionally abusive to Joanne. Over the past six months, that abuse turned physical, and Fred regularly threatened that he would “kill her in a heartbeat” if she ever told anybody about what went on between them. Once Fred would turn sober, he would bring her flowers, tell her it would all be OK, and that he loved her more than ever. Fred was on long-term disability from a job-related accident, so he didn’t work. He hardly ever left the house, except for quick trips to meet up with his lady friends. Joanne wasn’t allowed to work, and Fred kept an eye on her at all times, afraid that she would try to break free. One night, after an especially brutal beating, Fred fell asleep, and Joanne did the only thing she could think to do: she stabbed him in the abdomen, hoping to disable him enough that she could get away from him. She didn’t want to kill him, since she loved him so much. But he died of blood loss. She was convicted of third-degree murder.
- After the small groups have had enough time to consider their cases, they return to the large group and the class discusses the cases one by one. Each case is read out loud and the instructor asks the question: So, what do we do about the person who has caused the harm in this case? The group whose case has just been read reports back what they determined the mode of accountability should be for the person who caused the harm, and the larger group is asked to comment on the appropriateness of the sanctions created by the small group.

### **Case Studies** *(continued)*

- Once the discussion of the cases is finished, the instructor can ask the group for some observations and overarching conclusions that surfaced from this exercise.

### **Philosophies of Sanctioning**

*(Approximately 15 minutes)*

- Drawing on themes that emerged in the group discussion, the instructor offers a brief overview of the **Philosophies of Sanctioning**, eliciting the information from the students as much as possible. The handout can be distributed at this point. Philosophies to be included are:
  1. Incapacitation
  2. Deterrence (Specific and General)
  3. Retribution
  4. Rehabilitation
  5. Restoration
- Ask the group for feedback regarding these philosophies, and pose the question: Assuming that each of these philosophies is correct and that prisons do precisely what they are intended to do under each philosophy, to what extent do they truly address the harms caused by crime?

### **Homework Assignment**

*(Approximately 5 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Reflection Question:** Making it clear that we are deliberately using labeling language in this situation, ask students to think about any stereotypes they may have about crime victims. When they hear the word “victim,” what image comes to mind?
- **Writing:** Reflection Paper #6 due next week.

### **Closing**

*(Approximately 5 minutes)*

Go around the circle and ask students to offer one word that they will carry with them from today’s class.

## Case Studies

**Forget everything you know** about corrections: the philosophies underlying different approaches; the various options that are used for sanctioning people who break the law; what prisons are like; the amount of time usually given in court for certain crimes; etc. For the moment, figure that crime is a brand new phenomenon, and therefore nothing has ever existed to address it: there are no prisons, no halfway houses, no probation, no nothing. None of this exists.

Now that you have cleared your mind of all assumptions and habits of thought, consider the following brief case studies, and decide **the best way for each offender's situation to be handled. What (programs, approaches, settings, etc.) would best serve the offender, the victim, and the community in the interest of justice? Where do the concepts of punishment and rehabilitation fit into the plan that you have developed?**

1. James is an 18-year-old gang member who has been part of his "set" for the past 5 years. He is totally committed to "the life." He got into an altercation with a few members of another gang over drug turf, ending up stabbing one of the members. It was not considered self-defense, and he was found guilty of aggravated assault.
2. Brenda grew up in a very poor, exceedingly dysfunctional family. She was sexually abused from the age of 8 until she turned 15 and left home. Once on the streets, she "picked up" (started using drugs), and began stealing to support her habit. On the side, she also sold herself to bring in more money. She bore 3 children from some of these liaisons, and had no support from any of the fathers, since she had no knowledge of who they were. She is now 20 years old, and has been living with her children in a shelter, but is facing having to leave the shelter, since her allotted time is up. Once she realized that she would have to leave, she "picked up" again, to deal with the stress, and went back to stealing. She has recently been convicted of two counts of retail theft, one count of burglary, and was also found guilty of the strong-arm robbery of an older woman, who was not hurt.
3. John is 30 years old and was born with cerebral palsy. He is paralyzed from the waist down. He also has some level of mental retardation and/or a learning disability. When John was young, he was sexually abused by a male neighbor. He never spoke of the incident to anyone. He has just been found guilty of corruption of the morals of a minor and involuntary deviate sexual intercourse (oral sex with an 11-year-old boy).
4. Joanne has been with Fred for the past four years, and is very much in love with him, even though Fred drinks, has had numerous affairs, and has increasingly been emotionally abusive to Joanne. Over the past six months, that abuse turned physical, and Fred regularly threatened that he would "kill her in a heartbeat" if she ever told anybody about what went on between them. Once Fred would turn sober, he would bring her flowers and tell her it would all be OK, and that he loved her more than ever. Fred was on long-term disability from a job-related accident, so he didn't work. He hardly ever left the house, except for quick trips to meet up with his lady friends. Joanne wasn't allowed to work, and Fred kept an eye on her at all times, afraid that she would try to break free. One night, after an especially brutal beating, Fred fell asleep, and Joanne did the only thing she could think to do: she stabbed him in the abdomen, hoping to disable him enough that she could get away from him. She didn't want to kill him, since she loved him so much. But he died of blood loss. Joanne was found guilty of third degree murder.

# Philosophies of Sanctioning

|  | Deterrence  | Incapacitation   | Rehabilitation   | Retribution   | Restoration   |
|--|---|--|--|---|---|
| Definition   | Seeks to prevent future offenses by 1) showing the offender that an action was undesirable because it brought pain ( <b>specific deterrence</b> ); and 2) showing others considering an act that they will suffer painful consequences ( <b>general deterrence</b> ). | Seeks to prevent offenses by removing offender from society. <b>Selective incapacitation</b> reserves incarceration for those who are considered especially dangerous; <b>general incapacitation</b> favors broad use of imprisonment as a way to achieve large gains in crime prevention by locking away run-of-the-mill offenders. | Seeks to prevent offenses by encouraging those who have committed offenses to change, by providing education, treatment, training, and other tools and resources to assist offenders in their efforts to change. | A formal penal sanction that seeks equity and just deserts – the punishment must be proportional to the seriousness of the offense and the culpability of the offender. | Seeks to engage the offender in making the victim and the community “whole again” by restoring things, as much as possible, to the way they were before the crime occurred. |
| Does the sanction focus on preventing the behavior or changing the person? | Preventing the behavior   | Preventing the behavior  | Preventing the behavior through changing the person  | Neither (merely seeks to punish)  | Repairing the results of the behavior; preventing future behavior by empowering offender to “make things right”   |
| Is the sanction applied as reactive or proactive?                          | Primarily reactive as it applies to specific offender; proactive as it applies to the population generally  | Reactive and proactive   | Reactive and proactive   | Reactive  | Reactive and proactive  |
| Is the sanction applied as an end in itself or to achieve some other goal? | Goal is to discourage repeat offense and prevent crime in the first place.  | Goal is to prevent continued criminal acts by restricting offender’s movement.   | Goal is to change the offender into a law-abiding citizen.   | An end in itself.   | An end in itself, but also has the goal of preventing future offenses.  |

(Adapted from *Corrections: Philosophies, Practices and Procedures, Second Edition*)

## Punishment and Rehabilitation

Spend a few minutes on your own thinking about the ideas (and the realities) of punishment and rehabilitation. Consider the following questions.

Note: In your thinking about these issues, please remember that we are talking about adults, not children – so comparisons with how we sanction children do not apply in this situation.

1. What is punishment? How does it work in people? What are the goals of it?

2. What is rehabilitation? Is it related to punishment? If so, how?

3. Can and should both be operative? / combined? If so, how?



## Session Nine

### Victims and Victimization

#### Instructor Notes

The purpose of this class is to provide students an opportunity to look at stereotypes of crime victims and compare them to reality, to focus on the individual and societal harms caused by crime and other forms of victimization, and to consider the extent to which our system actually addresses those harms in a way that is meaningful to those who experienced them.

An important issue for each individual to explore, in order to understand themselves and others, has to do with what happens in the process of victimization. Each of us, at one time or another, has caused harm and been harmed, whether or not the event could be categorized as a “crime.” This session is a very sensitive one and is held towards the end of the semester, since a certain level of trust is needed in order for it to work well.

In framing the discussion for the class, the instructor will want to note that several seemingly contradictory facts are true: Crime rates in the US have fallen dramatically in the past 10 years and are now at the lowest levels ever since the 1970s, yet millions of individuals and households are still affected by crime every year, and the rate of violent victimization is higher in the US than in most other industrialized countries (by contrast, some places, such as England and Wales, have higher rates of property crime). And, of course, the class might be reminded that reductions in crime on a societal level do nothing to diminish the experience of the individual victim.

At the beginning of this session, the Instructor distributes the **Victimization Survey** and tallies the results while the class is filling out the first handout. The purpose of this survey is to illustrate vividly the commonness and regularity of the experience of victimization.

## Handouts

- Reflections on Harm: Causing Harm, Experiencing Harm
- Four small blank pieces of paper per student (1 inch x 2 inches in size)
- Victimization Survey
- Impact of Crime on Victims

## Activities

### Homework Follow-up

*(Approximately 15 minutes)*

**Writing:** Collect Reflection Paper #6.

**Reading and Reflection Questions:** Have students begin by offering their reaction to the readings, and then go around the circle asking students to share their images/stereotypes of victims. The instructor or a student volunteer can record these on the board. The instructor will want to elicit common themes so that the class can return to them later in the conversation. One thing to be aware of in the conversation, because it can be used as a learning tool, is the extent to which the students seem to relate to those who have been victimized by crime as “other,” as opposed to identifying with them themselves.

### Victimization Survey

*(Approximately 5 minutes)*

Distribute the **Victimization Survey** and ask students to fill it out over the next five minutes. Let them know that the survey is anonymous and that the results will be tallied and used later in this session.

## Reflections on Harm: Causing Harm, Experiencing Harm (Part I)

(Approximately 25 minutes)

Distribute the handout **Causing Harm, Experiencing Harm** and ask the students to move to a place in the room where they can be totally alone and complete the handout IN SILENCE by themselves. Tell them not to go where they don't want to go, emotionally, and explain that the harms that they reflect on do not have to be "criminal" harms, since we have all hurt others and been hurt by others in ways that are not criminal. It is important that the students focus on only ONE incident for each of the two sections, and that the incident be specific. **These handouts will not be collected or shared with anyone.** Students need to be sure to not put their name on the handout.

The first set of reflection questions relate to a time when you were harmed by someone:

- How did it **feel** when someone harmed you?
- What **impact** did this experience have on your life?
- How did the experience **change** your way of looking at the world and at yourself?
- Is there anything now you **wish you had done** that you didn't do then?
- Was the person who harmed you held **accountable**? If so, was s/he held accountable in a way that was helpful to you?
- Did the person who harmed you do anything to **address your needs**?
- What did you **lose** through this experience?
- What, if anything, did you **gain** through this experience?

The second set of reflection questions relate to a time when you harmed someone else:

- How did it **feel** when you harmed someone?
- What **motivation** did you have for what you did? Did you cause the harm accidentally or on purpose?
- What **impact** did the experience have on your life?
- How did the experience **change** your way of looking at the world and at yourself?
- Is there anything you now **wish you had done** that you didn't do then?
- Were you held **accountable** (either by yourself, or by something outside yourself) for what you had done? Why or why not?
- Did you do anything to **address the needs of the person** you harmed?
- What did you **lose** through this experience?
- What, if anything, did you **gain** through this experience?



## Reflections on Harm: Causing Harm, Experiencing Harm (Part II)

*(Approximately 50 minutes)*

- As students are completing the initial handout, give four small pieces of paper to each person to be used in the next exercise.
- The group returns to the large circle, and this exercise is best done with newsprint that can be removed one page at a time. The instructor needs a very small bag for this exercise.
- Ask the students to take one piece of paper and write ONE word that expresses the following:
  - ▶ How did you feel when someone harmed you?
- Once everyone has written a word, the instructor goes around the circle collecting the pieces of paper in the bag. (It is faster for the instructor to do this her/himself than to circulate the bag through the group.)
- Note: This is only the first of four parts of this exercise, and it can feel somewhat lengthy, if the instructor doesn't keep the pace moving. Also, it is important to ask the students to be SILENT during the exercise, so that they can get the full effect (and also not distract others who may be in a different space about what's happening).
- Next, the instructor asks the students to extend one of their hands, and s/he moves around the group taking a piece of paper out of the bag and dropping it into the hand of each student. (Again, this has proven to be the quickest way to distribute the pieces of paper.)
- One by one, going around the circle, the students read off the words that they have received while the instructor writes them on the newsprint. (It is helpful to remind students that the word they are reading belongs to someone else and deserves their respect, even though they may not agree with the word or may think it's an odd expression. They are giving voice to the words of others, which is a very powerful act. They might also be reminded that they need to read whatever word they receive, even if it is the one that they themselves wrote or the word has already been used. It is best for them not to indicate so to the group. This exercise is meant to be virtually anonymous.)
- Once the first set of words is on the newsprint, that page can be removed and set upside-down on the floor for use later in the process. The instructor can then ask students to put the piece of paper they just read from in their pockets, to avoid confusion.
- Next, it's time for the second piece of paper to be taken out, and the question to which the students are to respond in ONE word is:
  - ▶ How did you feel when you harmed someone?

## **Reflections on Harm: Causing Harm, Experiencing Harm (Part II)** *(continued)*

- The same process is used: the students write one word, the instructor collects them in the bag, the instructor distributes them around the circle, each student reads out the word s/ he has received, the instructor records the word on the newsprint, the newsprint is taken down for future use, and the pieces of paper are pocketed.
- The third and fourth rounds are exactly the same. The questions for those rounds are:
  - ▶ What did you lose when you were harmed?
  - ▶ What did you lose when you harmed someone?
- Once all four rounds are complete, the instructor can take the four sheets of newsprint and arrange them on the floor or wall so that everyone can see them. The instructions to the students are to then look at the words and take note of any connections they see within or across the sheets. After a few minutes (to allow people time to think), the instructor can ask for volunteers to take a marker and draw the connections they have made, explaining these connections to the class in the process. (It is fascinating to see what different sets of eyes observe in this exercise.)

Bring the group back together and ask students to share their comments and observations, ending with their thoughts regarding the idea of accountability. The instructor can ask the group if, having looked at all of the words and listened to everyone's reflections, there is someone in the group who could pull the various strands together in a summary statement.

## **Who Experiences Crime?**

*(Approximately 20 minutes)*

- The instructor gives a brief overview of crime victimization statistics. To what extent do these statistics match the students' images of victims?
- The instructor reminds the class of how it has struggled to avoid talking about incarcerated men and women in ways that are labeling, and points out that it is just as difficult to avoid talking about those who have been harmed in language that is labeling. Just as no one wants to be labeled by the worst thing they have done in their lives, in the same way, no one wants to be labeled by the worst thing that has ever happened to them. It is fairly difficult to avoid labeling language completely (note the title of this session), but it is important to remain aware of it as an issue.

## Who Experiences Crime? *(continued)*

- The instructor shares the results of the class victimization survey (ideally in a large visual format that the class as a whole can see). Usually what becomes clear, even though the results are anonymous and aggregated, is that a surprising number of members of the group, or their loved ones, have experienced multiple victimizations, including violent victimizations (this is often just as true when the same survey is administered to a group that does not include incarcerated individuals).

**So that this is not a purely cerebral exercise and students can feel comfortable being in the somewhat vulnerable position of having their victimizations posted before the world (albeit anonymously), the instructor would do well to acknowledge the enormous pain and loss represented by the results of the survey. The instructor can follow by asking the students to take a moment, in silence, to mentally extend compassion to themselves and each other for what they and their loved ones have experienced.**

The instructor can then pose the following questions to the group:

1. How does it feel to look at the results of the class survey and to see **visually** the extent to which you and your classmates have been personally harmed by crime?
2. Does seeing the results of the class survey affect your image of a crime victim? If so, why and in what ways?

## Homework Assignment

*(Approximately 5 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Reflection Question:** Imagine a system that responds to a crime that, rather than focusing on what laws have been broken, focuses on the most meaningful way to respond to the harm of the crime and prevent future harm. What might such a system look like?
- **Writing:** Reflection Paper #7 due next week.

## Closing

*(Approximately 10 minutes)*

Go around the circle, asking students to say a few words about what today's class experience was like for them.

# Impact of Crime on Victims

## When the crime first happens....

- Feelings of shock, disorganization, confusion and “glad to be alive.”
- Person may experience physical pain, crying or numbness.
- Person is in crisis because experience is outside of the normal range of experiences.
- Person may feel guilty for how they responded to the crime and feel rejected by other people.
- Other people may seem apathetic, try to trivialize the crime, or even dismiss the crime.

## As the person starts to adapt to the situation following the crime...

- Life has been drastically altered.
- Person tries to deal with feelings of fear, anger, denial, helplessness, and self-blame.
- Person tries to deal with:

*Physical Problems* such as injuries, change in sleep patterns, weight changes.

*Intellectual Problems* with concentration, flashbacks and loss of memory.

*Relational Problems* with family, children and other loved ones.

*Financial Problems* due to damages from crime, medical bills, court costs.

*Spiritual Problems* relating to guilt and anger toward beliefs or loss of faith.

*Employment-Related Problems* such as losing jobs or becoming a workaholic.

## When the person starts to rebuild their life...

- While the person appears “normal” again, they will never be the same as before the crime.
- Person will build new relationships, find a new purpose in life, “begin all over again.”
- Strength and resiliency can help people cope.
- Each person gets to this point in a different way and with a different timetable.

(from material developed by Patsy Day, Victims' Outreach)

# Victimization Survey

Have you, or someone you love, been a victim of...

(Please use one check mark for each crime. For example, if you experienced three burglaries, use three check marks. It does not matter whether the crime was reported or not.)

| <b>Self</b>            | <b>Loved one</b> |                                  |
|------------------------|------------------|----------------------------------|
| _____                  | _____            | Fraud                            |
| _____                  | _____            | Theft                            |
| _____                  | _____            | Motor Vehicle Theft              |
| _____                  | _____            | Household Burglary               |
| _____                  | _____            | Purse Snatching / Pocket Picking |
| _____                  | _____            | Physical child abuse             |
| _____                  | _____            | Assault                          |
| _____                  | _____            | Kidnapping                       |
| _____                  | _____            | Sexual child abuse               |
| _____                  | _____            | Sexual assault                   |
| _____                  | _____            | Rape                             |
| n/a<br>_____           | _____            | Manslaughter                     |
| n/a<br>_____           | _____            | Murder                           |
| <b>Total:</b><br>_____ | _____            |                                  |

*(Adapted from a survey used by the Pennsylvania Prison Society)*

## Reflections on Experiencing Harm

- How did it feel when someone harmed you?
- What impact did this have on your life?
- How did the experience change your way of looking at the world and at yourself?
- Is there anything now you wish you had done that you didn't do then?
- Was the person who harmed you held accountable? If so, were they held accountable in a way that was helpful to you?
- What did you lose through this experience?
- What, if anything, did you gain?

## Reflections on Causing Harm

- How did it feel when you harmed someone?
- What motivation did you have for what you did? Did you cause the harm accidentally, or on purpose?
- What impact did the experience have on your life?
- How did the experience change your way of looking at the world and at yourself?
- Is there anything you now wish you had done that you didn't do then?
- Were you held accountable (either by yourself or by something outside yourself) for what you had done? Why or why not?
- Did you do anything to address the needs of the person you harmed?
- What did you lose through this experience?
- What, if anything, did you gain through this experience?



## Session Ten

### Restorative Justice

#### Instructor Notes

The purpose of this class is to encourage students to envision alternative responses to crime and to explore an approach that is gradually becoming more well-known: Restorative Justice. (Though we have not included it here, another approach that would be worth exploring in class is Community Justice, in which the financial resources ordinarily spent on incarceration and other costs related to the punishment of a crime are provided to the community for it to use locally to address the problem.)

**Note: Although this section contains some limited background information on Restorative Justice, we strongly recommend that instructors who are not already familiar with the philosophy do some background reading. We suggest doing so because the phrase, “restorative justice,” is often misused to describe programs that have little or no grounding in the principles of Restorative Justice.**

Restorative Justice (RJ) is a peace-building response to crime that draws on a variety of different cultures – including Native American, Canadian First Nations, Maori (New Zealand) and Mennonite – to address issues that are typically excluded by our criminal justice system.



In contrast to our system, which usually focuses on whether laws can be proven to have been broken and what punishment is appropriate, restorative justice emphasizes holding those who have caused harm directly accountable to the people they have harmed. This approach involves victims and community members in the justice process, restoring both the material and emotional losses incurred by crime whenever possible, and providing a forum for dialogue, conflict resolution, and greater closure around painful events<sup>1</sup>. In general, participation in a restorative justice process is completely voluntary for all involved.

Over the past 40 years, programs based wholly or partially on restorative justice principles have emerged in many parts of the world. In some jurisdictions, a restorative justice process is the “first resort” in responding to a crime; if the issue is resolved to the satisfaction of all parties, the defendant never enters the criminal justice system.

For example, in New Zealand, virtually all juvenile offenses are handled through Family Group Conferences, in which the juvenile, his/her family members, the victim, his/her family members, and a facilitator meet to see if they can develop a mutually agreeable response to the offense. In the first year after the program was implemented, the number of juveniles in the criminal justice system fell by 50 percent. Similar programs are available, on a small scale, in various parts of the United States.

In other instances, restorative justice programs are available post-conviction. In Pennsylvania and Texas, for example, there have been small-scale Victim Offender Conferencing programs in which “victims” and “offenders” (one difficulty with RJ is that the use of labeling language is fairly entrenched) in crimes of severe violence can meet with one another, with the support of specially trained facilitators. This conferencing may happen many, many years after the actual offense and does not affect the offender’s sentence; nonetheless, both victims and offenders who participate report high levels of satisfaction with the process. Other programs focus on supporting incarcerated men and women who have taken the initiative to look for other ways to be meaningfully accountable for harms they have caused (since, in most cases, they will not be allowed to contact their victims or initiate victim-offender dialogue).

In general, at this time, restorative justice programs are used more in settings where the harms are relatively minor, and where the accused is a young person. But there is an increasing number of programs that also use the approach to respond to serious offenses committed by adults. Proponents of restorative justice argue that those who commit crimes sometimes rationalize that their acts are not causing real harm to real people, and that the abstract and adversarial nature of the US criminal justice system makes it all the easier for people to deny that they have hurt others. By re-personalizing offenses, and keeping the focus on addressing harms, it is thought that restorative justice approaches can both improve victim and offender satisfaction with the process and reduce rates of re-offending. Though more research needs to be done to fully test this hypothesis, small scale studies show encouraging results.

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<sup>1</sup>Mark S. Umbreit, Ted Lewis and Heather Burns, “A community response to a 9/11 hate crime: Restorative Justice Through Dialogue,” *Contemporary Justice Review*, 2003, Vol. 6(4) pp. 383-391.

## Handouts

- Three Key Elements of Restorative Justice
- Restorative Justice Values
- Benefits and Risks of Victim Offender Conferencing
- Role Play Parts

## Activities

### Homework Follow-up

*(Approximately 10 minutes)*

**Writing:** Collect Reflection Paper #7.

**Reading:** Ask students to share their thoughts on the readings for the week.

### Reflection Question Follow-Up: Imagining Different Systems

*(Approximately 15 minutes)*

Ask students to share their thoughts on the reflection question from the previous week. Were they able to imagine a system that focused on the most meaningful way to respond to the harm of a crime and prevent future harm? What did they imagine? What were the primary values and principles operating in the systems they imagined?

### Restorative Justice: An Example of a Different Approach

*(Approximately 20 minutes)*

- The instructor provides a brief overview of the philosophy of restorative justice and how it has been implemented in different places, making sure to emphasize the importance of including victims, offenders, and community members in the process.

## **Restorative Justice: An Example of a Different Approach** *(continued)*

- Time permitting, the instructor provides a qualifying explanation of the fact that, while the model, for purposes of simplicity, makes clear distinctions between victims, offenders, and community members, there is a recognition that, at different times, we all occupy those various spaces. A very moving story that illustrates this point can be found in the interview with Donald Vaughn in Howard Zehr's **Transcending: Reflections of Crime Victims**. (Briefly, Donald Vaughn was the superintendent of a large, maximum security prison when his son, who was convicted of a drug charge, was murdered in another prison by another incarcerated man. In this instance, the community that came together to support Vaughn was the community of incarcerated men in the prison where he worked.)
- The instructor distributes **Three Key Elements of Restorative Justice and Restorative Justice Values**. Students spend five minutes reviewing each handout and jotting down their thoughts on how these ideas could actually be implemented in response to a crime.

## **Peacemaking Circle / A Closer Look at Brenda's Situation**

*(Approximately 90 minutes)*

In this exercise, the class takes a closer look at the situation of Brenda (who was in one of the case studies in Class 8), using a restorative justice model known as a Peacemaking Circle. (We recommend that prior to facilitating this exercise, the instructor take a look at **Peacemaking Circles: From Crime to Community** by Kay Pranis, Barry Stuart and Mark Wedge.)

- The instructor explains that the class will experience, in a modified form, what it might be like to use one restorative justice approach, a Peacemaking Circle, in response to a crime.
- The instructor emphasizes that, although it is not the case in this exercise, when such circles are used in the real world, an extensive amount of preparation has taken place.
- The instructor emphasizes that a key element of a peacemaking circle is that all participants are respected and are able to speak without being interrupted.
- The instructor briefly reviews Brenda's case with the class.
- The instructor distributes the **Role Play Parts**. There will probably not be enough roles for everyone in the class to be able to take part. The rest of the class can simply observe and comment on the process afterwards.
- The instructor arranges the Peacemaking Circle participants in a circle within the larger group.
- The instructor acts as the facilitator of the circle. The facilitator welcomes everyone to the circle, acknowledges everyone's courage in being there, particularly Brenda's, and asks for a brief moment of silence to open the circle.

### **Peacemaking Circle / A Closer Look at Brenda's Situation** *(continued)*

- The first round of the circle is storytelling. Each person, starting with the facilitator, tells a little bit about who they are and why they are there – not from a “resume” point of view, but in a deeper and more personal manner. The storytelling needs to relate to the specific issue at hand, but not necessarily be limited to that issue.
- After the storytelling round and much discussion, the group works to mutually agree on a process, within the circle, for deciding how to respond to Brenda's situation. Whatever response is chosen must be by consensus, and must include a timeline for various actions, as well as the ways in which the follow-up commitments will be verified.
- After the group has come to an agreement about next steps, a final round of the circle is necessary to close the process.

After the Peacemaking Circle is completed, the class compares this outcome to the recommended response in Week 8, and also compares it to what Brenda's likely sentence would be in the traditional CJ system. It is important to include the financial cost of each approach in the discussion.

What are the strengths and weaknesses of each of these approaches? What are the strengths and weaknesses of a restorative approach in general? In what ways is our traditional approach better than a restorative approach? In what ways is a restorative approach better? Is it possible to change our existing system to make it more restorative?

### **Homework Assignment**

*(Approximately 5 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Reflection Question:** The instructor can ask the class to begin thinking about what might be a good focus for the Group Project, which will begin the following week.
- **Writing:** Reflection Paper #8 is due next week.

### **Closing**

*(Approximately 10 minutes)*

Go around the circle, asking students to share their thoughts about the potential for alternative responses to crime.

# Three Key Elements of Restorative Justice

## Harm and Accountability

Justice is a process that finds out how the crime has hurt the:

...victim and his/her circle of loved ones

... community

... offender and his/her circle of loved ones

Justice finds out what people need and who will repair the harm, especially how the offender will take responsibility and make amends for his/her actions.

## Participation

Victims, offenders, and community people are actively involved in “doing justice.”

There are possibilities for victims, offenders, and community people to exchange information with each other. This can include face-to-face conversations, if appropriate.

Victims, offenders, and community people work together in “doing justice” and finding solutions with which everyone can agree and that meet everyone’s needs.

## Restoration and Healing

Justice seeks to restore people and to repair the harm that results from crime.

Justice seeks to help victims, offenders, and community experience a sense of healing.

The justice process does no further harm to victims, offenders, their respective families and community.

*(Based on material by Howard Zehr)*

# Benefits and Risks of Victim Offender Conferencing

## Benefits for Victims

- Express anger and pain directly to the person responsible
- Learn new information that is needed about the crime
- Gives answers to their questions about the crime
- Put a face to the person who committed the crime
- Decreases level of fear by personalizing the offender
- Opportunity to tell their story
- Seeing remorse in the offender
- Experience a greater sense of closure
- Feel more powerful and in control of one's life
- Opportunity to receive restitution for damages and losses
- Change attitudes/perceptions about the offender

## Risks for Victims

- Brings up painful feelings related to victimization
- Re-experience the trauma and related symptoms
- Learn painful new information about details related to the crime
- May not see the desired degree of remorse in the offender
- Unrealistic expectations in regard to the offenders rehabilitation

## Benefits for Offenders

- Opportunity to take responsibility, giving him/her a sense of power
- See human costs of his/her crime
- Relieve fear of retaliation
- Opportunity to have a say in making things right
- Opportunity for repentance
- Experience a greater sense of closure

## Risks for Offenders

- Unknown risks associated with facing the person they have wronged
- Unable to simply “do their time” and forget about the offense
- Unrealistic expectations on the part of victim regarding restitution
- Victim unsympathetic to offender's pain/guilt
- Participation may not be fully voluntary

## **Benefits for Community**

- Greater sense of connectedness between people
- Community-building as members participate in conferences as mediators or participants
- Opportunity to be involved in problem solving instead of relying on the state for solutions
- Long-term health of the community is strengthened
- Decreased fear of crime

## **Risks for Community**

- May be viewed as too soft on crime
- Needs commitment from community members to be involved
- Not a cure-all
- May be misused as a diversion technique serving the system rather than victims and offenders

## **Benefits for Criminal Justice System**

- Provides practical alternative to incarceration
- Provides mechanism for establishing restitution
- Lessens burden on probation officers/courts
- Provides potential for decreasing court/probation costs
- Provides forum for dealing with difficult cases
- Increases understanding of system within the community

## **Risks for Criminal Justice System**

- Can become one more program in overburdened system
- Potential for re-victimization without adequate monitoring

*(Victim Offender Conferencing in Pennsylvania's Juvenile Justice System, Copyright © 1998 by Lorraine Stutzman Amstutz and Howard Zehr)*

## Restorative Justice Values

1. We are all connected to one another.
2. We are all different from one another.
3. We are called to care for each other.
4. The past, present, and future impact and shape our lives.
5. We can live so that our actions are life-giving to others and ourselves.
6. We are humble and respectful people.
7. We all have needs that require attention.
8. We are called to “do no harm” to others and ourselves.
9. We all want opportunities to feel included and to solve our own problems.
10. Responsibility means being accountable for our actions that hurt others.

*(Based on “A Shared JustPeace Ethic: Uncovering Restorative Values,” Jarem Sawatsky)*



# Role Play Parts

## Brenda and Mrs. Johnson's Peacemaking Circle

**Background:** The local court system recently has begun to take part in a restorative justice initiative. Under this initiative, if the victim and the offender both agree – and if the offender admits to the offense – they can take part in a Peacemaking Circle, along with their loved ones and members of the community. If the circle is able to reach an agreement regarding the appropriate response to the crime, and if the offender meets the terms of the agreement, the case can be resolved outside of the court system, without a formal sentence. If an agreement is not reached, or the terms of the agreement are not upheld, the case will return to the regular court system.

## Peacemaking Circle Participants

(Note: These roles are not meant to be read as scripts; rather, they are intended to provide participants enough of a sense of the characters they are playing that they can ad lib during the peacemaking circle. Because the role descriptions are long, the instructor may want to consider asking for role-play volunteers the previous week, so that the students playing the participants can take the roles home and familiarize themselves with them.)

## Circle Facilitator (to be played by instructor):

You're from this neighborhood. You're about 10 years older than Brenda, so you don't know her well, but you've seen her around. You come from a big family yourself, and between you and your brothers and sisters, your family has had every kind of experience in this neighborhood. You have a brother who's a lawyer and a brother who's in jail. You have a sister who's a journalist for a big newspaper and one who's running up against her welfare time limit.

A few years ago, when you saw your neighbor's teenage kid steal your car, speed off, and crash it a block away, you heard about a program called Victim Offender Dialogue that was available in cases where juveniles committed crimes. You went through the program with your neighbor's kid and his parents. The facilitator was great. You were able to express how the loss of the car affected you: you couldn't afford to replace the car (insurance didn't even *begin* to cover it), so you had to leave for work an hour and a half earlier and got home later, which screwed up your childcare arrangements. But most of all, you were mad.

The fact that you were able to express how you felt to the kid, the fact that he really got that what he did caused huge problems and that, contrary to his belief, insurance didn't make up for it, the fact that he gradually paid for the damage he caused, and the fact that he agreed to go through drug rehab and committed himself to graduating from high school all made a huge difference to you. You didn't feel mad anymore; you didn't feel afraid; and most of all, you felt like you had done a good thing in helping turn this kid around. It also seemed like you had potential new friends in him and his parents. Now he cat-sits for you when you're out of town. It sure was good not to see another kid get sucked into the system, and, what's more, he really did get back on the straight and narrow, so it was a good experience all around.

So you got trained to become a dialogue facilitator yourself, and now you've handled dozens of cases. This Peacemaking Circle approach is new to you, but you think it has promise. It's been used in lots of other places, especially in Native American communities, and it has the advantage of really bringing the community into the process. Let's face it, just because a particular crime may have only one official "victim" doesn't mean that other people in the community aren't affected by it and don't have a stake in what happens.

After Mrs. Johnson and Brenda agreed to go through the process, you talked with a lot of people in the neighborhood, trying to get folks to participate. You think that it took a lot of courage for Mrs. Johnson and Brenda to agree to come here, and you also appreciate everyone else's time. There are some neat people here and you think that they are going to find that this experience is well worth it.

## Brenda:

You were getting ready to move out of the shelter because your time was running out. You could have transferred into a transitional housing program, but in order to do that, you had to agree to enter drug treatment, promise not to use drugs while living in transitional housing, and go to Twelve Step meetings. You didn't want to make that commitment. You agree that you have a drug problem, but you don't *always* use, and you think you can lick it on your own. So you went back to the old neighborhood to see if Aunt Pearl (who had her own drug problems in the past) would let you live with her. (Several years ago, your father passed away, and your mother moved to Arizona with her new husband, so returning home to your parents was not an option.)

Aunt Pearl refused, saying she wasn't interested in living with a junkie after having been one herself, and the two of you got into a shouting match. When you left her place to head back to the shelter, you were so stressed out that you really, really needed to get high. But you didn't have any money. So when you saw a little old lady carrying a purse walking down the street, you knocked her onto the ground and grabbed her purse. The good news was that the purse contained \$100 – plenty to buy some drugs with – a bottle of blood pressure medicine and a bottle of Ativan. You tossed the blood pressure medicine and downed the Ativan, which is a very effective drug for dealing with anxiety.

The bad news was that you were so strung out, upset, and distracted that you really didn't look at the person you were robbing – in a way, she wasn't even really a person to you – and you didn't realize the woman whose purse you stole was Mrs. Johnson, the grandmother of your childhood friend Paulette. When you were a kid and wanted to get away from your crazy folks and your Uncle Joe who was sexually molesting you, you would go to Paulette's house, and Mrs. Johnson would give you cookies and, if she had enough food, ask you to stay for dinner. Unlike your family, she was always interested in what you were reading, and in hearing the stories you made up, and you always felt interesting and smart when you were around her. But after you started living the street life and doing drugs, you were too ashamed to go around her anymore. Now, after what you've done, *ashamed* doesn't even begin to touch what you are feeling.

The rest of the story is that Mrs. Johnson, of course, recognizes you. She asked a few questions around the neighborhood, found out where you were staying, called the cops, and you were arrested at the shelter. They hauled you off to jail while your kids were screaming in the background, and now your kids are in emergency foster care. After you spent a week in jail, the judge, who said that she was fed up with seeing you back so soon, gave you a choice – face a likely five-year jail sentence, or agree to go through a new program, called a Peacemaking Circle, with the understanding that if the circle doesn't work out, it's back in the slammer.

So now you're staying temporarily with Aunt Pearl (she agreed, just until the circle is over), but you still don't have a place to live permanently, and you're afraid you'll lose your kids forever if you go to prison. You don't know about this circle thing and, in a way, the very last thing you want to do is talk to Mrs. Johnson... but on the other hand, you do want her to know you wouldn't have robbed her if you had known who she was.

Still, you're not sure how you feel about these people sitting in judgment of you. First of all, half of them have no idea what you've been through. If they'd been in your family, with your parents and your problems, and Uncle Joe who started having sex with you when you were eight (you're glad nobody knows about that), they would have done exactly the same thing as you. The other half of the group here are just as bad as you. Nobody – except maybe Mrs. Johnson – ever helped you or did anything to keep your family from abusing you. And Steve Johnson – Paulette's brother – who is he to tell you what to do? He was one of the first people who sold you drugs, and now he thinks he's a big shot with his own business. And even though none of them is here now, you've sold yourself to more than one man in this neighborhood. So it's not like everyone around here is holy but you.

OK, so maybe something good will come of this. Realizing you robbed Mrs. Johnson has been a wake-up call for real. In all the things you did before, it never occurred to you that you were hurting other people. It feels awful thinking about your kids growing up and finding out the kinds of things you've done. Maybe you're part of the problem, too. And maybe your drug problem is worse than you thought. Your life sucks, but you guess you haven't done other people much good either.

You wish you hadn't screwed up your life so bad. Five years living on the streets is a long time. You feel so hopeless. You're afraid of what people are going to say to you.

## **Mrs. Johnson:**

Life has always been hard, but dear God, if it doesn't feel like it's gotten a lot harder lately. You've always been able to take what came your way and hold up, like when your husband died, and when your beautiful daughter died of a brain tumor and you had to raise her kids, Steven and Paulette, while cleaning people's houses just to keep body and soul together. It was a struggle, bringing them up, but you did a good job of it, made a nice home, made their friends welcome (like Brenda!), even when it meant stretching a dinner farther than it was meant to go, teaching them right from wrong. Granted, Steve was going the wrong way for awhile, selling drugs, but that wasn't for long, and now you're so proud of him with his business! And Paulette – what a wonderful granddaughter. You hope her taxi dispatcher trainee job works out for her.

But this looking after Paulette's son since her separation has really been rough. You don't know, maybe it's just because you're older now and don't have the energy, what with your blood pressure and all, you sometimes feel like you just can't breathe. When you went to the doctor, he said you were having anxiety attacks and gave you Ativan for stress. You don't like taking it, but it sure does help.

That day that Brenda robbed you was really the last straw, and your panic attacks have been a lot worse since then. First of all, since Brenda stole the last \$100 you had for the month along with your blood pressure and Ativan prescription, you were really in a bad way. Somehow, right after the robbery, once you recognized Brenda, you had the presence of mind to ask around the neighborhood, find out where Brenda was staying, and call the cops. But as soon as you got home after talking to them, after they put in their report that you were "fine," you had a panic attack, couldn't breathe, and then passed out from your blood pressure in the hall of your apartment building, where a neighbor found you.

You were in the hospital three days, which meant you couldn't take care of your great grandson, and Paulette had to take off work, which gave her financial problems and put her job in jeopardy. And now you have a bunch of medical expenses that Medicare won't cover and you've got to pay for them somehow. You're home again now, but the anxiety is even worse. You can't set foot outside the house without gasping and feeling like you're going to faint. You're in no shape to look after a child.

And what really hurts is that you don't know why Brenda chose you. Did she have a grudge against you, after all the times she came over for dinner? She was such a smart, sweet little girl. Why did she rob you? You feel angry and frustrated and hurt and ashamed and guilty – all at once. Yes, guilty, because you heard that, because you had Brenda arrested, her kids are now in foster care. And the truth is, even though you've agreed to be here, you're scared of her.

## Paulette Johnson:

Mrs. Johnson, the woman Brenda robbed, is your grandmother. She raised you and your brother Steve because your mother died when you were young. She was a wonderful grandparent, and she was really good to you. Now that you are having financial problems because of your separation from your husband (you started fighting after he was laid off from his job with the city), your grandmother is coming through for you again, taking care of your boy from the time he gets off school until the time you get off of your job as a trainee taxi dispatcher. Things are a little rough but, once you finish the training period and are earning a full wage, things should be all right. Thank goodness. The last thing you want is to go on welfare.

Which is why what Brenda did is so awful – because, when she snatched your grandmother’s purse, she snatched all the money she had left for the month, as well as her medication, so your grandmother had no meds and no money to buy more, and of course her blood pressure got out of control and she ended up in the hospital for three days. Not only that, but in recent years, all the pressure has finally gotten to her and she’s been taking anxiety medication. Since the robbery, her anxiety has gotten completely out of control – she’ll barely go outside, and won’t even go to the store to get groceries without Steve. (It’s a good thing that your son’s school is close enough that he is able to go over to Grandma’s by himself.)

Aside from being horribly worried about her (she’s the person who holds your family together), you had to leave work three days in a row. That meant a smaller paycheck, so now you’re behind on your utilities and don’t have quite enough for rent this month. Not only that, but you’ve been warned that, if you miss any more work, you may not finish the training period successfully and may lose your job. So on top of being worried about your grandmother and your financial situation, you’re feeling guilty because you feel like you ought to be completely focused on your grandmother’s well-being and not focused on your own troubles. However, you’re worried that you might lose your job. And it’s all because of Brenda.

And as for Brenda...you know her from when you were kids. She used to come over to your house after school, before she started hitting the streets. Brenda was a lot of fun. You had some wonderful times together. She was smart, too – she loved to read and would tell you stories from the books she read. She wrote stories sometimes, too. And then at some point, something inside her just changed. Of course, it wasn’t just her fault. People from the neighborhood sold her drugs, including your brother Steve, during the brief time he was a drug dealer.

You know Brenda has a lot of potential. And you know she wasn’t happy at home as a kid. So it really hurts to see her like this. And part of you realizes that, if some things in your life had been different – if you hadn’t had your grandmother’s support – you could have turned out like Brenda, too. But on the other hand, you can’t help feeling that Brenda could pull herself together if she really wanted to. She chose drugs. She chose to live on the streets. She didn’t have to. And how dare she rob your grandmother! What did she ever do to Brenda?

## Steve Johnson:

Your feelings about Brenda are incredibly complicated. First, you are mad as hell at her for what she did to your grandmother, knocking her over and robbing her like that. You remember when she was your sister Paulette's friend and she used to come over and eat dinner. She was practically treated like one of the family. Why did she pick on someone who was nice to her? Now you have to go with Grandma to the grocery store once a week because she's scared to go out by herself.

You have a few things to feel guilty about yourself. During the few months that you sold drugs, you sold them to her. That was before she really had a problem, and if you hadn't sold her drugs, if you had been more of a friend to her – since she was your sister's friend, after all – then maybe she wouldn't be in this situation now. Plus, you were friends with Joe, her uncle who lived with her family starting when Brenda was about eight and he was eighteen or so. There was always something about his relationship with Brenda that made you a little uncomfortable, but you couldn't exactly put your finger on it and, besides, Joe was a cool guy, so you never said anything. (He's in the joint now for other stuff.) Maybe if you had done the right thing yourself, Brenda wouldn't be in this situation.

It really is pretty sad to see Brenda where she is now. She was such a cute little thing. And smart. And the thing is, you know she can turn it around. After all, you did. The reason you were selling drugs was because you were using drugs. But one day you caught your grandmother looking at you with the saddest expression on her face and you realized you needed to turn it around. Because you were never arrested, and hadn't been dealing too long, you were able to take the small amount of profit you had and start a tee-shirt screening business. You're not exactly raking it in, but you have enough to live on, enough to put some away, and enough for two part-time employees.

You don't really know what will come of this Peacemaking Circle thing. It's a little hokey and you're only here to support your grandmother. After all, she raised you. But maybe something good will come of it.

## James Black/Joyce Black:

You and your wife/husband grew up in the neighborhood and were childhood sweethearts. You have three beautiful young children. Somehow you both managed to avoid the drugs and violence around you (even though you both have family members who did not). You both went to the local state college and have good jobs. In fact, you could be living in a lot more clean-cut kind of a place. But this is where you're from, this is where your families are, and nowhere else would seem like home.

But still... it's bad enough seeing people selling drugs on the street, people you grew up with. It's worse seeing women you knew from when they were kids selling themselves. You and your wife/husband are always afraid your kids are going to catch some disease from finding a condom on the street and playing with it. Or get HIV from a discarded needle.

And this robbery. Mrs. Johnson is a sweet woman and she does not deserve this kind of grief. And it's not like this stuff hasn't gone on for a long time, but it really does make things feel less safe, and for the first time, you're talking about leaving. You thought maybe by staying here, working hard, paying taxes, going to church, volunteering in the community and all, you could help lift the neighborhood up. But maybe that's just not enough to make a change.

You didn't know Brenda well as a child because she was quite a bit younger than you, but you remember a very energetic, charismatic, sweet girl. The past few years have been pretty harsh on her. You have no trouble seeing the ways in which she's a victim of her circumstances, but she's hurting other people, too. How is this going to affect her kids? And how about what she did to Mrs. Johnson? That kind of stuff hurts *everybody*. Sometimes it seems like the people who are sorriest for themselves are the ones who do the most damage. So you were glad that, when the circle facilitator approached you to be a community representative in the circle, you agreed to be part of it, because you really want to stress the importance of *keeping the community safe*. You do not want to see Brenda let off the hook.



## **Mr. Wells/Ms. Wells:**

This neighborhood is going to the dogs. You've stuck it out here for years, trying to make a difference, and you're still trying, and in some ways you feel like you have made a difference. Your corner deli, which you managed to buy thirty years ago and have made a not great but decent living off of, is one of the centers of the community. Unlike a lot of folks who own businesses in depressed neighborhoods, you're from here, you live here, you have always been part of this community. And over all, you feel like you've had a positive impact.

But there are some things that are hard, and being from here can make it harder. Like when you see boys you've known since they were babies standing on the street corner. And when you see women like Brenda, who you've known since they were little girls, basically living on the streets... you feel for them. On the other hand, they don't think twice about ripping you off, and they prey on other people. Like Mrs. Johnson, one of your oldest customers, and a very wonderful woman who has lived through a lot.

You're here because this circle thing is something new, something different. You like the idea of the community coming together to handle a problem instead of just sending the problem – in this case, Brenda – away. But this isn't going to work unless Brenda really has to do something about her problems. Talk is all well and good, but what's going to happen the next time Brenda wants to get high?

## **Aunt Pearl:**

You are Brenda's aunt. On the day that Brenda committed the robbery, she had just been at your house, asking if she and her kids could move in with you when she has to leave the shelter. You know that Brenda has an untreated drug problem, so you said "no," and the conversation ended with a big screaming match. You're letting her stay at your place now just until this situation is resolved (i.e., until Brenda goes to jail) or the Peacemaking Circle comes up with another solution. But you're not happy about her being there.

Your feelings about Brenda are complicated. On the one hand, you have a lot of compassion for her. You are only 8 years older, and because of problems in your family, you and your older brother Joe lived with Brenda's family when she was little. Not that Brenda's family didn't have a lot of problems, too. So you babysat Brenda a lot when you were a teenager, and you remember what a sweet girl she was and how lovable and fun. And what a little bookworm she was! But she changed. You don't know for sure, but you think that Brenda may have been sexually abused by a number of people, and that your brother might have been one of them. You had a problem with drugs, too, and you know what that's like. You would hate to see her go to prison and lose her kids permanently.

On the other hand... Brenda doesn't always seem to want to help herself. She's her own worst enemy, and for someone like you, who has tried hard and succeeded in turning things around (you now own your own business, a cleaning service, and you also sell Mary Kay – which is one reason you don't want her in your house – there's a lot that she could steal!), that just gets under your skin. Brenda was one of the smartest and prettiest girls in the whole neighborhood until she started going downhill. And to rob Mrs. Johnson, who is such a sweet lady and who was very kind to Brenda when she was a little girl... it makes you sick. Let's face it, Brenda's not going to change unless she decides to change herself.

## **Ms. Bates/Mr. Bates (Director of the homeless shelter):**

You've been working at the shelter for about 10 years. You love the shelter and are proud of the work that you do. It's especially meaningful to you because – and not many people know this – you lived at the shelter yourself for a short time in your twenties, and used drugs too. That was about 20 years ago. Through a lot of effort – working multiple part time jobs, taking night classes – you managed to earn your GED and then went to community college, transferred to a four-year school, and earned a college degree. You could have chosen to do lots of different kinds of work, maybe even gone to law school, but you stayed working at the shelter because you really wanted to make a difference in people's lives.

Even though you love your work, and seeing people who manage to turn it around is what keeps you going, there are sometimes particular clients who really, really get you down. Brenda is one of them. She's smart, so smart, much smarter than you were, and you identify with her because you dropped out of school, too. And she's charming, and fun, and attractive. But she just doesn't seem to have the determination it takes to turn things around. Sure, she's got a drug problem, but she seems to have a lot of other issues as well. Just like a lot of people. It was pretty frustrating for you, seeing Brenda and her kids at the shelter day after day, especially after she turned down the transitional housing because she didn't want to be accountable for her drug use.

When the cops came to the shelter and arrested her right in front of her kids, you felt terrible. You were also in a difficult position because, while the shelter has part-time child care, there really was no one to look after the children, and the shelter is not a place that's safe for kids on their own. So you had to call child protective services so that her kids would have someone to take care of them. You're pretty mad at Brenda for putting you in the position of breaking up a family. And you're mad at her for screwing up and for bringing down herself, her kids, and her community. But it's not like you don't get it. You do.

## Officer Woods:

You didn't grow up in this neighborhood, but yours was a lot like it. So even though you don't know these people and they regard you more as a stranger to be feared than as a friend, you feel like you know them. The older people have tried to hold it together as the neighborhood and their kids when downhill. The kids who grew up to be junkies and now their children are running wild. You've seen all of it. You have relatives who have used drugs and you have relatives who have dealt drugs and ended up in the joint. Your own big brother did a few years. So you know what it's like.

It was pretty darn depressing having to go to the homeless shelter to arrest Brenda for such a stupid crime, taking her away from her kids, knowing that they would go straight to emergency foster care. Your heart goes out to Brenda and the kids, but the truth is, people like Brenda have it all wrong. They feel like they're powerless, they feel like they have no choices in their life, and yet they do have a huge amount of power – the power to make their lives, their kids' lives, and the lives of the people in their communities, miserable. That's a lot of power. And imagine what they could do if they decided to use that power for something else. A lot of people from just as difficult places manage to make that choice. You did. So it sort of mystifies you why everybody can't see that... especially someone like Brenda. She's attractive, she's charming, from talking to people who know her, she was real smart before she got caught up in drugs and dropped out of school and started turning tricks.

You sure hope this Peacemaking Circle isn't a waste of time. It's a new thing the judge is doing and it's the first one you've been part of. You don't know if it can work, but you know one thing for sure... the current system doesn't. Sending Brenda away for five years is probably not going to do any good – you've been around long enough to see people get sent away over and over again. On the other hand, you don't want to see Brenda let off the hook. What she did hurt people, and she's done a lot of other things that hurt people – and if something doesn't change, she's just going to keep on hurting them and you're just going to have to keep on going around picking up the pieces.

## **Mrs. Montgomery/Mr. Montgomery:**

You have lived in the neighborhood a long, long time – more than 40 years. Long enough to see it change in lots of ways, long enough to know whose kids made it, whose kids went to prison, and whose kids are struggling. Long enough to have organized 20 block parties and lots and lots of neighborhood clean-up crews. And long enough to have been victimized countless times – house burglarized, car stolen, held up, you name it. Your son was stabbed on the street about five years ago. He’s ok, but that was it for him – he moved away. No one was ever arrested for that, or any of the other crimes you experienced, but you look at Brenda, and you know that she’s probably a lot like those people who victimized you, whoever they were. You can see both sides of Brenda. You can see the young, hopeful girl she used to be, and you can see who she is now – she and her three kids on the road to nowhere. You remember that her folks weren’t the kind of people who deserved to win a parenting award, and you can imagine what she’s been through. But that doesn’t make what Brenda has done, or what’s happened to the neighborhood, ok.

When you found out about the opportunity to take part in this circle, you were skeptical, but kind of excited. For too long, we’ve been sending our problems off to jail instead of owning up to our own responsibility to take care of them here. If this approach can work for Mrs. Johnson, maybe it can work for other people in the community and make the community stronger too. You just want to see Brenda realize that her actions have real consequences for other people, and to see her be accountable for the harm she caused, but you want to see things work out for Brenda, too.



## Session Eleven

### Group Project (Week One)

#### Instructor Notes

As the culmination of the learning and work done in the previous weeks, the class now moves from discussion to action, working on creating a “blueprint” for a product based on some of the issues explored to date.

The project, begun in small groups and then moved into the large group, allows students to take what they have learned and make links with the practical world. Each small group deals with a particular segment of the project and then brings their results to the large group where their input is further discussed and honed. The project forces the class to address realistic operational issues rather than allowing them merely to surface ideas that are not feasible in the real world. In the process, many philosophical issues are explored. At times they are spin-offs of discussions from prior classes, and at other times, they explore totally new territory.

The instructor can design – or better yet, ask the class to design – a project connected to an issue that has seemed particularly relevant during the course of the semester, something that will engage and motivate students to work together and put in their best effort. Sometimes, there is so much energy around doing the project that several ideas are floated and, to keep the process moving, it is helpful to have students vote on the project ideas that emerge.

One example in which the instructor chose the topic for the group is as follows. During an early semester that Inside-Out was taught in the Philadelphia County system, the instructor learned that the city was in the process of designing and building a new women's prison. Because it seemed like an interesting "teachable moment," the class was assigned the project of designing its own "ideal correctional facility for women," taking into consideration administration, programming, policies, management, security, and the facility's physical design.

In five subgroups, students developed their particular areas and then reported back to the whole group on what they had created. The small groups essentially did the "pre-thinking" for the larger group, providing a set of solid starting points for discussion about each discrete area. Over a period of two or three class meetings, the group as a whole then moved towards consensus on the final plans for the correctional facility.

Every semester, we work on a project of this sort, but the very first project we undertook stands out for a particular reason. That semester, the class had completed everything but the physical design – and it was the last day of class. The instructor asked if anyone had an idea for a stepping-off point, and one of the inside students came up, took the chalk, and sketched a basic blueprint of the ideal correctional facility. As she created the design, she talked the class through the process, explaining each piece of it in detail.

It was a powerful experience for the instructor and a pivotal moment for the student, who had had a strong artistic interest as a child, but who had put that part of her life on hold when she became involved in the life of the streets for more than a decade. Today, that student has an associate's degree from Community College of Philadelphia, a bachelor's degree in Art Education from Temple University, and has since worked in art education with young people.

The report that the class completed that semester was submitted to the Commissioner and Deputy Commissioners of the Philadelphia Prison System. In fact, a report is produced each semester which focuses on one issue or another and is submitted to the administration. While there is no way of knowing if these reports have had any impact, it is our hope that they have been – and will continue to be – read and considered with the seriousness that they deserve.

Having the inside and outside students work together to complete a project of this kind is an integral part of Inside-Out. Some of the reasons include the following:

- Given that much of the conversation in class will inevitably be about analyses and critiques of the system, it is important to respond to those critiques in a productive, constructive, proactive way, so that the students take from the class the recognition that they can make a difference in the world.
- The act of working on and completing the project illustrates the power of and possibilities for cooperation and collaboration between people on the inside and outside of prison.
- Just as Inside-Out moves students out of the college classroom and into the prison world, the project moves the Inside-Out conversation from theory to application in the real world.

Ideally, as in the example above, the project can be developed into a semi-professional report for submission to the appropriate administrators. (See Session 14 for examples of these reports.)

One of the challenges of the project is for it to be conducted in a truly collaborative way. As previously described, portions of the project are worked on by different subgroups and then brought to the full class for further consideration. As with any collaborative process in the “real” world, students are challenged not to hold on too tightly to – or be too territorial about – their ideas, for the good of the whole.

The instructor needs to assign one student to compile the final project into a report that can be copied and distributed at the closing ceremony. Usually, for logistical reasons (i.e. access to e-mail), an outside student performs this task, and then speaks briefly at the closing ceremony, giving an overall explanation of the project to the guests. Whether it is an inside or outside student, s/he is then compensated for the effort by having to do one fewer paper for the class.

## Handouts

- Guidelines for Project Development (samples are included here for instructor’s use)

## Activities

### Homework Follow-up

*(Approximately 15 minutes)*

**Writing:** Collect Reflection Paper #8.

**Reading and Reflection Questions:** It is good to have an initial brief discussion on the readings due for today, especially as they relate to the project that is the focus of the group’s work. Additionally, the instructor will have posed a question to the students at the end of the prior class for their reflection.

### Group Project: Week One

*(Approximately 2 hours for entire process.)*

- The class moves through a deliberative process to determine the focus for their Group Project.
- The instructor provides some overall guidelines for the project, explaining what types of final products the class could produce – eliciting, of course, ideas from the group throughout.



## Group Project: Week One *(continued)*

- The instructor asks students to brainstorm their responses to the following (the responses can be noted on the board and saved so that they can be included in the final report):
  1. What mission is their project intended to achieve?
  2. What values do they want their project to reflect?
  3. What are the specific goals of the project?
- The instructor randomly assigns the students to groups. (Another option – if the instructor is able and the resulting groups would be sufficiently diverse – is for the instructor to assign students to groups based upon their interests as they have emerged during the semester.)
- The instructor gives the students an opportunity to ask any questions.
- The students spend the next hour and a half working in small groups on their portion of the project. Each group needs to have a facilitator, as well as someone taking notes.
- As the small groups finish, the instructor collects the notes and asks if there are any further questions.

## Homework Assignment

*(Approximately 5 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Reflection Question:** Assume that whatever any program, system, or bureaucracy will be able to achieve is driven, shaped, and limited by the values held by those who design, implement, and operate the system. With this in mind, reflect further on the values that are important for the class to bring to bear on the group project.
- **A Second Question:** Ask students to start thinking about what they have learned from Inside-Out and what the experience means to them. (This is in preparation for their writing a short paragraph for the reflection booklet in the next class.)
- **Writing:** Reflection Paper #9 due next week.

## Closing

*(Approximately 10 minutes)*

Go around the circle, asking students to say a few words about how it feels to be applying what they have learned. Is it exciting? Frustrating? Confusing?

~ Sample ~

## Inside-Out: Project on Community Justice

Based on what we have discussed in the course so far, including ideas that were generated at the beginning of the semester, we are going to spend the next three weeks on developing a project based on the idea of Community Justice (see description on attached sheet). The group will be divided into six subgroups, each of which will work on creating a different dimension of the project. Keep in mind the interplay between **the offender, the victim, and the community** in whatever is developed. Each of these three parties has to contribute something to the process, as well as get something out of the process. The following are guiding questions for each of the groups. **Be creative, proactive, and visionary in your program development.**

### Group 1: Prevention with Youth

- What kinds of programs can be developed to address the issues of at-risk youth?
- Who might be involved in running these programs?
- What issues need to be addressed and what are the most effective ways of addressing them?

### Group 2: Community Policing and Protection

- How might law enforcement change to have a more community-oriented perspective?
- How could citizens be involved in community protection?
- What are the possibilities of partnerships between law enforcement and the community?

### Group 3: Accountability through Community Courts

- How might the court system change to include involvement from the wider community?
- What are some ways that a different kind of court system might hold people more accountable?
- What is an alternative way of addressing crimes committed due to drug or alcohol addiction?
- Are there alternative ways that property crimes and public nuisance crimes can be addressed?

### Group 4: Victim-Offender Reconciliation / Restorative Justice / Conflict Resolution

- What are some ways that conflicts could be resolved in a community setting?
- How would a restorative justice model differ from a model based solely on punishment?
- How might victims and offenders be reconciled in a community context?
- What are some of the potential benefits, as well as areas of concern, in this approach?

### Group 5: Working with Offenders Making the Transition to the Community from Prison

- What kinds of programs can be developed to meet the needs of those coming out of prison?
- Where might these programs be based and who might operate them?
- What particular issues need to be addressed and how can they be addressed most effectively?

### Group 6: Crime Reduction through Partnerships involving Education, Employment, and Life Skills

- What kinds of community-based programs can be set up to provide people the resources they need?
- What sorts of things do people need in their lives to deter them from getting involved in crime?
- With whom could a community “partner” for education, employment, and life skills development?



Photo by Ryan S. Brandenburg

# Session Twelve

## Group Project (Week Two)

### Instructor Notes

This week, the class continues working on the group project while also beginning to prepare for the Closing Ceremony. [The instructor has been keeping up on arrangements for the ceremony throughout the semester, arranging space, and sending out invitations as noted on the **Logistics Checklist.**]

### Handouts

- What has the Inside-Out experience meant to you?

### Activities

#### Homework Follow-up

*(Approximately 15 minutes)*

**Writing:** Collect Reflection Paper #9.

**Reading and Reflection Questions:** It helps to begin with a brief discussion of the readings for the day, especially as they refer to the issues emerging in the group project.

## Preparations for Closing Ceremony

*(Approximately 30 minutes)*

- Ask the inside students and outside students to briefly meet separately to choose a representative speaker for the Closing Ceremony. The inside students choose a representative to speak for them, as do the outside students. They can decide what process they would like to use, though the easiest and most democratic approach is by a simple majority vote.
- Ask students to spend a few minutes writing a paragraph in response to the question on the handout: **What has the Inside-Out experience meant to you?** Let the students know that these paragraphs will be incorporated into a booklet that will be distributed at the Closing Ceremony and that all they need to do is include their first name when handing it in.
- Ask for volunteers to:
  - ▶ Create artwork for the cover of the booklet (usually an inside student).
  - ▶ Type up all of the paragraphs and, if possible, lay them out in booklet form and e-mail them to the instructor. (This work is usually done by an outside student.)

## Group Project (Week Two)

*(Approximately 90 minutes)*

- Ask each group to take a few moments to gather their thoughts and to note their main points on newsprint.
- Ask for the recorder/reporter for each group to present the group's main ideas, allowing other group members to add additional points that may have been left out at the end of the reporter's presentation. **Do not ask for larger group feedback at this time; this will happen after all the groups have had a chance to explain their initial ideas.**
- Once all the groups have presented their work, ask the entire class to respond to the set of presentations as a whole, reflecting their thoughts on the themes and values reflected in the presentations and in the linkages between them.
- For the rest of the time that is left to spend on the project, turn the focus of the large group back to the work of each small group, and facilitate an in-depth discussion of each segment of the project, making additions, subtractions, and other changes as needed. As the class as a whole makes changes to the work of each group, the individuals and groups involved may need to be reminded not to be too attached to their previous work. (The person who has volunteered to produce the final report needs to pay close attention and take careful notes, so that the final version of the class' work is appropriately reflected in the final report.)

## Homework Assignment

*(Approximately 5 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Reflection Question:** Which elements of this project being developed by the class seem the most hopeful to you? The most pragmatic? The most important? Is there any part of this project that you could see yourself devoting time and energy to trying to make happen in the real world?
- **Writing:** Reflection Paper #10 is due next week.

## Closing

*(Approximately 10 minutes)*

Going around the circle, ask students to say a few words about how it felt to put their work product out to the larger group.

## What has Inside-Out Meant to You?

Please share your reflections on the following questions (your responses will become part of a booklet that will be shared with everyone at the Closing Ceremony):

1. What will you take with you from Inside-Out?

2. How, if at all, has Inside-Out changed you?

3. What would you tell a friend about Inside-Out?

4. What has Inside-Out meant to you?

5. Other Comments:



Photo by Ryan S. Brandenberg

## Session Thirteen

### Group Project (Week Three)

#### Instructor Notes

The class finalizes the project today, and the notes taken from this week and last week are combined into a report to be presented at the Closing Ceremony. The process of coming to consensus with a group of 30-35 people is not easy, and there will be points of disagreement about various issues. The challenge for the instructor is to know when to move on to the next item, even if full consensus has not been reached on a particular issue. Whatever sticking points occur can be explained in the final report, taking nothing away from the quality of the product or the process.

A second challenge is keeping track of time in order to ensure that all of the material from the small groups is given adequate consideration. It may be necessary, from time to time, for the instructor to ask students to keep their comments brief in order to cover more material.

## Handouts

- Guidelines for Final Paper

## Activities

### Homework Follow-up

*(Approximately 15 minutes)*

**Writing:** Collect Reflection Paper #10.

**Reading and Reflection Questions:** As usual, it is always good to tie the readings for the week into the issues that emerge as the large group considers the many aspects of the project they are developing.

### Group Project (Week Three)

*(Approximately 100 minutes)*

- Continue the process of focusing, in detail, on the work of each group, fine-tuning each segment of the project to create the whole.
- It is important that, once all of the segments of the project have been completed, the class as a whole brainstorms the steps necessary in the **real** world in order to implement the project (these will depend on what the project is and how the task was framed from the beginning). Some issues to consider are how the project will be funded, what buy-in is needed from various stakeholders in order to ensure adequate support for the project, if a pilot project is best before full implementation, the project development timeline, what impediments could stand in the way of implementing the project, etc. (This analysis also will be included in the final report.)
- After the process is completed, hand off the project to the person who will be producing the final report (make sure the class knows that every student will receive a copy). It will be important, as well, to determine with the class who the primary recipient or audience is for this report.



## Homework Assignment

*(Approximately 15 minutes)*

- **Reading:** Books and chapters listed in the course syllabus.
- **Writing:** Distribute Guidelines for Final Paper. Allow plenty of time for students' questions.
- **Reflection Question:** What can each of us do to help ourselves to be able to say goodbye to one another, and the group, next week?

## Closing

*(Approximately 20 minutes)*

It might be helpful to have the group – including the instructor – talk a bit about what it was like to work on the project together, whether people think it is something that can happen in the real world, and what the students learned about themselves from the work that was done in the group.

# The Inside-Out Prison Exchange Program

## Guidelines for Final Paper

Lori Pompa, Instructor

Due: \_\_\_\_\_

This final paper will have two dimensions to it: **process** and **content**. Your task is to consider the entire experience shared by the class over the past semester and write, in detail, about several aspects of our experience. In this paper, you need to explain and analyze what we learned this semester.

### Section One: Process

In the first part of the paper, focus on the following issues:

- The **group dynamics** and how/whether these dynamics seemed to change over the course of the semester -- and why.
- Your own **individual process**, including your participation in the class, as well as your reflections on and feelings about the whole experience -- note any shifts that may have taken place in how you look at things; be sure to explain the effect that this experience has had on you.
- **Perceptions of others** and how these perceptions might have changed (for example, your perceptions about other individuals, as well as their perceptions of you).
- Your observations about **prison life**, from going in and out of the facility on a weekly basis (for Temple students only).

### Section Two: Content

**Part I:** We explored the following **topics** during some of our sessions together:

- 1) the role of prisons (what prisons are for)
- 2) criminological influences (why crime happens)
- 3) an analysis of the criminal justice system
- 4) punishment and rehabilitation
- 5) victims/victimization (i.e. harms)
- 6) identity, power, and privilege

Please take at least FOUR of these topics and, supported by the assigned readings, explain IN DEPTH what you have come to understand about each one. Focus especially on new dimensions of the topic that you have come to realize through the course discussions and/or the readings. Clearly delineate these four separate topics with subheadings within the Content section of the paper.

## Specifications of the Paper

The paper must be at least 10 pages in length if it is typed (double-spaced, with one-inch margins, **bolded quotes**, and citations) or 15 pages if it is hand-written (only write on one side of the page and skip lines). You must incorporate at least **15 quotes** (with citations & page numbers) from all of the readings from the entire semester in the content portion of the paper (Section Two). Please take your time planning and writing this paper so that the result has the depth that it deserves. Provide a short introduction and conclusion.

**So, the paper needs to have 4 parts:**

- 1) Short Introduction**
- 2) Section One – Process**
- 3) Section Two – Content**
- 4) Short Conclusion**

NOTE: I am challenging you (again) to look at the use of language – in terms of LABELS. Please avoid using such labels as: inmate, prisoner, convict, murderer, rapist, addict, criminal, etc. in your final paper. It will take a certain amount of attention and consciousness to do so – which is all part of the process. Try to figure out other ways to say what you mean.

If you are typing the paper, leave adequate time in case of computer, disk, or printer failure. **Late papers – for this or any other reason – will not be accepted. Finals may not be emailed without prior approval.**



## Session Fourteen

### Final Closing Ceremony

#### Instructor Notes

The closing ceremony, held during the next to the last class of the semester, is an opportunity for participants to celebrate the conclusion of their semester and for correctional and academic officials to recognize their achievement. This event can be as creative as the instructor and class want to make it.

The ceremony occurs in two parts. First, there is an open ceremony, in which guests from the prison and college/university administration speak, along with the instructor and, most importantly, a representative student from the inside and one from the outside. Afterwards, a final exercise is held for only the class and the instructor, during which the students achieve a sense of closure and bid each other farewell. Assuming a two-hour time frame, each portion of the ceremony takes about an hour.

#### Advance Preparation

Like everything else connected to teaching a class in prison, close attention to details and logistics is necessary in order to have a successful closing ceremony. The summary below – itemizing tasks that need to be taken care of **in advance** – is explained in detail in the checklist presented elsewhere in the Inside-Out Curriculum.

1. Secure a room in advance; you can't always assume that the closing ceremony will take place in your regular classroom, since appropriate space may be an issue.
2. Find out in advance if the prison will allow food to be served and what needs to be in place for that to happen.

## Advance Preparation *(continued)*

3. Create and copy the program of events.
4. Invite guests approximately six weeks in advance, request RSVPs, and remind guests the week before the ceremony. Also, be sure that the prison or jail has the names and required information for the guests well in advance.
5. Ask guests to speak, making sure they have a good sense of the reason for the ceremony, so that their remarks will be appropriate.
6. Assign students the tasks necessary to produce the class reflection booklet, giving them sufficient time to complete it.
7. Design, print, fill out, and sign all certificates, making sure to have the correct spelling of everyone's name. Two certificates are printed for all students – one with their first names (i.e. the name that they have been called all semester), which will be used during the actual ceremony, and a second with full names, to be distributed during Session 15.
8. Assign students the tasks necessary to produce the final report, giving them sufficient time to complete it.
9. Prepare your own closing comments prior to the ceremony.

## Handouts

- Program
- Certificates
- Reports
- Reflection Booklets

## Activities

### Closing Ceremony (with guests)

The first hour-long segment is a certificate ceremony which has a bit more of an air of formality to it. Various administrators from the prison and the university are invited to attend (e.g. Superintendent, Warden, Dean, Department Chair). Each of those in attendance is asked to say a few words, and presentations are made by one inside student and one outside student, representing their respective groups. All students then receive a certificate acknowledging their participation in the program. The ceremony ends with refreshments of some kind, if possible.

## **Closing Ceremony (with guests)** *(continued)*

It is important for both continuity and symbolism to conduct this ceremony in the same circle format as the class was conducted throughout the semester. Everyone – including the guest speakers, the student speakers, and the instructor – needs to keep remarks to 3-5 minutes. If a microphone is to be used, it is a good idea to test it ahead of time.

Background music is always a wonderful addition, as are creative expressions (poetry, art, original music) offered by the students. The inclusion of simple ritual can be very powerful. For example, the group may want to figure out a creative way for them to process into the room – possibly from two different directions – and then sit together, as usual, representing the two groups having become one.

Examples of items used in past ceremonies are included in this section of the Curriculum. The following are a few suggestions in developing the ceremony and the various handouts to be distributed.

- As with the class sessions throughout the semester, the gathered group sits in a circle, with inside students, outside students, prison administrators, prison staff, and college/university representatives spread throughout the circle. This seating arrangement makes a powerful statement about our common humanity and shared power.
- In constructing the order of activities, it is good symbolically to have the students as the first speakers because it illustrates their centrality in the event.
- It is important to have the spelling and title of each guest correct on the program.
- The acknowledgments on the back of the program are very important, especially in terms of remembering and recognizing the many people at the prison, including those behind the scenes, who helped to make the program happen.
- It is good to have enough of each handout for everyone in attendance.
- If there is a final report from the work on the group project, the student who compiled the report can be asked to say a few words about it during the ceremony, and then present it to the highest ranking prison official present at the ceremony.
- The first-name only certificates that are presented during the ceremony are best ordered alphabetically, which allows for a natural mixing of the inside and outside students. It is nice to have one of the officials representing the college/university as the one who actually hands the students their certificates. The instructor can call out the names and shake the students' hands when they come up.
- An easy thing to forget is to sign the certificates ahead of time, especially if a second person (someone from the prison or from the college) is signing them, as well.

### **Closing Ceremony (with guests)** *(continued)*

- It is a nice gesture to have a certificate developed for – and presented to – the liaison who has been working with the group throughout the semester. It also is important to ask him or her to share some comments during the ceremony, as well.
- There are many ways to construct the Closing Ceremony. For example, the instructor can be the “emcee” who opens, closes, and introduces everyone. Alternately, a team of an inside student and an outside student could take on that role.
- Some of the prison officials who are listed on the program may not, in the end, be able to appear that day – which is something that may happen at the last minute. Flexibility is key in this situation. For example, the Superintendent or Commissioner may be able to stop in for a brief moment at some point during the ceremony. If that happens, it is good to move over and greet the official quietly and find out how long s/he will be able to be present. The order of the program can always be shifted accordingly.

Even if the instructor does not act as the emcee during the ceremony, it is up to him/her to keep track of time and be sure that the event keeps moving.

### **Closing Exercise (without guests)**

After the first part of the closing ceremony is over and the guests have left, the students and the instructor conduct their own closure exercise. Through selected activities, the students are given the opportunity to bid farewell to their classmates, as there is no contact between the two groups after this time. Each individual is asked to make a statement to the whole group describing what s/he will take away from the class.

It is important for the instructor to name the emotional impact of the end of the class. It is always a difficult experience. The students as individuals and the class as a whole have created bonds, and the inside and outside students will not see one another again. Bringing up this reality is a way of both helping students process their feelings and reiterating the importance of this rule. In addition, during this session, the instructor needs to remain alert to make sure that people are not exchanging contact information.

A typical closing exercise is simple yet moving. What often works well is simply to go around the circle, asking each student to answer the question, “What will you take into your life from this experience?” The responses consistently illustrate the transformative power of this experience – on many levels – in the lives of those who have participated.

## Homework

- **Writing:** The Final Paper is due next week.
- **Reflection Question:** Students can be left with the question: How will you take what you've learned here into the rest of your life?





## Session Fifteen

### Final Debriefing (Separate Sessions)

#### Instructor Notes

The last session is an opportunity for each group to look back on the semester and to reflect on an experience that many students will have found transformative. This session is extremely informative and it is useful to hear how the course measured up to the students' original expectations, what surprised them, what they learned about themselves, about communication, and about other people, what stereotypes and assumptions were challenged, and how they want to use what they've learned in the rest of their lives. In this session, students are asked to jot down some of their responses to the course, and each is given a few minutes to speak to the group.

#### Outside Students

Typical thoughts that outside students express include:

- They have come to appreciate more deeply what they have in their lives in terms of family, school, and resources.

- They recognize that they are much more similar to the inside students than they are different from them.
- They have become aware of many of the problems and complexities of the criminal justice system.
- They have developed a sense of empowerment and recognition of themselves as potential agents of change in addressing these and other problems.
- They realize that, because they now know real people who are affected by the system, these issues are no longer purely theoretical for them.

## Inside Students

Typical thoughts that inside students express include:

- They didn't realize they were so smart themselves.
- They have more of an interest in further education.
- They were disturbed by recognizing themselves in some of the texts. Sometimes inside students see themselves in the statistics or in the stories of others, and they feel uncomfortable because it hits so close to home. These are moments that need to be addressed with great sensitivity. However, if this kind of recognition happens, then one goal of the class has been met: for inside students to be able to take their individual experience and put it in a larger framework. If knowledge is power, this knowledge may give some of the inside students a bit more power in their lives.

## Handouts

- Debriefing Session Questions
- Evaluations
- Formal Certificates (with full names)

## Activities

### Homework Follow-up

Collect Final Papers.

## **Course Evaluation**

*(Approximately 15 minutes for Inside-Out Evaluation)*

- Inside-Out Program Evaluation distributed to both groups for completion during this session.

## **Group Discussion: Thoughts and Feelings Regarding the Inside-Out Experience**

*(Approximately 60 minutes)*

- What did you expect at the beginning of the course? Was your experience the same or different from what you expected? How?
- What did you learn about yourself in the process of going through this class? What changes, if any, did you experience in yourself?
- What did you learn about communication?
- What did you learn about others?
- What questions do you have as you come out of this experience?
- What stereotypes or assumptions have been challenged through this experience?
- How do you want to take what you learned from this semester into the rest of your life?

## **Distribution of Formal Certificates (with full names) and Final Goodbyes**

*(Approximately 15 minutes)*

## Final Debriefing Session Questions

1. What did you expect at beginning of the course? Was your experience the same or different from what you expected? How?
2. What did you learn about yourself in the process of going through this class? What changes did you experience in yourself, if any?
3. What did you learn about communication in this class?
4. What did you learn about others as you went through this class?
5. What questions do you have as you come out of this experience?
6. What stereotypes or assumptions have been challenged through this experience?
7. How do you want to take what you learned from this semester into the rest of your life?

## Inside-Out Program Evaluation

Please rate the following items by circling the appropriate number (1 = low; 5 = high):

|  | Pretty<br>bad | Not<br>great | Okay | Good | Great |
|--|---------------|--------------|------|------|-------|
| 1. Ice-breakers / community-building exercises | 1             | 2            | 3    | 4    | 5     |
| 2. Topics discussed in class (in general)      | 1             | 2            | 3    | 4    | 5     |
| 3. Small group discussions                     | 1             | 2            | 3    | 4    | 5     |
| 4. Large group discussions                     | 1             | 2            | 3    | 4    | 5     |
| 5. The books used for the course (in general)  | 1             | 2            | 3    | 4    | 5     |
| 6. Weekly writing assignments                  | 1             | 2            | 3    | 4    | 5     |
| 7. Final paper                                 | 1             | 2            | 3    | 4    | 5     |
| 8. Idea of doing the Group Project             | 1             | 2            | 3    | 4    | 5     |
| 9. Final Report on the Group Project           | 1             | 2            | 3    | 4    | 5     |
| 10. Tour of the facility                       | 1             | 2            | 3    | 4    | 5     |
| 11. Participation of class members             | 1             | 2            | 3    | 4    | 5     |
| 12. Your own participation in class            | 1             | 2            | 3    | 4    | 5     |
| 13. Overall format of the class                | 1             | 2            | 3    | 4    | 5     |
| 14. Closing ceremony                           | 1             | 2            | 3    | 4    | 5     |
| 15. Inside-Out as a learning experience        | 1             | 2            | 3    | 4    | 5     |

Over please...

Which topics and/or discussions stood out the most to you from this course?

What did you think of this particular style of learning?

What are your thoughts about the books that were used in the course?

Did you enjoy the writing involved in this course? Do you have any suggestions about it?

If you were designing this course, what changes would you make?

What would you say you most gained / learned from this experience?

What kind of impact did this experience have on you?