

Section 2

IMPROVING YOUR COMMUNITY

- 1 This section seeks to encourage and prepare students to take an active and constructive part in the life of their prison community or the community to which they will be released.

- 2 Activities in this section aim to:
 - Help students realise the scope for improvement in communities outside or inside the prison.
 - Develop an awareness of the work of organisations involved in community development and improving communities.
 - Enable students to understand ways in which an individual can contribute to the improvement of a community.

- 3 Issues the class are likely to explore include:
 - Social problems, such as homelessness, poverty, drug abuse, crime, unemployment.
 - Ways in which religious groups, youth clubs, local media, political and voluntary groups can improve a community.
 - How fundraising is done.
 - Celebrating individual or group effort.
 - Understanding that people belong to more than one community at the same time.

ACTIVITIES

Lottery winners

Fundraising for a chosen charity

Fundraising

Letter to the Editor

How can we improve life on the units?

Should begging be allowed?

The big issue

Conflict and resolution

Which groups are trying to improve things?

Celebration!

Publicity for community activities

Marketplace

Inviting outside speakers into prison

Section 2 Activity 1
LOTTERY WINNERS

Aim: to help students understand ways in which good causes might benefit from money.

Tutor's Note: *students might spend time finding out about local and national charities. It is recommended that you invite a representative from a charity to address the class (see Section 2, Activity 13).*

Warm Up: Ask the class to brainstorm some charities or causes to which they would like to see money given. Encourage students to justify their choices.

1. Working in pairs, students choose a charity or good cause and decide what they might need extra money for and how to bid to a special panel of the Community Fund for a sum of money between £10,000 and £50,000. They will need to describe how the money will make a difference, e.g. extra money for a children's nursery could provide extra places for children with disabilities. Students complete Worksheet 2a.
2. When this is done, split the class in half, keeping the pairs together. One half of the class acts as the panel, accepting bids up to a total value of £50,000. Each pair presents its case for receiving money. The panel decides whether to allocate the funds or not, and why. The two halves of the class then swap roles.
3. Each pair teams up with a pair from the other group. Each pair should receive feedback on the quality of their bid and whether or not it has been successful.

This activity could provide evidence for: OCR.2, OCR.3, OCNS.3, OCNS.4, OCNC.2, OCNC.3, ESB.1, ESB.2, KSC1.1, KSC1.2, KSW1.1, KSW1.2

Section 2 Activity 2
FUNDRAISING FOR A CHOSEN CHARITY

Aim: to help students understand the ways in which they can raise money.

Warm-up: Ask the students to say what they would do if they had £1million. Then ask if they had £1million to give to charity, which one would they give it to, and why.

1. Invite the Head of Inmate Activities, or another appropriate Prison Governor, to discuss with the class the ways in which they could raise money for charity while in prison. There might already be a nominated charity, or a particular way of approaching this. (See case studies on page 14).
2. Students are supported so that as a whole group they come up with an Action Plan (see Worksheet 2b) and a budget for raising the necessary funds.
3. Taking it in turns, small groups present an Action Plan showing how the money could be raised.
4. The class could then decide which plan to go with. This presents an excellent opportunity to work on project-planning, meeting deadlines, reviewing activities and budgeting.

This activity could provide evidence for: OCR.1, OCR.2, OCR.4, OCNS.1, OCNS.3, OCNS.4, OCNC.1, OCNC.2, OCNC.3, OCNC.4, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

Section 2 Activity 3
FUNDRAISING

Aim: to help students understand the ways in which money can be raised by a community.

Warm-up: Ask students to think about the outside community they come from and what they would improve if they were in charge of the local council. Elicit examples such as, cleaning up the children's play areas, repairing uninhabited homes and housing homeless families, improving the football pitch in the local park.

1. Give the scenario that the local council will give a sum of £3,000 to any community group that can raise £1,000 in three months.
2. Working in groups of four, students come up with an Action Plan for raising £1,000, observing the following rules:
 - activities must be legal
 - no funds raised can be put at risk, e.g. through gambling
 - activities must involve as many members of the community as possible
 - assume the free use of local public buildings, a van and printingAction Plan Worksheet 2b may be used.
3. Each team presents its Action Plan to the class, showing how the money would be raised.
4. The class decides which group has the most original ideas, which team is most likely to succeed, whether anyone broke the rules, and so on.

This activity could provide evidence for: OCR.2, OCR.4, OCNS.4, OCNC.2, OCNC.3, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

Section 2 Activity 4
LETTER TO THE EDITOR

Aim: to enable students to see one of the ways in which people seek to influence opinion.

Warm-up: Write on the board a few controversial statements that you are sure the class will have an opinion on, e.g. television should not be allowed in prison, prisoners should be allowed to vote, the school leaving age should be raised to 18 years. Elicit responses from the class.

1. Provide the class with recent examples of letters to newspapers, both national and local, tabloid and broadsheet. Look at the differences in style or length, noting that many are quite short.
2. In pairs, students select a topic on which they feel they have something to say. It could be a response to one of the letters they have seen.
3. In the same pairs, students write or record on audiotape a letter to the Editor. Ask students to give their letters a heading. Ideally, they would be mounted in the classroom as 'Letters to the Editor'.
4. If the prison has a newsletter, students could be encouraged to write a letter to the Editor about something they want to influence or change.

This activity can provide evidence for: OCR.2, OCR.3, OCNS.1, OCNS.2, OCNS.3, OCNS.4, OCNC.2, OCNC.5, KSCI.1, KSCI.2, KSCI.3

HOW CAN WE IMPROVE LIFE ON THE UNITS?

Aim: to help students understand the ways in which they can improve their immediate surroundings.

Tutor's Note: *This activity will involve working closely with the Head of Inmate Activities, or another Governor or Wing Officer. Their support should be sought in advance of the activity.*

1. Working in pairs, students list what is bad and what is good about their wing. You may wish to encourage one good point for every bad point raised.
2. As a class, review the points made and divide them into two categories:
 - those that are the responsibility of officers
 - those that are the responsibility of prisoners
 (some points may be the responsibility of both)
3. As a class, decide on one or two problem areas that students wish to improve. Work up a short (five minute) presentation to make to the Head of Inmate Activities, Governor, or Wing Officer. The presentation should:
 - describe the problem
 - offer suggestions to improve the situation, ideally involving officers and prisoners
4. Invite the Head of Inmate Activities, Governor, or Wing Officer to hear and respond to the presentation.
5. Students could undertake a simple survey in their own wing, working with officers.

This activity could provide evidence for: OCR.1, OCR.2, OCNS.1, OCNS.2, OCNS.4, OCNC.1, OCNC.2, OCNC.3, OCNC.4, OCNC.5, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

SHOULD BEGGING BE ALLOWED?

Aim: to enable students to consider a complicated social problem that neither legislation nor individual effort can easily solve.

Tutor's Note: *You may wish to invite a representative from a charity that works with homeless people, e.g. Shelter, the Big Issue, or from the local Authority Housing Department to address the class. (See Section 2, Activity 13).*

Warm-up: Elicit opinions on why people beg. Is it a problem? Ask students if they know of any organisations that work with homeless people.

1. Ask the class if they have ever been approached by people who beg. How did they feel?
2. Just before Christmas 2000, the Government launched a campaign to discourage people from giving money to beggars. Instead, they suggested it should be given to a charity such as Shelter or the Salvation Army. Split the students into groups of three or four and ask them to decide if they agree or not, and why. Each group feeds back to the class.
3. Working in pairs, students create a list of reasons for and against giving money to beggars. Results are presented to the whole class.
4. Working in groups of four, students come up with three ideas that might stop people begging in the streets.
5. Students could write or record on audiotape a piece which tells the story of why some people beg.

This activity could provide evidence for: OCR.1, OCR.2, OCR.3, OCNS.1, OCNS.2, OCNS.4, OCNC.2, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

Aim: to enable students to take the example of the Big Issue and homelessness and apply it to other causes.

Tutor's Note: See *Tutors Note, Section 2, Activity 6.*

Warm-up: Put a few controversial statements on the board about homeless people and ask students to vote on whether they agree or disagree, e.g. homeless people are spongers, homeless people enjoy sleeping rough.

1. Ask the class how many homeless people there are in this country at present: 4,000? 40,000? 400,000? (The answer is, we do not know. The only fact we have is that 184,290* households were recognised as homeless in 2001. That figure is just for those that local authorities have to deal with and doesn't include individuals. Shelter estimates that the above figure represents over 440,000 people.)
2. Ask students to work in pairs, identifying reasons why people become homeless.
3. Ask the class what they know about the *Big Issue* magazine. Distribute copies for pairs of students to look at. Ask each pair to list three ways in which the *Big Issue* helps the homeless. Is it successful?
4. Students could create an advertisement for the *Big Issue*, write an article or poem for it or write a letter to it. Less able students may record on audiotape.

* Source: Shelter

This activity could provide evidence for: OCR.1, OCR.2, OCR.3, OCNS.1, OCNS.2, OCNS.4, OCNC.4, OCNS.5, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.2, KSW1.3

Aim: to enable students to recognise that conflicts between different communities sometimes exist, but can be resolved.

Tutor's Note: *This activity builds on Introductory Activity 2.*

Warm-up: Ask students to think about conflicts between communities, e.g. Bradford, Burnley and Oldham riots, Brixton riots. What might be the reasons for the conflict? Is it possible to resolve the problems that caused the conflict?

1. Encourage students to think about how many communities there are in the area where they normally live. Examples are school, college, church, mosque, different language-speakers, etc. Think about how we belong to more than one community at once.
2. Working in pairs, students should identify two communities to which they belong. They should then think about differences and similarities between the two communities.
3. Working as a whole class, think about how the needs of different communities can conflict, for example, excitable football fans attending a big match in a residential area and disturbing local residents. Students should be encouraged to draw on their own experience. Each pair comes up with a good idea for increasing cooperation and reducing conflict between communities.
4. Students could write or record on audiotape something about a different group or an institution. These could be brought together to create a composite, fictitious community.

This activity could provide evidence for: OCR.1, OCR.2, OCNS.1, OCNS.2, OCNS.4, OCNC.1, OCNC.2, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2

WHICH GROUPS ARE TRYING TO IMPROVE THINGS?

Aim: to give students an opportunity to find out about voluntary groups.

Tutor's Note: *This activity builds on Section 2, Activities 6 and 7. It could involve using the prison library or inviting an outside speaker in, so it will need some advance planning (see Section 2, Activity 13).*

Warm-up: Write the name of a well-known charity on the board, e.g. Oxfam, and ask the class to describe what it does.

1. Brainstorm what the class already knows about charities and the work that they do. It may be necessary to clarify the role of such organisations.
2. Using the library, or information brought into class, students identify a charity in which they are interested. They should be encouraged to focus on groups that work on the outside, rather than in prison. (See Useful Addresses).
3. Encourage students to find out about charitable organisations by writing letters for further information or by visiting the library or using the Internet.
4. Students then identify four different ways in which individuals could help that organisation.

This activity could provide evidence for: OCR.2, OCR.4, OCNS.2, OCNC.2, OCNC.3, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

CELEBRATION!

Aim: to encourage students to celebrate achievement.

Warm-up: Ask students to think of someone they admire -- a friend, sibling, parent, uncle, etc. Then think of five things that person has done to make them admire them.

1. Ask students to think about different ways in which people achieve. Ask for examples of private individuals, rather than public figures. Examples might be people quitting drugs or getting their first qualification or looking after a child or elderly relative. It does not matter how small the example, the important point is to recognise personal achievement.
2. Working in pairs or small groups, students find out about each other's achievements -- emphasise again that it does not matter how small or how large the achievement, all are important.
3. Ask students to feedback their list of achievements.
4. Produce a display to celebrate their achievements.

This activity could provide evidence for: OCR.1, OCR.2, OCR.3, OCNS.1, OCNS.3, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1, KSW1.2, KSW1.3

PUBLICITY FOR COMMUNITY ACTIVITIES

Aim: to enable students to think about ways of encouraging people to participate in community activities.

Warm-up: Ask students to think about the last local event they attended before they came to prison. Elicit examples such as the local fair, celebration of a win by the local football team.

1. Discuss with the class different types of group activities that might go on in a community, e.g. Neighbourhood Watch, Mothers and Toddlers group, pub darts team, village fête.
2. Students identify an activity, e.g. 5-a-side football, go-cart racing or a Mothers and Toddlers group that they would like to work on.
3. Students design a poster and write or record on audiotape a press release for the local paper to encourage people in the community to participate (see Worksheet 2c).
4. Ask students to repeat the exercise to encourage others to attend the *Inside Information* course.

This activity could provide evidence for: OCR.2, OCR.3, OCNS.1, OCNS.3, OCNC.2, OCNC.3, OCNC.4, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

MARKETPLACE

Aim: to enable students to assist in organising a real event, and to bring voluntary organisations into the prison so that students can gather information.

Tutor's Note: *This will take a lot of careful forward planning. Suitable organisations will be identified as the course progresses. They should be contacted well in advance and asked to identify an appropriate speaker.*

1. Working with the Head of Inmate Activities or another Governor, identify a large space in the prison, suitable dates and satisfactory security arrangements so that a 'Marketplace Day' can go ahead for a period of time. One to two hours is suggested.
2. Invite organisations that can assist prisoners on release, e.g. Citizens Advice Bureau, Connexions, local Colleges, Education Guidance services, Local Authority Housing Department.
3. Students identify three or four organisations they wish to find out about, together with a list of questions in advance.
4. Students should send 'thank you' letters after the event.

This activity could provide evidence for: OCR.1, OCR.2, OCR.3, OCNS.1, OCNS.3, OCNS.4, OCNC.1, OCNC.2, OCNC.3, OCNC.4, ESB.1, ESB.2, KSC1.1, KSC1.3, KSW1.1, KSW1.2, KSW1.3

INVITING OUTSIDE SPEAKERS INTO PRISON

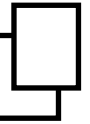
Aim: to introduce students to people and organisations from outside of the prison environment.

Tutor's Note: *This will also take a lot of careful forward planning. Suitable organisations will be identified as the course progresses. They should be contacted well in advance and asked to identify an appropriate speaker.*

1. A phone call between the teacher and the speaker should be made to agree the content of the session, allowing time for introductions, a talk (10 minutes maximum and preferably illustrated) and questions. The purpose of the session should be clarified, as well as the nature of the course and the ability level of the class.
2. Students should be well prepared, using a formal 'welcome' and 'thank you', as well as questions. Spend a session practising this because it is an ideal opportunity to display social skills.
3. Every prison will have its own escorting and security arrangements and the visitor should receive a written briefing note from the Education Department well in advance.
4. Students should send a 'thank you' letter after the event.

This activity could provide evidence for: OCNS.1, OCNS.2, OCNS.4, OCNC.2, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1

LOTTERY WINNERS



Complete the following questionnaire for the good cause that you have chosen.

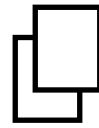
1. Name of good cause

2. How much money do you want to bid for?

3. How would you spend this money?

4. Why does your organisation need money now?

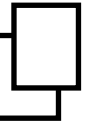
5. What things would be better for your local community if you won the money?



In planning for an activity it is helpful to identify what needs to be done, who will do it and by when.

You might find it helpful to complete the following chart in preparation for your fundraising activity.

What we need to do	Who will do it?	By when?



Headline

Introduction

Main text

Quotation from famous person or expert

Notes to the Editor (details about the event)

Named contact for the organisation with phone number

