PREPARATION FOR RELEASE

a resource document for inmate development services staff

PREFACE

It is recognised that leaving a correctional centre after spending any amount of time inside requires an enormous adjustment in order to successfully reintegrate into society.

The aim of this document is to prepare and assist inmates in returning to the community by developing knowledge and skills in areas such as healthy living, employability, budgeting, anger management, rebuilding relationships and looking at strategies to avoid 'the revolving door'.

The document has been developed by correctional centre staff and inmates as a resource document, not only to prepare inmates for reintegration, but also to assist correctional centre staff conduct workshops. It is to be seen as a resource document which will be added to, adapted and used in a way that best suits each individual correctional centre. It does not purport to cover everything inmates need to know - that varies from centre to centre. For example, although the handouts may be mainly from the metropolitan area, they will give coordinators of the program ideas on what to present, what resources are available and how to build up their own resources. Likewise the level of language in the document may not be appropriate for all inmates and will need to be modified by the presenters.

'Preparation for Release' must start at the Screening and Induction level and be part of a program pathway. The document has been developed in a loose leaf folder to allow presenters at each correctional centre to add their own information. It will need to be revised and updated every two years.

INFORMATION & LIBRARY SERVICES
NSW DEPARTMENT OF CORRECTIVE SERVICES

John Paget
Assistant Commissioner
Personnel & Education

July 1996
MODULE:

ALL YOU NEED TO KNOW ABOUT PAROLE

ANTICIPATED LENGTH: 1 - 2 hours

AIMS:

◊ To become familiar with parole procedures and conditions
◊ Familiarise inmates with expectations of initial interview after release
◊ Identify areas of concern

SUGGESTED ACTIVITIES:

◊ Role play (between client and Probation and Parole officer)
◊ Group discussion of hypothetical situations

SUGGESTED RESOURCES:

◊ Whiteboard
◊ Handouts
WHAT IS PAROLE?

Parole means the conditional release of an offender who must abide by terms and conditions during the additional term or balance of his/her sentence. If granted parole, he/she completes his/her sentence in the community obeying the conditions set out in a parole order at the time of the release.

Parole is intended to help the offender move back into society while at the same time protecting society from further crime. When the parolee completes his/her parole, the sentence is fully served.

WHO IS ELIGIBLE FOR PAROLE?

An inmate is eligible for release on parole only if he/she is subject to a total sentence that has a minimum term and an additional term that exceeds three years. If the total sentence is three years or less, release to parole is not determined by the Offenders Review Board.

WHAT IS THE OFFENDERS REVIEW BOARD?

The Offenders Review Board (the Board), constituted under the Sentencing Act 1989, is a statutory authority responsible to the Minister for Justice.

The Board consists of nine members, seven of who are appointed by the Governor and two ex-officio members.

WHAT DOES THE OFFENDERS REVIEW BOARD CONSIDER?

The Board must consider the judge’s sentencing remarks and take into account the inmate’s antecedents prior to making a parole order.

The requirement for the other reports which are currently furnished, ie Correctional Centre and Probation and Parole officer’s report remains unchanged.

There is no presumption that the inmate should be released to parole as soon as eligible.

Medical and/or psychological reports may also be requested and considered if the Board determines them necessary.

CAN AN OFFENDER BE RELEASED EARLY?

The Board may make a parole order before an inmate (not serving a life sentence) is eligible for release if the inmate has a serious illness or the Board is satisfied that it is necessary to release the inmate to parole because of exceptional extenuating circumstances.

DOES DEPORTATION AFFECT PAROLE?

In making a decision as to the making of a parole order, the Board is not to take into account whether an inmate, if released on parole, may be liable to deportation.
WHAT IS THE PAROLE ORDER?

When parole is granted a document called a parole order is issued. The order runs from the date of release until the date of expiry specified on the order unless earlier revocation is effected.

Parole release is dependent on terms and conditions which the parolee must follow and these are printed on the order. The parolee is advised to read these conditions very carefully.

If he/she does not understand, then advice from the Governor of the Correctional Centre or Probation and Parole officer supervising the parolee in the community should be sought. The inmate will sign this order prior to release and it will not ordinarily be a defence at a revocation hearing to state that he/she did not understand what his/her parole obligations were.

WHAT HAPPENS IF THE BOARD DOES NOT GRANT PAROLE?

If after careful consideration and discussion the Board decides that the inmate is not ready for release to parole, it must notify him/her that it has expressed an intention to refuse parole. The inmate is also informed of the date of a review hearing.

WHAT IS THE REVIEW HEARING?

When the Board is not satisfied that the inmate is ready for release to parole, it invites him/her to appear at a public meeting of the Board held in a court room. The inmate is advised to seek the help of an experienced lawyer, such as an officer of the Legal Aid Commission, to present his/her case. The inmate may ask any family members, friends or supporters to come to the hearing to present information on their behalf.

While the hearings are held in a court room, the procedure is comparatively informal and the applicant is invited to challenge any of the documents or stated opinions of the Probation and Parole officers, Correctional Centre officers or others who he/she feels have not properly presented the inmate’s case for parole.

Board members are likely to ask any questions of the inmate, his/her Probation and Parole officer and any other persons, such as psychologists, relatives and friends who may have information to assist the Board members in making its final decision.

WHAT DECISIONS CAN THE BOARD MAKE AT THE REVIEW HEARING?

The Board may decide to release the inmate to parole. The Board may decide to refuse parole again, however, it must review his/her case within a period of twelve months. This date is set when the Board refuses parole.
MODULE:
WHAT TO EXPECT FROM THE PROBATION AND PAROLE SERVICE

ANTICIPATED LENGTH: 5 hours

AIMS:
◊ To help inmates become familiar with the Probation and Parole Service prior to release
◊ To prepare inmates for difficulties they may face
◊ To educate inmates on steps to take if parole is revoked

SUGGESTED ACTIVITIES:
◊ Question and answer session around handout
◊ Role play

SUGGESTED RESOURCES:
◊ Handouts
WHAT IS THE PROBATION AND PAROLE SERVICE?

This Service consists of trained and qualified officers. These officers assist inmates in the Correctional Centre to plan their accommodation and employment after release to parole. They provide the Board with information about plans and attitudes and make recommendations about suitability for parole.

Probation and Parole officers work in both correctional centres and in district offices in the community. If an inmate becomes a parolee, he/she is assigned an officer who will be his/her supervisor throughout the order. They can assist the parolee to complete his/her sentence in the community and report to the Board the progress made by the parolee. The officer will also report any breaches of the parole order to the Board.

WHAT HAPPENS AFTER RELEASE TO PAROLE?

The parolee is assigned a supervising Probation and Parole officer in the district closest to their address. This officer must ensure that the conditions are being kept and will report to the Board any failure. At the same time he or she will offer assistance in dealing with the problems of adjusting to living at liberty which may arise. Prior to release from custody, the parolee will be given reporting instructions.

With a Probation and Parole officer’s help, many parolees satisfactorily complete their sentence in the community and lead useful lives as members of society.

WHAT CAN GO WRONG?

The parolee has to work hard at parole if he/she wants to succeed. The parolee may be tempted to break conditions of parole by not reporting to their officer or by changing residential address without telling the officer the new proposed address or may lose or change his/her job and not tell the officer. These situations will be a breach of the parole order and may cause the parolee to be returned to custody.

Failing to report as directed to their officer is a breach of parole and may result in revocation. Regular contact is the ideal way to avoid this situation.

A parolee can be arrested under a Board issued warrant even after his/her parole order has expired if the breach of the parole order occurs prior to the expiry date of the order.

WILL GETTING IN TOUCH WITH THE PROBATION AND PAROLE SERVICE HELP?

The Board will revoke a parole order if the parolee is out of touch and it seems that he/she is likely to break the law again. If the parolee commences reporting again and can offer a reasonable explanation which can be checked the Board may give the parolee a warning and a second chance. This does not happen in all cases however.

The parolee is strongly advised to seek and follow the counsel of his/her Probation and Parole Officer.
ACKNOWLEDGEMENTS

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MODULE OUTLINE

♦ CONDITIONS OF RELEASE
Module 1: All You Need To Know About Parole
Module 2: What To Expect From the Probation Service

♦ STAYING HEALTHY ON RELEASE
Module 1: Alcohol and other Drugs Education
Module 2: Communicable Diseases Education

♦ EMPLOYMENT AND TRAINING
Module 1: What Is The Best Job For Me?
Module 2: Education and Training
Module 3: Preparing A Resume
Module 4: Where To Find Work
Module 5: Applying For Work
Module 6: Presenting For An Interview
Module 7: Maintaining The Job
Module 8: Coping With Unemployment/Use Of Leisure Time

♦ ACCOMMODATION
Module 1: Finding Accommodation On Release

♦ IDENTIFICATION
Module 1: Getting The Right ID

♦ COPING WITH LIMITED FINANCES
Module 1: Living Within Your Means

♦ DEALING WITH RELEASE
Module 1: Coping With The Transition From Prison To Release
Module 2: Managing Conflict
Module 3: Re-Establishing Relationships

♦ STAYING OUT OF PRISON
Module 1: Where To Find Support After Release

♦ DELIVERING A 'PREPARATION FOR RELEASE' PROGRAMME
Example 1: Emu Plains Correctional Centre
Example 2: Silverwater Correctional Centre

♦ EVALUATION OF THE PROGRAMME
Review/Summing Up
CHECKLIST

Things I must do before I get released:

ACCOMMODATION

Do I have somewhere to live?
Do I need assistance from the Department of Housing?
See Welfare for the necessary forms.

BANK ACCOUNT

Write to a bank for the necessary forms.

TAX FILE NUMBER

Apply for a tax file number as soon as you can. You will need it to fill out a lot of forms.

MEDICARE CARD

Have you still got it? Are you on someone else’s card?

DRIVERS LICENCE

Do you need to renew it? Get the form and fill it in before you are released. If you need to go for your ‘L’s get some practice with the Roads and Transport Authority test. You can also get the test in other languages.

CERTIFICATES eg birth

Having these will help you with your ID. Get the forms sent away a couple of months before you are released.

SOCIAL SECURITY

Do you need money when you leave? Get the form from Welfare.

EMPLOYMENT

Do you have a job to go to? If not, see education and find out how to write a ‘resume’.
IS THERE AN APPEAL AGAINST REVOCATION?

If the Board revokes a parole order and the parolee is returned to custody, a hearing will be arranged to enable the parolee to appear before the Board and contest the revocation. This hearing will be conducted before the Board sitting in a court room and legal representation is available. The inmate may call witnesses to refute statements made in the supervising officer’s report leading to the revocation and contest the date from which revocation was to commence.

Parolees whose orders may have been revoked because of further custodial sentences may contest this revocation but it is unlikely that the Board will be able to find grounds to rescind its original revocation.

IS THERE A CHANCE FOR RE-PAROLE?

Even when a parolee has broken the conditions of one order there may still be grounds to issue another.

If the first order was revoked following a new sentence which runs concurrently with the balance of parole, the inmate may be considered for parole again but the new sentence will have a bearing on when parole will be reviewed. The inmate’s case will be considered at the expiration of the fresh minimum term or fixed term, whichever is the last to expire.

If the first order was revoked for breaking parole conditions but there is no new sentence, the length of time he/she remains in custody will depend largely on previous performance under supervision and correction. All offenders are considered for re-parole as carefully as they were for the first parole and having broken parole once, the offender should show an improved attitude.

DO INMATES UNDER COMMONWEALTH/ACT LAW GET PAROLE?

These inmates are not dealt with by the Offenders Review Board of New South Wales. However, inmates serving a sentence given for an offence against Commonwealth Law can be given parole pursuant to decisions made by the Governor-General, on the recommendation of the Australian Attorney-General.

Persons convicted in the Australian Capital Territory are dealt with under the ACT Parole Board of Prisoners Ordinance.

If an inmate has both a Commonwealth and a New South Wales sentence, he/she would be wise to have the question of how to proceed decided early in the sentence. He/she should discuss these matters with the Probation and Parole Officer.
WHAT IS REVOCATION?

When a parolee has broken parole conditions, the parole order, whether issued by the Board or made by a Court, may be revoked by the Board which may issue a warrant for the parolee's arrest. When an offender has had a warrant served on them and returned to custody, the Board must within 28 days convene a hearing for the purpose of reconsidering the revocation of the parole order. At this hearing the inmate has the opportunity to make personal representation to the Board and be legally represented.

He/she is then imprisoned and kept there until the balance of the time owed from his/her sentence has been served or until such time as the Board re-grants parole.

A court, when sentencing a person subject to a parole order to imprisonment for another offence, may revoke the parole order.

A parolee will be credited with the time successfully completed to parole (known as "street time") up to the date determined by the Board as the time of the breach of an order.

What should be noted is that parole is revoked from the day the breach occurs and expires on the expiration date of the parole order. What this means is that regardless of when the parole order expires and when the offender is arrested once the order has been revoked, an offender will have time to serve in a correctional centre.

WHAT ARE THE MAIN REASONS FOR REVOCATION?

If a parolee is convicted of an offence committed whilst on parole the Board may revoke his/her parole order.

Parolees should pay particular attention to the fact that breaches of the traffic laws can result in revocation.

On the other hand, the Board may revoke a parole order for another reason. The most frequent cause is failing to report to their Probation and Parole Officer. If the Board or the officer does not know where a parolee is or what he/she is doing, revocation action will commence.

Sometimes a parolee, not having learned yet how to live fully within the law, commits an offence and receives a fine. In all other aspects the parolee may be succeeding on parole. The Board may decide it will not revoke the parole order but will issue a warning. Unfortunately some parolees take fright and expect their parole orders to be revoked so do not contact their supervising officers. Minor convictions do not necessarily result in parole being revoked.
MODULE 1

ALCOHOL AND OTHER DRUGS EDUCATION

Address drug and alcohol related harm and recidivism through the provision of fundamental and useful information on the process, of addictive/compulsive behaviours and related issues.

PREAMBLE

The overriding concern and focus underpinning these sessions is that within a short period all these inmates will be immersed with experiences, people and situations that have in the past contributed to their offending and consequent incarceration.

Secondly, that regardless of how they may have done their gaol, these inmates are facing possibly the most anxious phase of their sentence, and for the most part have formally done little to better equip them than when they came in.

Not withstanding the above, all inmates have had valuable experiences, and consequently have gained skills which have helped them survive-which can and should be translated to the outside. Therefore, these pre-release sessions provide what could be the final opportunity for the acquisition and integration of new and old ways of seeing and doing things before their returning into the wider community.
DRUG AND ALCOHOL PREPARATION FOR RELEASE SESSION STRATEGIES

In a culturally and contextually appropriate manner:

* To develop an appreciation of their current situation and its relationship to their past behaviours and their future aspirations.

* To implant a knowledge of the attributes of various drugs, including both short and long term effects.

* To develop an understanding of the mechanics and process of addictive/compulsive behaviour.

* To develop the attitudes, skills and strategies to maintain a drug free lifestyle leading up to and after release.

* To provide knowledge of the resources and support available, and the means to access these both, within the gaol and in the community on release.

* Because of the nature of the material and makeup of the Pre-Release groups at a stressful phase of their sentence issues often arise which require attention. Presenters need to be vigilant, and make provision for such potentially fruitful eventualities.
THOUGHTS FOR PRESENTERS

* Given that pre-release programs are often delivered to many who either do not have, or are not willing to recognise and acknowledge drug/alcohol problems, it is good to use inclusive concepts and applications whenever possible, from addiction to substances, toward the broader concepts of compulsive behaviours.

* Due to the diversity of groups and contexts session plans, deal with basic concepts in integrated sequence which hopefully allows for latitude, flexibility and inclusion (and deletion) of what is appropriate and beneficial for a given group, or a given day, in a given space.

* That all the resources referred to, are held by Drug and Alcohol workers in all institutions and therefore can provide the foundation material for sessions. However, this should be supplemented when appropriate from the mass of resources and personnel available, harnessed to multi-media creativity.

* Given the richness and depth of knowledge of prevailing circumstances and inmates personal experiences within each group, it is felt these sessions are enhanced through drawing this out where possible, rather than focusing on didactic and consequently patronising forms of delivery.

* Essentially, perhaps the most important aspects of a Pre-Release program should be its capacity to convey the concepts, attitudes and strategies through a well structured philosophically sound framework, which focuses on mutual experience, interaction and “peer support” underpinned by hope.
SESSION ONE

"THE BEGINNING OF THE END: OR THE END OF THE BEGINNING"

ANTICIPATED LENGTH : 3hrs

GOALS OF SESSION

* An appreciation of being at the final phase of their gaol experience, but that past behaviours may still negatively affect their lives e.g. drugs, gambling etc.

* That we all have thinking and compulsive behaviours which cause us grief; and by learning more about how these operate they may avoid returning to gaol.

* An understanding and articulation of personal goals on which to focus avoiding negative past patterns.

* That we all have the power to make “right choices” to bring about their changes to fulfil our defined goals.
SUGGESTED ACTIVITIES

1. General introduction with clear statement of course aims, expectations and limitations. Distribution of session evaluation form.

2. Group/community building experience through appropriate ice breaker.

3. Develop group contract and rules e.g. punctuality, breaks, etiquette, confidentiality, issues etc.

4. Discussion/exercise identifying behaviours and the related thinking (which may or may not be addictive and involve substances) which have in the past done us harm and have the potential to do the same again.

5. Discussion/exercise on what means more than the behaviour/s that have contributed to past “pains” (including gaol) including immediate, short and long goals.

6. Group discussion (ending on positive note) of the incapacity to, and power gained, from being a “decision maker” - using group and group facilitator’s real life examples.

7. Answer questions and set homework exercises-”Break out” has many to cover aspects not fully covered.

8. Collect completed session evaluation form.
**SUGGESTED RESOURCES**

- White board, paper and pens for all participants including facilitators.

- "Photo-language kit" suitable for identifying problem behaviour, goals, or even choice/decision making exercises.

- "Breakout" work books, and manual (goal setting homework) and peer education manual good exercises and ice breakers).

- Specifically designed worksheets - see example.

- Over head projector and video. (Inmates are often visually oriented).

- "You’ll be Back and “Staying Sober”, “Keeping Straight” and excerpts of the “Simpsons” etc.-videos are good to use, as triggers to highlight points, or promote discussion.

- Coffee etc. and a capacity to learn, be innovative and facilitate the group as its own resource.
SESSION TWO

"THE END OF WHAT? "and "BY WHAT ROAD?"

ANTICIPATED LENGTH: 3hrs

GOALS OF SESSION

* Provide an alternate perspective on drugs and drug users, debunking the myths of "evil drugs" and "evil junkies/alcoholics" etc. Substituting moral legal blame with a more empowering emphasis of substance abuse/problem behaviours which can and do change.

* Impart knowledge of the attributes and effects of the major drug groups on mind, body, and behaviour.

* Gain a functional understanding of the concepts of addiction/compulsion, dependence, tolerance, withdrawal and detoxification.

* Gain a conceptual and personal understanding of "the process of change".
SUGGESTED ACTIVITIES

(This session is more educational in presentation and should flow easily to cover material).

• Debrief/clarify first session, including homework-hand out and new evaluation sheets

• Using aids like white boards, D&A Session Material from Officers Area/Unit Management module, (useful) handouts/overheads from C.E.I.D.A. Core Training Manual etc. Briefly explore with presenters and group input, historical, social and legal views of drug and drug use to distil a broader, more factual and realistic picture of their drug use focusing on removing shame and replacing with issues of behaviour and thoughts which may need modification.

• Through video segments, “Harm Reduction” and “Core Training Manuals” etc. briefly outline various main drug groups, including both short and long term effects. Should be informative and invite group input and discussion to reveal the relevant issues and truths/myths, without preaching.

• Using overheads, whiteboard and relevant teaching aids - briefly discuss major concepts of drug use and addiction. Most of which is contained in “How to stay out of Gaol” manual and “Breakout” work book. Invited group feedback and discussion where appropriate but, remembering non users may not relate well to technical material.

• Through overheads etc. and exercises to explain, using examples and anecdotes etc. convey the concept of “process of change” and how this relates to drug/alcohol use, but also, can be applied to broaden problem behaviours. End on a positive note that change is possible through awareness and choices.

• Assign homework and collect session evaluation sheets.

RESOURCES NEEDED

• Whiteboard, paper, pens, overhead projector and video.

• “Breakout” workbooks for all, or photocopies of relevant sections.


• “Keeping Straight” video or others that describe various groups effects etc. and C.E.I.D.A. Drug Fact sheets.

• Coffee! etc. and hopefully a diary for appointments re: issues arising for participants.
SESSION THREE

"CHANGE! - YEAH, I KNOW ABOUT THAT"

ANTICIPATED LENGTH: 3hrs

GOALS OF SESSION

* An appreciation of their past experiences with change.

* That they are and have been undergoing a profound experience of change.

* An awareness of the forces which can affect their choice to either remain drug free, or return to harmful behaviour.

* That they have control over future change through skills they already have.

This session must be positive and interactive, using present knowledge and resources to empower group through exploring, highlighting and enhancing groups past, present and future experience.
SUGGESTED ACTIVITIES

♦ Debrief second session, including homework, and hand out session evaluation forms.

♦ Explore through whatever medium is appropriate to all participants previous experiences with change, generally e.g. How did it occur? Who made it happen? How did it feel? And What stages did it go through? Keeping it broad if necessary, but if possible focus on drug and undesired behaviours that changed for whatever initial reason but developed to an owned internalised motivation. i.e. emphasise behaviour that moved from an extrinsic motivation to a more intrinsic one.

a) Discussion (with positive focus) looking at the changes gaol has brought, both positive and negative aspects - again, attempting to focus on changes, not perhaps planned but eventually accepted and built on.

b) Discussion of how they are embarking on more significant changes - What will be positive and negative to them. (White board could be useful here to make points clearly).

♦ Using overhead, “Peer Support”, “How to Stay Out of Gaol”, “Breakout” materials in conjunction with participant input, present and explore those situational cognitive and emotional factors that have or can lead to relapse into undesired and eventually harmful behaviours. Particular focus on feelings of fear, frustration, anger and vulnerability. Introduce concept and strategies of “Peer Support”.

a) Using the group as the initial resource, draw out the skills they have used in the past (particularly in gaol and or techniques that may have worked when released in the past) to maintain a positive change state (regardless of the reasons), emphasising the need to develop and take these skills and “routines” with them on release - they are not just gaol fixed! Explaining that it was their choice to take these skills with them, which will give them the power to exercise control over their future.

b) If useful and appropriate, utilise good material and exercises to explain and enhance skills like - anger management, relaxation, assertiveness and effective communication etc. (See resources).

♦ Conclude session with collection of session evaluation sheets and assigning homework.
SUGGESTED RESOURCES

♦ Whiteboard, paper, pens, and overhead projector.
♦ "Breakout" workbooks for all or photocopies of relevant sections.
♦ NSW Dept. Of Health Publications:
  “Assertiveness: building self confidence”.
  “Communication: relating assertively with others” and “Stress Management”.
♦ Handouts if above resources not appropriate.
♦ “Photo language kit” - useful for identifying personal change experiences.
♦ Coffee, milk, etc.
SESSION FOUR

"THE ONLY WAY OUT IS THROUGH"

ANTICIPATED LENGTH: 3hrs

GOALS OF SESSION

* To gain an understanding of the past 3 sessions, the connections between them and their relevance to the works release program and their life once released.

* To highlight and prepare inmates for the various stressful and high-risk situations that they are likely to face once they have attained Work Release and completed their sentence.

* To gain an understanding of the consequences of immediate gratification and how to cope with its associated emotions, thoughts etc.

* Gain awareness of the various support networks available to the inmates to help them in their times of need once released.
SUGGESTED ACTIVITIES

• Debriefing and clarification of third session including own homework and the distribution of session and course evaluation form.

• Using the “How to Stay out of Gaol” manual, “Peer Education” manual and “Breakout” workbook or suitable video (“You’ll Be Back” works well). Discussion/exercises in identifying the most probable stressful and high-risk situations they will encounter (on Works Release and) once released. Through discussion, identify previous coping skills used to deal with these situations both in gaol and outside, in turn and how to cope with future situations.

• Using the “How to Stay out of Gaol” manual, discussion/exercises to identify the causes and consequences of immediate gratification, and the coping skills necessary to deal with such a situation.

• Discussion identifying the various support networks available upon release, debunking the various “myths” surrounding these services.

• Collection of session and course evaluation forms.

• Graduation ceremony with coffee, cakes and B.B.Q. if possible, with dignitaries e.g. Governor, Programs Manager or anyone who could lend a sense of achievement and congratulations - stressing they have progressed, and earned the right to the outside and new beginnings.
SUGGESTED RESOURCES

♦ Customised individual Graduation Certificates.
♦ Overhead projector, V.C.R. pens, paper (notebooks)
♦ "Staying Out Of Gaol" manual and "Breakout" workbook, videos - "You'll Be Back" and "Staying Sober, Staying Straight".
♦ Guest speaker (if possible) from Community D&A agency (C.H.S.) To promote outside gaol contact/familiarity with past release services and non D.O.C.S. professionals, process of service provision and referral etc.
♦ Coffee, milk etc. and graduation repast provisions and equipment.
CHOICE MAKING

Every day I have before me many choices,
It is not easy to choose,
For often the choice means letting go
   of the past
   of the present

I know what the past was,
I know what the present is.
But choice propels me into the future.
I’m not sure I’ll make the right choices.

It’s not easy to “let go”.
It’s not easy to fly into the future.
It’s like the space between trapezes.
It’s not knowing whether you’re going to be caught.
It’s not knowing whether you’re going to fall.

It’s not easy to live in trust.
That space between trapezes requires faith.
I must admit that my faith is often shaky.
I pray and hope that I’ll make good decisions,
That I’ll be caught and will not fall.

Every day I have before me many choices.
HOW NOT TO GET TIPPED FROM SILVERWATER

ISSUE: Addictions, Obsessions and Compulsions

AIM: (I) To bring into the open, and combat the increasing use of drugs in Silverwater.
(II) To introduce a broader understanding of the notion of addiction to include obsessions, compulsions and other dependencies.

RATIONALE

It would appear that there has recently been an increase in the amount of drugs used in Silverwater. There certainly has been an increase in the number of inmates escaping and being tipped, and in nearly every case, drug use has been the cause. It is an issue of major concern. What are the solutions?

FORMAT

1. Invite group members to raise any unfinished business from the last session.

2. Introduce topic and rationale for this session and then open up for general discussion. What do they see as the causes and solutions. Invite those people who feel confident they will resist temptation to share with group. Invite those who are not confident to express their doubts. Discuss resources available eg. N.A. and A.A. groups etc.

3. Request any volunteers to come forward if they are willing to act as a support person for anyone needing it.

BREAK

4. EXERCISE
Pass around Handouts ‘B’ and request everyone to check for their own ‘Characteristics of Compulsion’.

5. Divide into small groups of 3 to 4 (try to work with people they have not worked with before) and discuss which compulsions they feel might apply to them and how these addictions or compulsions might prevent them from successfully completing the Works Release Programme or interfere with their lives.

Bring back into large group for discussion.
CHARACTERISTICS OF COMPULSION

♦ Do you seem attracted to risk, danger and harm?
♦ Do you maintain a regulated and highly organised lifestyle?
♦ Are you excessively devoted to work/productivity?
♦ Do you suffer from eating disorders?
♦ Do you suffer from nicotine addiction?
♦ Do you suffer from sexual preoccupation and/or acting out?
♦ Do you suffer from exercise excess?
♦ Do you suffer from gambling and/or spending problems?
♦ Are you an excessive caretaker?
♦ Are you highly self-disciplined?
♦ Do you have chronic feelings of emptiness or boredom.
♦ Do you actively seek attention and solicit praise?
♦ Are you competitive and power-oriented?
♦ Do you sustain monogamous relationships?
♦ Do you insist others do things your way?
♦ Do you constantly seek recognition and admiration?

Taken from "Understanding Co-dependency" by Sharon Wegscheider-Cruse, and Joseph R. Cruse published by Health Communications, Inc. Deerfield Beach Florida, 1990.
CONCERNS.

♦ What is your main concern about going home/Silverwater.

♦ Write down some short term goals you have (achievable within 6 months).

♦ Write down some long term goals you have, (next 5 to 10 years). List what might get in the way of achieving them and how it may be overcome.

♦ Discuss these with instructor/group/friend.

♦ Discuss how you view society, how you see yourself fitting back into society.

ACTIVITY:

Setting personal goals:

♦ Write down three activities you would most like to STOP

♦ Three activities you would most like to START

♦ Three emotions and ideas you would most like to CHANGE

Then, with a partner, discuss one goal you plan to achieve in the near future. Explain why it is important to you to aim for a goal, taking responsibility for yourself and building your own self esteem, instead of just allowing things to happen to you.

Discuss this with the whole group.
MODULE 2

COMMUNICABLE DISEASES EDUCATION
SESSIONAL PLAN

TOPIC: “Prison Post Release Health Information Session” focusing on HIV/AIDS & Hepatitis Information & Community Referral”.

AIM: To raise HIV/AIDS and hepatitis awareness and prevention strategies, and also to make aware, of community support services (participants of the Pre-release Program.)

OBJECTIVES: Participants will be able to:

* Identify the principles of transmission of HIV and Hepatitis
* Identify the modes of transmission of HIV and Hepatitis
* Identify low/no risk practice involving HIV and Hepatitis
* Easily identify and access community agencies for support and further information

SESSION TIMES: 2 HRS.

Introduction & Program Outline, explanation of a Blood Borne Communicable Diseases 10 mins
HIV/AIDS-Transmission, risk factors, prevention 45 mins
Break 10 mins
Hepatitis - Transmission, risk factors, prevention 40 mins
Universal Infection Control 5 mins
Community Resources. Handouts and recap. 10 mins
INTRODUCTION 10 MINS.

1. Welcome everyone and introduce yourself. Describe your role in the session.

2. Ask each participant to state their name.

3. Check how many people have attended HIV Peer Education or the Health Information Workshop in the past.

4. Briefly explain the description and aims of the program.

Establish a Group Contract

Describe what a group contract is and how it will help the session.

The group contract sets the ground rules for the course. It is an agreement between the Program Educator/s and the participants which states what the group understands to be acceptable behaviour in the sessions. It is intended to protect the participants' rights and could include issues such as confidentiality, use of ridicule or abuse, interruptions etc.

It may at first seem strange to construct more rules for prisoners, so emphasise the benefits of being explicit, planning ahead and acting as a team to ensure that the session runs smoothly.
WHAT IS A BBCD

Ask

Does anyone know what BBCD stands for?
(Blood Borne Communicable Diseases)

What is an example of a BBCD?
(eg HIV, Hepatitis C)

* BBCD’s are diseases caused by viruses that live in the blood, sexual and other bodily fluids of people who have got them.

* They are called blood borne because they need an environment like blood to be able to live, and they are called communicable because they can be passed on from one person to another.

The most significant viruses that cause BBCD’S are -

* HIV - Human Immunodeficiency Virus, which can eventually cause AIDS.

* HBV - Hepatitis B Virus (or Hep B) and HCV - Hepatitis C Virus (or Hep C); are viruses which can Cause Hepatitis - inflammation of liver.

* Someone who has got either HIV, Hep B or Hep C may not look or feel sick, but can still give them to someone else.

Firstly we will look at HIV, and then move on to Hepatitis.
**WHAT IS HIV/AIDS? 45 MINS**

1. **Ask**
   
   Does anyone know what HIV stands for?
   and what AIDS stands for?

2. **Present and discuss OHT.1. What is HIV/AIDS.**

3. **Ask**
   
   If someone has HIV, do they have AIDS?
   If someone has AIDS, do they have HIV?

4. **State that there is no cure for the HIV virus and no vaccine or magic drug to stop it from spreading.**

**MIS-INFORMATION**

1. **Point out that there is a lot of mis-information about HIV/AIDS. Encourage people to use this opportunity to check out whether they have been given the wrong information from the media and from others.**

2. **Ask**
   
   What have you heard about how people get HIV?

**HOW DOES HIV SPREAD?**

1. **Ask**
   
   How could a person catch the virus?

2. **Present and discuss OHT.2. HIV is carried.**
RISK BEHAVIOURS

1. Ask
   What behaviours could place a person at risk of contracting HIV?
2. Ask
   A volunteer to record all of the group’s suggestions.

PRINCIPLES OF TRANSMISSION

1. State that the HIV virus can only live outside the body for a short time. Refer to OHT. 4. Principles of BBCD Transmission. Emphasise that:
   * all ESES conditions must apply.
   * the skin is the first barrier of protection, which makes it important to keep the skin in good repair.
2. Go through each of the group’s list of risky behaviours and ask:
   Does the ESES principal apply in this situation?
   How?

WHO GETS AIDS?

1. Ask
   Who gets AIDS?
2. Emphasise that HIV doesn’t discriminate. It is not types of people who get HIV, it is types of risk behaviour.
HOW WOULD YOU KNOW IF YOU GOT HIV?

1. Ask
   How could you tell if you’ve got the virus?

2. State that someone who has got HIV may not look or feel sick, BUT they can still pass it in to someone else.

STAGES OF INFECTION

1. Briefly outline the different categories of infection using OHT.5. Stages of Infection

2. Indicate the stages of infection and the HIV test.

3. Ask
   Who has heard of the window period?

   What does it mean?

4. Use OHT.5. to explain that the window period refers to the time when a person with the virus has not yet built up sufficient antibodies to show in an HIV antibody blood test.

   These antibodies may take 3 months to show up in the test. A person may have HIV infection but get a negative HIV test result during this period.

5. Ask
   Can anyone explain why the window period is so important?

   If necessary, add the following points:

   * the effects of recent risk behaviours can’t be known for up to 3 months.

   * a person may falsely believe they are HIV negative as the test only indicates their HIV status at that point (they may have been infected between the time of the blood test and the time they receive the test result)

   * people need to assume that HIV transmission is possible from any risk behaviour.
HOW TO ARRANGE AN HIV TEST?

1. Ask
   When should a person get tested for HIV?

2. Point out the value of knowing your HIV status if you have been involved in risk behaviours:
   * early treatment has a significant impact on the progress of the condition.
   * the result may influence important decisions the person needs to make about their life.

3. Recommend that if someone decides to have a test they should:
   * first see an experienced counsellor or health worker to consider the pros and cons.
   * insist on strict confidentiality.
   * collect their test results in person (approx 10 days required).

HOW CAN I PROTECT MYSELF?

1. Ask
   What does a person have to do to make sure they don’t get AIDS?

2. Refer back to the ESES principle. Summarise discussion by explaining that people can:
   * Act to kill the virus that may exist in body fluids (e.g., clean needles, cleaning up blood spills).
   * Put a barrier between themselves and the source of the virus (condoms, dams, latex gloves, etc.).

3. Indicate that since the practical aspects of prevention are the same for hepatitis, they will be covered later in the session.

4. Ask
   What are the main steps involved in safer needle use?
   Explain the message in the community is a new needle should be used every time. Refer to the resource handout and discuss the availability of needles and syringes from the needle exchanges.
If you inject drugs, to avoid introducing the blood of someone with HIV and other blood borne communicable diseases onto your blood stream, use a new syringe each time. If this is not available then it is recommended you do the following, the 2x2x2 method.

1. Rinse the syringe at least twice with cold water.

2. Rinse the syringe at least twice with an all-purpose cleaner, which should contain more than 1% sodium hypochlorite (bleach) and agitate (shake) for, ideally, 30 seconds each time.

3. Rinse the syringe at least twice more with cold water.

Also, to decrease the amount of residue that is left, it is recommended to agitate the syringe once more with cold water for, ideally up to a further 30 seconds.

Note:- reinforce the importance of cleaning the syringe both before and after use if it is to be re-used as dried so clotted blood is harder to remove.

Ask

What are some ways that people can have safe/safer sex in prison?

Sexual activity that does not involve the exchange of any bodily fluids from one person to another is considered safe.

* HIGH RISK SEXUAL ACTIVITIES are any sexual activities that enable the transmission of HIV to take place. They involve the direct contact of the bodily fluids of someone who has HIV with the bodily fluids of someone who does not have HIV.

They can include:

* Unprotected vaginal intercourse, for both insertive and receptive partners;
* Unprotected anal intercourse, both male-female and male-male, for both insertive and receptive partners;
* Oral sex where there are exposed lesions, cuts or wounds in the mouth and/or on the penis of those involved in the activity;
* Sadomasochistic (S&M) and Bondage and Discipline (B&D) sexual activities that involve blood/wounds or trauma and the mixing of bodily fluids.

TEN MINUTE BREAK
WHAT IS HEPATITIS? 40 MINS

1. Present and discuss OHT.6. Hepatitis is a general term.

2. Explain that more and more new forms of hepatitis are being found. We now have Hepatitis A, B, C, D, E, F, G. (There are others, but these may only confuse and overwhelm people). Although each type is spread by a different virus, there are certain principals that apply to just two main groups.

3. Present and discuss OHT.7. Two main Groups of Hepatitis.

HOW SERIOUS IS IT?

1. Refer participants to Overview of Hepatitis pamphlet

Present: OHT 8. & 9 Overview of Hepatitis.

Explain that we will focus mostly on Hepatitis C (HCV) and Hepatitis B (HBV) because of:

* incidence in Australia
* their long term effects

OHT 11. How HCV spreads.

2. Clearly distinguish between Hepatitis A (HAV) and blood borne and Hepatitis.
How do I know if I've got it?

2. If HCV is suspected a doctor will:
   * Take a blood sample for an HCV antibody test
   * Look for inflammation of the liver
   * Conduct a liver function test (usually 2-3 times over a 6 month period).
3. Explain that HCV antibodies can be found in the blood of someone who has HCV. Like HIV, there is a window period of about 22 weeks before there are sufficient antibodies to show up in a test.

When is a person infectious?

1. Explain that:
   * A person is infectious from several weeks before they show HCV positive in a blood test
   * The person does not need to feel sick in order to be infectious
   * Some people become 'carriers' and are infectious indefinitely
TREATING THE EFFECTS OF HCV

1. Explain that HCV treatment is mainly aimed at preventing further damage to the liver. Emphasise that self care makes a big difference to long term recovery. Present OHT.14, Acute Hepatitis.

2. The effects of HCV:
   * 50% recover completely
   * 50% become carriers
   * 25% develop chronic HCV from this group of carriers
   * 10% develop liver scarring (cirrhosis)
   * a small % may develop liver cancer in the long term


4. The most ‘promising’ current treatment is (Interferon Itron A). However it only helps some people and can have serious side-effects, including:
   * extreme lethargy
   * severe depression and even psychosis
   * hair loss
   * itchiness

   It should only be taken after full consideration of the possible side effects.

5. Encourage people to give serious thought to how they can develop skills in self care.
   * extreme lethargy
   * severe depression and even psychosis
   * hair loss
   * itchiness

   It should only be taken after full consideration of the possible side effects.
THE LIVER FRIENDLY DIET

1. Remind people of the importance of caring for their liver if they have Hepatitis

   Ask
   What would you include in a liver friendly diet?
   What would you cut out?

2. Present and discuss OHT.16. Liver friendly diet

3. Emphasise the importance of good choices of food.

HOW DO I PROTECT MYSELF?

1. Emphasise that even if you already have it is possible to get other strains of the virus. It is important to protect yourself against further infection.

2. Ask
   How could you protect yourself from getting HCV?

   Make sure the following principles emerge:
   *
   * Low risk needle use and injecting
   * universal infection control
   * low risk sex

3. Emphasise that HCV prevention is based on the same principles as HIV prevention (although the Hepatitis virus appears to be more resilient or stronger than HIV).

4. Summarise discussion with OHT.17. Prevent Hepatitis C
UNIVERSAL INFECTION CONTROL 5 MINS

1. Ask
   What is Universal Infection Control?
   Treat all blood and body substances as potentially infectious.

PREVENTION

1. Take care of your skin to keep it unbroken
2. Cover cuts, abrasions and ulcers with a plaster
3. Wash your hands as a matter of routine:
   * before preparing food
   * after going to the toilet
   * before and after giving first aid
   * after contact with blood, pus, semen, vaginal secretions, urine and faeces
4. Don’t use your hand to rummage around for a fit. Look or use a ruler.
COMMUNITY RESOURCES 10 MINS

Handouts to be distributed to participants.

As the group will all soon be released, an important aspect of this program is to create an awareness of the resources available with the community. Included in the handouts is a range of services which can be accessed.

The Alcohol and Drug Information Service (ADIS) is a telephone advisory service which can be accessed to give information on the nearest location of a Needle & Syringe Exchange Program and HIV/AIDS Support Services as well as Drug and Alcohol issues. This is a Toll free call.

The numbers listed under Needle Exchange Contacts refers to outlets where injecting equipment can be obtained. Some of these locations may be chemist shops which charge a small fee, and others will be Exchanges (free of charge) as well as HIV Support Services. All will be identified by the Exchange Symbol. Other services available may include HIV testing, counselling and education for clients and other community groups. Condoms, lubricant and dental dams are also offered to clients free of charge at services (not including chemists). The confidentiality of the clients is maintained at all times and it is part of the responsibility of the staff to ensure anonymity of the clients in a non judgemental environment.

Other numbers listed in the handouts are pertaining to other services where further information can be obtained and testing can be carried out. A number of support groups have been listed and services which can be accessed by People Living With HIV/AIDS. Also a number of harm reduction agencies, such as methadone clinics and general health services have been included.

RECAP AND CLOSE SESSION
POST RELEASE
HEALTH INFORMATION
SESSION

Overhead
Projector
Transparencies
Blood Borne Communicable Diseases
Infection control

all blood and body fluids are potentially infectious

Use a barrier:

✈ condoms, dams, latex gloves
✈ cover cuts, abrasions and ulcers

Keep your skin unbroken

Kill any virus:

✈ in needles, blood spills etc

apply to everyone in every situation
Principles of BBCD transmission

BBCD must **EXIT** the body of the person who has it

BBCD must **SURVIVE** in the environment that it ends up in

BBCD must **ENTER** the bloodstream of another person

BBCD must be in **SUFFICIENT** quantity to cause infection
Modes of transmission

<table>
<thead>
<tr>
<th><strong>BLOOD TO BLOOD</strong></th>
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<tbody>
<tr>
<td>• sharing syringes/fits/skin piercing gear without proper cleaning</td>
<td></td>
</tr>
<tr>
<td>• surgical procedures where universal infection control guidelines have not been followed</td>
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<table>
<thead>
<tr>
<th><strong>HIGH RISK SEXUAL ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• having unprotected vaginal or anal sex with a partner of unknown HIV status</td>
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<table>
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<tr>
<th><strong>MOTHER TO CHILD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• during pregnancy, childbirth or through breast feeding</td>
</tr>
</tbody>
</table>
**What is HIV/AIDS?**

<table>
<thead>
<tr>
<th>Human Immunodeficiency Virus</th>
</tr>
</thead>
<tbody>
<tr>
<td>is a virus that attacks the body’s immune system and can lead, over time, to AIDS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquired Immune Deficiency Syndrome</th>
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</thead>
<tbody>
<tr>
<td>is a condition caused by HIV where the body has limited ability to fight infections and cancers.</td>
</tr>
</tbody>
</table>
HIV is carried in the

- blood
- semen
- vaginal/cervical fluids
- breast milk or
- bodily fluids of an infected person
Someone who has got either HIV, HEP B or HEP C may not feel or look sick, but can still give them to someone else.
The most significant viruses that cause BBCD’s are:

- **HIV** - Human Immunodeficiency Virus, which can eventually cause AIDS.
- **HBV** - Hepatitis B Virus (or HEP B), and
- **HCV** - Hepatitis C Virus (or HEP C); which are viruses which cause Hepatitis - inflammation of liver.
It's not WHAT you use ...it’s HOW

Use a new fit ... but if you can’t get one, then

1. Fill syringe with clean, cold water

✗ Shake for 30 seconds

✔ Squirt the water down the drain.

DO THIS TWICE
2. Fill syringe with fresh, strong bleach

🚫 Shake for 30 seconds

💥 Squirt it down the drain.

DO THIS TWICE
3. Fill with clean cold water

* Shake for 30 seconds

* Squirt it down the drain.

   DO THIS TWICE, immediately before and after every use

* Sharing spoons & other gear... NO WAY!!!
HEPATITIS

is a general term for
inflammation of the liver
Two main groups of hepatitis

1. Shit ↔ Mouth
   (poor hygiene and some sexual practices)
   can lead to Hepatitis A, E, F

2. Blood ↔ Blood
   (sex, sharing needles)
   can lead to Hepatitis B, C, D, G
### Overview of Hepatitis

<table>
<thead>
<tr>
<th></th>
<th>Hepatitis A</th>
<th>Hepatitis B</th>
<th>Hepatitis C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPREAD</strong></td>
<td>oral/faecal</td>
<td>blood borne</td>
<td>blood borne +</td>
</tr>
<tr>
<td></td>
<td>contaminated water/food</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VACCINE</strong></td>
<td>newly available like Hep B vaccine</td>
<td>Hep B vaccine</td>
<td>no</td>
</tr>
<tr>
<td><strong>INCIDENCE IN AUSTRALIA</strong></td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
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</table>
## Overview of Hepatitis (cont.)

<table>
<thead>
<tr>
<th></th>
<th>Hepatitis D</th>
<th>Hepatitis E &amp; F</th>
<th>Hepatitis G</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPREAD</strong></td>
<td>blood borne, requires Hep B</td>
<td>oral/faecal contaminated water/food</td>
<td>blood borne</td>
</tr>
<tr>
<td><strong>VACCINE</strong></td>
<td>same as Hep B vaccine</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td><strong>INCIDENCE IN AUSTRALIA</strong></td>
<td>rare</td>
<td>rare</td>
<td>rare</td>
</tr>
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</table>
## Effects of Hepatitis

<table>
<thead>
<tr>
<th>HEPATITIS A</th>
<th>HEPATITIS B</th>
<th>HEPATITIS C</th>
</tr>
</thead>
<tbody>
<tr>
<td>. most make full recover</td>
<td>. most recover completely</td>
<td>50% recover completely</td>
</tr>
<tr>
<td></td>
<td>. 5-10% become carriers</td>
<td>50% become carriers of these carriers</td>
</tr>
<tr>
<td></td>
<td>. some may have reduced liver function</td>
<td>25% get chronic hep.</td>
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<tr>
<td></td>
<td></td>
<td>10% liver scarring (cirrhosis)*</td>
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<td></td>
<td></td>
<td>small % may develop Liver cancer long term</td>
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<tr>
<td>Acute hepatitis</td>
<td></td>
<td></td>
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<td>----------------</td>
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</tr>
<tr>
<td>$\Rightarrow$ liver is inflamed after injury</td>
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<table>
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<tr>
<th>Chronic hepatitis</th>
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<tbody>
<tr>
<td>$\Rightarrow$ liver continues to be inflamed</td>
</tr>
<tr>
<td>$\Rightarrow$ may be severe or mild</td>
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</tbody>
</table>

Severe, chronic hepatitis can lead to liver scarring (cirrhosis) and malignancy.
### How HCV spreads...

SMALL quantities of infected blood get into the bloodstream via:

- shared needles, fits, mixing water and spoons
- tattoo gear
- skin piercing gear
- shared razors, toothbrushes, nail files
- blood transfusions (before Feb 1990)

HCV can survive in dry blood
How HBV spreads via:

- blood
- semen
- vaginal/cervical fluids
- mother to child during pregnancy
- breast milk
- other bodily fluids
How to help yourself...

- rest when you feel unwell
- get regular, gentle exercise
- learn to reduce & manage stress
- have a low fat, balanced diet
- avoid alcohol, caffeine, paracetemol (panadol)
- avoid street drugs
- consider having the Hep B vaccine
- talk to others with HCV
- avoid getting a different strain of HCV (ie safer sex, safer drug use, infection control)
A liver friendly diet

**ENJOY LOTS OF**

- 😊 vegetables
- 😊 fruits
- 😊 bread, pasta, rice, and cereals

**AVOID**

- 😞 alcohol
- 😞 dairy and animal fats
- 😞 chocolate, nuts
- 😞 fried or oily food
- 😞 coffee, coke
Infectious Test for HIV: Antibody shows positive.

Levels of HIV Antigen and HIV Antibodies in the Blood over time.

- **1. Acute**: 3 months
  - Window Period
  - HIV Infection
  - Test for HIV Antibody shows positive

- **2. Asymptomatic**: Up to 10 years or more
  - Antigen
  - Antibodies

- **3. Final**: End of life
  - Levels of antigen and antibodies

**Stages of HIV**
MODULE 1

WHAT IS THE BEST JOB FOR ME

AIMS:

♦ To evaluate the need to work
♦ To identify personal skills
♦ To identify possible areas of employment

SUGGESTED ACTIVITIES:

♦ Brainstorming/Group discussion on:
  1) why work
  2) advantages/disadvantages of working/not working
  3) general qualities of a worker
  (Refer to Module 1, ‘I’ll Need a Job When I Get Out’)
♦ Decision making - what kind of a person am I? What are my talents and skills?
♦ Analysis of a Vocational Guidance Job Profile

SUGGESTED RESOURCES:

♦ Whiteboard
♦ Handouts
♦ ‘I’ll Need a Job When I Get Out’
♦ CES Job Guide
♦ Job and Course Explorer (JAC)
♦ Vocational Guidance forms (contact Congruence Pty Ltd on 02 712 5333 for information about Vocational Interest Assessments)
♦ ‘Getting The Most Out Of Work’. A guide for young people starting work
♦ ‘Job Search For Adults’. A guide for adults workers
WHY WORK

There are many reasons why we work.

Here are a list of work values.

♦ for financial security
♦ to be independent - to plan your own work activities, being free to change procedures
♦ adventure - doing exciting things, being in a new or uncertain situation, engaging in competition
♦ artistic - producing something pleasing to the physical senses
♦ leadership - influencing others in their work, being a leader, making decisions
♦ productive - making a product or doing work which results in something useable
♦ recognition - being known by many people, receiving respect from others
♦ feeling important - feeling good about yourself
♦ part of a team - enjoying working with others
♦ intellectual - solving complex problems, applying ideas and knowledge to problems
♦ creative - beginning a new idea or product
♦ physical performance - being able to do difficult physical tasks which require timing and co-ordination
♦ variety - being involved in different activities
♦ orderliness - following set procedures, doing well ordered routines
♦ social service - working for the benefit of others and society

Rank each work value according to its importance to you. Discuss with the group. Add others to the list.
WHAT KIND OF A PERSON AM I?

Which words best suit you? Circle those words

Honest    Clever    Well groomed    Energetic    Calm
Ambitious Witty    Sensible    Adaptable    Creative
Tolerant  Calm     Talkative    Talented    Good Listener
Responsible Observant Loyal    Patient    Flexible

From your list choose five words that you think are your best features.

Ask a friend to select and list five words they think describe you.

Compare your two lists. Are they different? What have you learned about yourself?

Now write down any new thing you have learned about yourself.

‘Adapted from ‘Where am I now?’
APTITUDES/ABILITIES CHECKLIST

INSTRUCTIONS: Rate the following skills on a 1-5 scale. If you do the skill exceptionally well then rate it a No 1.

HOW WELL CAN I?

Creatively use my hands in working with colours and design work? (Artistic skill) 1 2 3 4 5

Perform in a variety of sport activities? (Athletic skill) 1 2 3 4 5

Type, record, file and do other clerical work? (Clerical skill) 1 2 3 4 5

Arrange and organise the time, place and order that an action should be taken based on the evaluation of the information? (Coordination skill) 1 2 3 4 5

Help other people with their problems? (Counselling skill) 1 2 3 4 5

Use my hands to work with sewing, leather, knitting, pottery, macrame etc? (Craft skill) 1 2 3 4 5

Develop or produce something new? (Creative skill) 1 2 3 4 5

Entertain or perform for others in activities such as drama, gymnastics, dance? (Entertainment skill) 1 2 3 4 5

Provide people with information and directions? (Guiding skill) 1 2 3 4 5

Recognise errors in grammar, punctuation, spelling and wording sentences? (Language usage skills) 1 2 3 4 5

Repair or work with appliances, machine or tools? (Mechanical skill) 1 2 3 4 5

Communicate or promote ideas to people? (Media skill) 1 2 3 4 5

Conduct, compose or arrange for a musical group? (Music management skill) 1 2 3 4 5
<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Sing, play or read music?</td>
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<tr>
<td>(Music skill)</td>
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<tr>
<td>Demonstrate or sell products</td>
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<tr>
<td>or services to people?</td>
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<tr>
<td>(Organisation skill)</td>
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<td>Read quickly and accurately?</td>
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<tr>
<td>(Reading skill)</td>
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<td>Work for, or help other</td>
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<td>people with their requests</td>
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<td>and needs?</td>
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<td>(Serving skill)</td>
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<td>Relate well and enjoy</td>
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<td>working with people?</td>
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<td>(Social skill)</td>
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<td>Lead or supervise other</td>
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<td>people?</td>
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<td>(Supervisory skill)</td>
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<td>Assist others in acquiring</td>
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<td>new skills, knowledge and</td>
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<td>Use of other languages?</td>
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<td>Interested in science?</td>
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</table>
SELF ESTEEM AND EMPLOYABILITY

INSTRUCTIONS: Answer each question below. Try to be open and honest with your answers. Relate your answers to education, training and careers.

1. What have you always wanted to do in your life?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What is keeping you from doing it? (Other than being in gaol at the moment!)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What action are you going to take in the next year/years to help you accomplish your goals?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
EMPLOYMENT OPPORTUNITY

What sort of a job do I want?

What are my skills, abilities, interests, education, work experiences?

What can I do to improve my chances of getting a job?

Do I have an up-to-date resume covering my skills, education, work?

What am I like at an interview? Should I get some practice?

Do I communicate effectively over the telephone?

Do I have a good understanding of employer/employee expectations?

Will I be able to deal with possible employment rejections?
MODULE 2

EDUCATION AND TRAINING

AIMS:

♦ To identify personal education and training
♦ To identify education and training needs related to possible areas of employment
♦ To identify a variety of education and training options

SUGGESTED ACTIVITIES:

♦ Investigate different jobs, requirements and training needs
♦ List advantages/disadvantages of education and training
♦ Investigate sources of education and training
♦ Practicalities of education and training
  eg enrolment procedures
  financial assistance

SUGGESTED RESOURCES:

♦ Whiteboard
♦ Handouts
♦ ‘I’l Need a Job When I Get Out’
♦ TAFE course guides
♦ Skillshare
♦ CES Job Guide
♦ Job and Explorer (JAC) program
EDUCATION/TRAINING NEEDS

My job choice is: ____________________________

This job requires these education and training qualifications:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My current education and training qualifications are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To be able to apply for this job I will need:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How can I get this education and training?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
If you want to start studying again there are a variety of ways you can do this. Look at the following learning situations and work out the advantages and disadvantages of each.

**FULL-TIME STUDY**  
(eg University/TAFE)

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<th>Advantages</th>
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**PART TIME STUDY**  
(eg University/TAFE)

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**PRACTICAL PLUS THEORY**  
(eg Apprenticeships/Traineeships)

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ON-THE-JOB-TRAINING
(eg florist, strapper)

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CORRESPONDENCE COURSES
(eg accounting, computing)

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List other occupations that require these forms of training.

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## STUDYING

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<th>PLUSES</th>
<th>MINUSES</th>
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<tbody>
<tr>
<td>Helps develop your mind</td>
<td>Full time study can bring with it financial hardship</td>
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<tr>
<td>Improves your self esteem</td>
<td>Takes a lot of self discipline</td>
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<tr>
<td>Meet a wider range of people</td>
<td>Can take a long time</td>
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<tr>
<td>Increases your skills and abilities</td>
<td>Cuts into your social life</td>
</tr>
<tr>
<td>Increases your chances of getting a good job</td>
<td>Can put strains on your family life</td>
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<tr>
<td>Improves your chances of promotion</td>
<td>Studying and working is very tiring</td>
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</table>

Add to this list if you can think of any other 'pluses' and 'minuses'
MODULE 3

PREPARING A RESUME

AIMS:
♦ To prepare a written resume
♦ To prepare a work history and achievement folder

SUGGESTED ACTIVITIES:
♦ Class discussion as to the importance of having a resume
♦ Discussion of the guidelines for writing a resume
♦ Analysis of examples of resumes
♦ Writing personal resumes
♦ Publication of the resume on a computer

SUGGESTED RESOURCES:
♦ Whiteboard
♦ Handouts
♦ Computers
♦ Sample resumes
♦ Employability skills program “I’ll Need a Job When I Get Out”. Module 5 ‘Preparing a Resume’
RESUME GUIDE

Use this form as a guide to help you with your resume.

Personal Details

Name ____________________________________________

Address ____________________________________________

Telephone ____________________________________________

Date of Birth ____________________________________________

Educational Details

Secondary ____________________________________________

Tertiary ____________________________________________

Others Courses ____________________________________________

Employment Details ____________________________________________

Voluntary Work ____________________________________________
Skills and Qualifications


Personal Skills & Goals


Hobbies and Interests


Special Awards


References/Referees


More examples can be found in 'I'll Need a Job When I Get Out'.
SAMPLE RESUME

GENERAL

NAME: Joe Smith
ADDRESS: 23 James Avenue
           Birdsville NSW 2038
TELEPHONE: (02) 292 1646 (W) or (02) 291 2907 (H)
DATE OF BIRTH: 8 March 1968
MARITAL STATUS: Married

EDUCATION

1986 Office Skills Course, Birdsville TAFE
       Achieved 50 wpm, 98% accuracy.
1985 Year 10, Birdsville High School
       Subjects:
       Maths; Science; English; History; Technics
       Metal; Technics Timber.

EMPLOYMENT HISTORY

Sep 1986 - Dec 1986 Office Clerk, Ross and Co.
            Duties: Filing. Drafting correspondence. Typing
            of letters, memos and reports. Keeping books.
            Duties: Packing grain.
            After school job.
            Duties: Operating check out till. Training new
            operators. Receiving fruit and vegetable stores.
            Displaying stock. Supervising and training new
            staff.
INTERESTS

Swimming
Rally Driving

REFEREES

Ms. S. John
Manager, Woolworths
Birdsville
Telephone (02) 53-1987

Mr. John Smith
Teacher,
Birdsville High School
Telephone (02) 53-1986
EMPLOYMENT HISTORY WHILE IN A CORRECTIONAL CENTRE

The idea of this section is to show how you have used your time inside. It's to show that you've tried to be constructive and use your time wisely

Example

1989-1990
Blue River Correctional Centre
I worked in the laundry, washing, drying and folding clothes. Tree planting for Conservation, Forests and Lands.

1985
Green City Correctional Centre
Welding and pipe bending in the metal fabrication industry
Brick paving, general maintenance and repair work around the correctional centre.

WORK SKILLS

In this section, list all the work skills you have, the machinery you can use and aspects of work you can do.

Example

Welding (MIG, ARC and OXY)
Bricklaying
Concreting (all aspects)
Stock-taking
Can operate most hand-held tools
Can operate most forklifts
Can operate a triple blade saw

EDUCATION

COS Horticulture
Forklift ticket
Workplace Communication
PERSONAL ATTRIBUTES

This section should be a short list of personal qualities which present a favourable impression of you.
Here are some ideas:
Example
- Punctual and reliable
- Neat and organized
- Quick to learn new things
- Work well alone
- Have a good sense of humour
- Good team member

INTERESTS & HOBBIES

This explains itself. List things you are interested in or enjoy doing.

Example
- Sports, Reading, Writing, Socializing.

REFERENCES

If you have good references from past employers attach them to your resume and put in this section.
If you haven’t got any; don’t include this section.

REFEREES

Check with the person first before you put their name down.
RESUME CHECKLIST

• Make sure your resume looks good - no cross outs, paper wrinkles or coffee stains!

• Check that spelling and grammar are correct.

• Have you included your name, address, phone number?

• Make sure you have addressed the essential and desirable criteria for the job, i.e. if the advertisement says a forklift ticket is essential then put in that you have one, when you got it and the amount of experience you've had. **Sell yourself!**
  It is a good idea to put this information in your covering letter of application.

• Have you put in all the training you have had?

• Have you included your employment history in your resume, and is it up to date?
MODULE 4

WHERE TO FIND WORK

AIMS:

♦ To gather and evaluate information on employment opportunities

SUGGESTED ACTIVITIES:

♦ Investigate the advantages of self employment
♦ Investigate resources of CES
♦ Identify other ways of finding employment
♦ Newspaper search
♦ Role play - finding work
♦ Write a canvassing letter

SUGGESTED RESOURCES:

♦ Whiteboard
♦ Handouts
♦ Newspapers
♦ CES Job Guide
♦ Yellow Pages
♦ Industry Publications
♦ New Enterprise Incentive Scheme handout
♦ Employability Skills program ‘I’ll Need a Job When I Get Out’. ‘The Job Search’
♦ Staff from CES as guest speakers.
NEWSPAPER QUESTIONS

♦ Which papers carry 'situations vacant'?
♦ What days do most advertisements appear?
♦ Are jobs placed in any particular order?
♦ How can you tell that a job isn't false one trying to trick you? What should advertisements provide?
♦ Have you ever got a job via the newspaper?
C.E.S. QUESTIONNAIRE

1. What does C.E.S. stand for?

2. Who does the C.E.S. help?

3. What are some of the services the C.E.S. provides?

4. Where do you go first - C.E.S. or Social Security?

5. What financial help can you get?

6. What is the subsidy called where the employers are given some money to help cover costs of employing you?

7. How do you register with the C.E.S?

8. Where is the closest C.E.S. to where you will be living when you get out?

9. Can you refuse a job offered by the C.E.S?. Why/Why not?

10. Have you ever used the C.E.S. before? How? Was it helpful?
STEPS IN LOOKING FOR A JOB

JOB DECISION

♦ Decide what job you want
  Look at your skills-work experience-education-training- interests

♦ Look at the kinds of jobs available
  Match your personal characteristics to the job

JOB SPECIFICATIONS

♦ What the job offers you in terms of:
  Location
  Duties
  Hours of work
  Conditions

LOOKING FOR POTENTIAL EMPLOYERS

♦ Visit your local CES. The CES finds jobs for people in every kind of work. There is no charge for this service. Keep in regular contact with the CES.

♦ Newspaper advertisements. In national newspapers the best day for job advertisements is Saturday.

♦ Check job notice boards. These are often outside factories, in shop windows, at building sites etc.

♦ Direct approaches to employers. You could visit, write or telephone an employer. Suggest you send your resume to them.

♦ Ask friends, relatives, former workmates.
TELEPHONE TECHNIQUES

EXAMPLES OF TELEPHONE CALLS

SCRIPT 1 (Where a job has been advertised in the paper)

RECEPTIONIST:  Good morning, ABZ Company, may I help you?
CALLER:          Good morning, my name is _______________. I am enquiring about the job in Saturday’s Herald for a Fork Lift Driver.
RECEPTIONIST:    I will put you through to Mr Wilson who does the hiring.
CALLER:          Good morning, Mr Wilson, my name is _______________. I am enquiring about a job advertised in Saturday’s Herald for a Fork Lift driver. I would like to come in for an interview.
MR WILSON:       How long have you been a driver?
CALLER:          For two years. I’m very experienced and have some good references.
MR WILSON:       Right. How about 10 o’clock tomorrow?
CALLER:          That would be fine thanks. Ten o’clock tomorrow at 565 High St.
MR WILSON:       Yes. Come to the office at the front of the building.
CALLER:          Thanks. See you tomorrow.
MODULE 5

APPLYING FOR WORK

AIMS:

♦ To understand the essential criteria contained in a job advertisement
♦ To develop the ability to answer, in writing, an advertisement for work
♦ To demonstrate face to face and telephone contact skills
♦ To demonstrate how to fill out a job application form

SUGGESTED ACTIVITIES:

♦ Write an application for work in response to an advertisement
♦ Participate in face to face and telephone contact
♦ Identify the meaning of commonly used abbreviations in job advertisements
♦ Practise filling out an ‘application for employment’ form

RESOURCES:

♦ Whiteboard
♦ Handouts
♦ Newspapers
♦ Job application forms
♦ I’ll Need a Job When I Get Out - particularly Module 4
♦ Telephones
JOB SEEKING QUALIFICATIONS AND ABILITIES

- What was your last job/place of employment?
- What experience do you have in the employment field? For example, worked for 6 months as a fruit picker.
- What qualifications do you have? For example courses you have done, TAFE certificates, licenses.
- What jobs are you interested in?
- Make a list of all your skills and abilities. For example, hard working, punctual, good team worker etc.
Below is a list of abbreviations you will need to know when reading the advertisements in the newspapers. Write the meaning of each term alongside in the space provided. Choose the meanings from the list below.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
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<td>a.h.</td>
<td>approximately hours</td>
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<td>pref.</td>
<td>necessary</td>
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<tr>
<td>req.</td>
<td>as soon as possible</td>
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<tr>
<td>typ.</td>
<td>qualified/qualifications</td>
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<tr>
<td>approx.</td>
<td>junior</td>
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<td>p.t.</td>
<td>after hours</td>
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<td>conds.</td>
<td>including</td>
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<td>bus.</td>
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<td>required</td>
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<td>p.a.</td>
<td>capable</td>
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<td>y.o.</td>
<td>negotiable</td>
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<td>part-time</td>
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SETTING OUT YOUR LETTER OF APPLICATION

Date:

Your address:

Name of person (ring up and find out)
Position of person
Organisation or company

Dear (person's name)

First paragraph

Refer to the job you are applying for, where and when it was advertised.

Middle paragraphs

This section changes with each application. It needs to be tailored for each position sought.

It should:
♦ indicate that you know what the job actually involves
♦ relate your skills, interests and experience to the position
♦ convince the employer that you are interested and able to do the job
♦ refer to your resume

Final Paragraph

♦ Express your availability for an interview
♦ Re express your interest in the position
♦ Thank them for their consideration of your application
It is worthwhile to send letters to prospective employers in the hope that in the future they may have a position in their company that would suit you. For example you may want a job as a landscape gardener in Brisbane. It would be too expensive to ring all the companies there, so a letter showing your interest in a position with them is a good idea. Enclose your resumé.

Here is an example of a canvassing letter.

200 Still Street,
bonesville, NSW 111

Tel: (02) 1111

The Manager
Evergreen
Tree Lane
Brisbane QLD 222

Dear Sir/Madam

I am writing to you in the hope that you may have an opening in your company for me.

I have recently completed a TAFE course in Horticulture and have had 3 years experience in a large landscaping business in Sydney. Our work involved landscape projects for office blocks, hotels/motels and private homes. I was given the opportunity to work as a supervisor six months ago.

My family and I are hoping to relocate to Brisbane in the New year.

I enclose my resumé which shows my skills and experience. I can be contacted at the above address and look forward to hearing from you.

Yours faithfully

Teresa Green
(Date)
MODULE 6

THE INTERVIEW

AIMS:

♦ To prepare for an interview
♦ To participate successfully in an interview
♦ To evaluate personal performance in the job interview/application process

SUGGESTED ACTIVITIES:

♦ Class discussion on how to prepare for an interview
♦ Video a mock interview
♦ Class discussion as to steps to take after the interview is over

SUGGESTED RESOURCES:

♦ Whiteboard
♦ Handouts
♦ Video
♦ Newspapers
♦ Employability skills program “I’ll Need a Job When I Get Out”
Interview
Do's and Don'ts

♦ Do dress properly. The best rule of thumb: dress conservatively and professionally. Try to anticipate how the interviewer will be dressed, and mirror that behaviour.

♦ Don't look grim. Although you may be nervous and tense, a smile can be a great ice-breaker. Remember, interviewers are people, too. They usually respond to warmth.

♦ Do listen attentively. Show honest interest and enthusiasm. The interview is no place for cool objectivity. Employers want people to care.

♦ Don't sit passively by and expect the interviewer to control the interview. Actively ask questions, assert your ideas, and repress your thoughts. Communicate!

♦ Do research on the organization and, if possible, the interviewer ahead of time. This expresses interest and enables you to have a more educated and interesting conversation.

♦ Don't be late. Leave plenty of time to get to the interview. Make sure you have proper directions. First impressions are crucial.

♦ Do prepare some "canned" answers to common interview questions in advance. This will help you be comfortable with the information you plan to present.

Don't deliver answers to your interview questions like you are making a speech. You may have rehearsed these answers, but you don't want them to sound that way. Make conversation, not presentations.

♦ Do ask intelligent questions. Inquire about job responsibilities, company goals, and other related topics. Be prepared to demonstrate how and why you are the best candidate for the job.

♦ Don't initiate money or benefits conversations until you have a job offer. Once you have an actual job offer, you have a lot more negotiating power.

♦ Do take extra copies of your resume to the interview. Also, take any additional information you might need about references, addresses, telephone numbers, and other details that may not be included on your resume.
Twelve Key Steps to a Winning Interview

1. Understand the employer’s point of view.
2. Develop your own information goals.
3. Get all the interview-appointment information you need.
4. Assess your own strengths and weaknesses.
5. Learn all you can about the job and organisation.
6. Match your skills to the job requirements.
7. Plan how you will look as carefully as you plan what to say.
8. Turn nervous energy into positive energy through relaxation, visualization, and rational thinking.
9. Know the types of interviews and their general format.
10. Know the kinds of questions you will probably be asked.
11. Be prepared to answer a wide variety of questions.
12. Know the questions you want answered and when to ask them.
POOR ANSWERS

Here are some typical questions asked in job interviews and next to them appear the kind of answers guaranteed to turn prospective employers right off. Read through them and discuss what kind of impression each of these responses gives of the person making them. Decide also what the interviewer really wants to find out by asking the question. And thirdly, decide on a suitable response to give in each case.

**TYPICAL QUESTIONS**

Why do you think you could do this job well? (e.g. supermarket stacker)

What were your best subjects at school?

Why didn't you like them.

Do you have many friends? Have you got a boyfriend/girlfriend?

What are your personal strengths?

What are your weaknesses?

Have you ever had any trouble with the police?

What future plans have you got?

Do you intend to do further study?

Have you got any particular hobbies or interests?

What's your home life like?

**POOR ANSWERS**

"How should I know?"

"I don't know"

"English was too boring so I gave it up. Maths was too hard...."

"Why do you want to know?"

"Well, I've got really good concentration - I can sit in front of the TV for hours."

"What do you mean?"

"Who, me?"

"Well... it wasn't really my fault..."

"Wouldn't have a clue."

"Had enough study at school."

"No"

"I watch a lot of sport on TV."

"It's all right, I suppose"

"My dad pushes me around and my mum nags me all the time."
SOME QUESTIONS EMPLOYERS MIGHT ASK AT THE INTERVIEW

- Why have you applied for this job?
- Why do you want to work here?
- What do you know about the job/company/industry?
- Have you ever done this type of work before?
- What kind of machines can you operate?
- What experience have you had in this area of work?
- What skills can you bring to this job?
- Tell me about yourself.
- Why should we hire you instead of someone else?
- What are your strengths and weaknesses?
- What five words would you say describe you best?
- Can you work under pressure?
- How well do you work with other people?
- Why did you leave your last job?
- Why have you been unemployed for so long?
- What was your last employer's opinion of you?
- How often were you absent from work in your last job?
- How long do you expect to stay in the job?
- What are your plans for the future?
- How is your health?
- What level of salary do you want?
- When are you available to start work?
- Who can we contact for a reference?

Refer to Page 42 and 43 of the Employability Skills Programme 'I'll Need a Job When I Get Out' for ideas on how to answer some of these questions.
QUESTIONS YOU CAN ASK AT THE JOB INTERVIEW

- What does the job actually involve?
- Could you tell me more about the company?
- Would I be working with other people or by myself?
- Why is the position vacant?
- What are the dress requirements?
- Is a uniform provided?
- What is the level of pay? Are there any other benefits?
- How soon can I start?
- Could you tell me about the training program?
- What opportunities are there for advancement?
MODULE 7

MAINTAINING THE JOB

AIMS:

♦ To develop strategies to cope successfully at work

SUGGESTED ACTIVITIES:

♦ Discussion of communication and relationships in the workplace
♦ Investigate reasons why people lose their jobs
♦ Discussion on the rights and responsibilities of employers and employees
♦ The role of trade unions, OH&S, EEO, Grievance committees in the workplace

SUGGESTED RESOURCES

♦ Whiteboard
♦ Employability Skills program ‘I’ll Need a Job When I Get Out’
♦ ACTU Training Package
♦ OH&S Act
MODULE 8

COPING WITH UNEMPLOYMENT/USE OF LEISURE TIME

AIMS:

♦ To recognise the importance of structuring daily activities
♦ To develop positive attitudes towards further training/education
♦ To recognise the importance of leisure/recreation activities

SUGGESTED ACTIVITIES:

♦ Investigate the advantages of self employment
♦ Group discussion on how to plan your day
♦ Group discussion on ways to keep up morale
♦ Group discussion on maintaining health and fitness
♦ Invite educational providers to discuss further training/education
♦ Invite representatives from voluntary agencies to discuss voluntary work

SUGGESTED RESOURCES:

♦ Whiteboard
♦ Handouts
♦ Employability Skills program “I’ll Need a Job When I Get Out”
♦ New Enterprise Incentive Scheme (NEIS) handouts
♦ Out-of-Work Survivors’ Handbook - produced by the Blue Mountains community forum. (Check if your local council has a similar type of handbook)
COPING WITH UNEMPLOYMENT

The purpose of this module is to give you some suggestions if you are unemployed and unable to get a job. It includes ideas on how to spend your time.

Planning your day

It is a good idea to plan your day. Plan an activity each day. This will help you to have something to look forward to. It stops you from getting bored and depressed. Keep yourself active. Mix with people. When you're out of work for a long time you can feel very isolated and get discouraged easily.

Training

Get yourself involved in some training. This is an ideal time to update your skills or learn new skills. This will show a prospective employer that you are keen to learn and broaden your knowledge.

Use the new skills you learned inside. For example, if you did a landscaping course, advertise in the local paper.

Voluntary work

Consider doing voluntary work. This will give you work experience and may lead to a job. (Don't forget to add it to your resume) Phone The Volunteer Centre of NSW 2314000.

Leisure and Recreation

Recreation is taken to mean those activities or inactivities which are freely entered into by an individual during leisure time and which bring satisfactory and enjoyable experiences.

There is increasing evidence that people who are physically fit are more able to cope with stress, tend to sleep better and generally enjoy life more.

There are many agencies that offer leisure and recreation programmes which involve minimal or no cost to the participant. For details of local leisure and recreation programmes, phone your nearest Regional Office of the Department of Sport and Recreation. These are listed below:

Central/Northern   (02) 747 2655
South-East         (02) 580 9899
South-West         (02) 600 7866
Metropolitan West  (02) 683 3899

Keep on looking for jobs. Don't give up.
NEW ENTERPRISE INCENTIVE SCHEME (NEIS)

The Federal Government funds the New Enterprise Incentive Scheme (NEIS) in conjunction with

- State/Territory Governments and
- Private and non-government organisations, which assist unemployed people establish new businesses.

WHAT IS THE SCHEME?

Many unemployed people want to start their own businesses. But if they do so they normally lose their unemployment benefit and this can be a major disincentive.

Under NEIS the Commonwealth provides income support to unemployed people who might otherwise be deterred from setting up a business. In this way it creates new, independent small businesses which otherwise would not exist.

The Scheme compensates for loss of benefit by paying eligible people an allowance, broadly equivalent to unemployment benefit, for up to 52 weeks to supplement the receipts of their business while it is becoming established.

Free training is provided in business management and business plan development and will cover such topics as:

- Marketing;
- Bookkeeping;
- Taxation;
- Insurance; and
- Goal setting

Acceptance on the New Enterprise Incentive Scheme is subject to a number of eligibility conditions and also depends on the availability of places.
WHO IS ELIGIBLE FOR THIS SCHEME

The Scheme is open to unemployed people or their spouses who are dependent on social security income support payments. Although these payments will normally be in the form of unemployment benefit, in certain circumstances recipients of other social security benefits or pensions may also be eligible.

Applicants must:

- Be registered for full-time employment with the Commonwealth Employment Service;
- Be at least 18 years of age and not reach the period of the NEIS allowance.
- Work in the approved business during the full period of the NEIS allowance.

NEIS places are limited. Satisfying the above criteria will not necessarily guarantee a place.

WHAT SORT OF BUSINESSES ARE APPROVED?

All businesses must be assessed for viability by an Advisory Committee on which there are Federal and State Government and experienced business representatives.

NEW - The business should not have commenced to operate on a full-time basis. Businesses will normally be directed towards new products or services, or to the provision of goods or services in a novel manner. Provision of existing products or services will only be approved where the Advisory Committee is confident that an unsatisfied demand exists. Proposals to take over existing businesses will not be funded.

INDEPENDENT - Businesses must not rely upon another enterprise in any type of subsidiary, franchise or dependency relationship. Also, participants who intend to act as an agent or to supply labour only on a sub-contracting basis will not be eligible.

REFUTABLE - Businesses which may involve illegal activity or are likely to bring the Scheme or complementary programs into disrepute will not be funded. Similarly, activities contrary to either State or Federal Government policy or private and non-government organisations charter, are not eligible for funding. This will be at the discretion of the delegates of the parties involved.
The NEIS allowance is a form of income support broadly equivalent to an unemployment benefit.

The following are general conditions of receipt of the NEIS allowance:

- NEIS applicants must satisfy the eligibility criteria.
- Participants must undertake to notify the Department of Employment, Education and Training of any changes in circumstances.
- Participants must undertake to work full-time in the enterprise for the period of the NEIS allowance.
- Income generated by the business will not affect the rate of NEIS allowance, and the income generated from the business is taxable.
- Participants will have to adhere to all conditions as set out in the 'Offer of NEIS Allowance'.

To receive the allowance, participants must undertake to inform the NEIS office of the Department of Employment, Education and Training of any changes in their circumstances which could affect the rate of allowance payable. These include changes to marital status, spouse dependency and the declaration of any income received outside the funded enterprise.

Participants must also undertake to work full-time in the enterprise for the period of the NEIS allowance.

Participants must notify the NEIS office within five (5) working days of any changes to their status.

Income generated by the business will not affect receipt of the NEIS allowance.

The NEIS allowance is taxable. Participants must submit an Income Tax Instalment Declaration so that appropriate deductions can be made from the NEIS allowance.

Application forms for NEIS are available from CES.
MODULE 1

FINDING ACCOMMODATION ON RELEASE

AIM OF SESSION

♦ To allow inmates chance to explore options available to them
♦ To assist inmates develop the skill to identify and secure appropriate accommodation
♦ To inform inmates of available financial assistance

SUGGESTED ACTIVITIES

♦ Completion of application to Dept. of Housing
♦ Group activity centred on locating and applying for rental premises
♦ Group discussion on suitable places for short and long term accommodation

RESOURCES NEEDED

♦ Handouts
♦ Representatives from Housing Dept, CRC, LAP etc.
HOUSING

All clients to fill out application form to be admitted to Department of Housing Waiting List.

Fill in Housing Application and send to the nearest Department of Housing Office, accompanied by a letter from Welfare Officer confirming that the person applying is in custody.

Main Offices:

George Street, City    Ph: 282 7111
Bondi Junction        369 9144
Liverpool             821 6111
Parramatta            8918111

Country Offices:

Newcastle (049) 256 333
Wagga Wagga (069) 210 099
Lismore (066) 232 424

A person who has his/her name on the Public Housing waiting list can obtain the following from the Department of Housing:

* Rent Assistance - a single grant, usually comprising half of the bond money and two (2) weeks rent. This is to enable a person to get into the private rental market.

* Information on local community tenancy schemes, where again, a person may be placed on a waiting list and, when housed, will pay the same rent as a Public Housing tenant, and is transferred to Public Housing when accommodation becomes available.

Community Tenancy Scheme - funded by the Department of Housing, tenants housed in Market Rental Property at Public Housing rates...

Resamen Ltd.
Diana Ingham
Phone: 264 3293

Houses males only - if a person is registered with Resamen at the beginning of a sentence, Ms. Ingham will try to ensure that she can house person on release. Works across regions, so is willing to try for property in an area suitable for the client.
Other Housing Operations:

* Civil Rehabilitation Committee - C.R.C. Accommodation Service - Ph. 564 1643.
* Advantages - Style of accommodation is small, shared residential.

It provides a supported environment in which the person can re-adjust to ordinary chores such as shopping, banking and general living skills.

The staff will work with the person to have him (males only) housed in Public Housing or with Rent Assistance.

General counselling and support is provided with referrals made to relevant agencies.

Most houses are in the inner-city area.

Resamen Limited:

Community Tenancy Scheme - Ph. 264 3293.
Properties rented on open market and let to tenants at public housing rates.
Specifically for men who have been in gaol.
Need to be on Public Housing List.

Life After Prison - Ph. 683 4681

This group is organised and funded by Church groups as an extension of the Chaplaincy Service in Corrective Service Centres.

Accommodation and support is provided. Houses around the Parramatta area.

Similar focus to C.R.C. - move men on to stable housing - giving skills to cope in community.

Ngura: Ph. 799 8446 (Aboriginal Clients)

Gender Centre: Ph. 569 2366 (Transsexual Clients)

Guthrie House: Ph. 516 5588 (Women)

In any pre-release program, representatives from Department of Housing, C.R.C., Life After Prison, Ngura could be invited to attend and give input first-hand.
MODULE ONE:

GETTING THE RIGHT ID

AIMS OF SESSION:

♦ Inform inmates of the different forms of identification they will need
♦ Assist inmates to apply for ID

SUGGESTED ACTIVITIES:

♦ Information session
♦ Form Filling

RESOURCES NEEDED:

♦ Application Forms for ID
IDENTIFICATION

SESSION TIME:

Two hours but may be best presented in four x 30 minute sessions. This would enable forms to be checked and further questions to be asked.

PREPARATION:

♦ Collect types and numbers of application forms required
♦ Be familiar with each form
♦ Consult with relevant agencies for further advice
♦ Several sessions could be conducted by staff or agencies directly involved eg: Credit Cards/Banking by a Bank Officer

1. I.D. required by all citizens:

   a) Tax File No.

   b) Medicare Card

Tax File No:

Outline the need for a Tax File Number.

All citizens are now required to have a Tax File Number even if their income is before the tax threshold.

Hand out Application for Tax File No. Forms.

Point out practical aspects of filling in this form eg: an overseas citizen must state place of residence overseas; those who already have a Tax File No. need to state last address from which a tax return was made.

Note that getting a Tax File No. outside custody requires various forms of identification which an inmate may not have - thus the advantage of getting it prior to release.

Medicare Card:

A very few inmates who have done very long sentences may never have had a Medicare Card issued. Some will reapply because via coming into custody their card has been lost.

Some inmates will have their names listed with their parents and are now requesting their own card.
Give out forms - point out the need to supply relevant information eg: former address, full names and addresses of parents.

Explain what will now happen to these forms. Different centres will have different policies - thus the inmate may be required to post off both forms - if so, the addresses for the Tax Office and the Medicare Office will be required. Some centres collect tax forms and send or hands deliver in bulk; same processes with Medicare Officers. It requires some liaison with both organisations.

2. Types of I.D. that are useful to have:

- Birth Certificate
- Driver’s Licence
- Passport
- Credit Card
- Bank Account
- Citizenship Certificate

List these forms of I.D

Birth Certificate:

Pass out Birth Certificate Application form.
Point out the payment required and how to go about obtaining the certificate.
The issue of birth certificates for children may arise - there is a specific form and the name of the parent has to appear on the birth certificate of the child.

Driver’s Licence:

Renewal of licences
If less than two and a half years the procedures are similar to renewal - if over two and a half years the written test is required

The Education Unit of some centres will have material that can be studied by inmates to help them prepare for their drivers licence. Also, reading required might be tied in with Basic Reading and ESL courses. Hand out application for driver’s licence.

Passport:

Application forms available from the Post Office.
Hand out forms - noting the list of I.D. required to obtain a passport.
Note payment required.
- Further information
- Dual citizenship
- Passports for children
Credit Card/Bank Account:

Hand out application forms from various banks/credit unions. Note the types and amount of I.D. required.
Some input regarding credit rating.
Advantages/disadvantages of various types Credit Cards/Bank Cards.

Citizenship Certificate:

This should have been issued at the time of obtaining Australian Citizenship.

Conclusion:

The aim of this session/s is to inform the inmates about the types of and uses for I.D. and to assist where feasible, with the application for these various forms of I.D.

This session/s should cover the 'how to do' and the 'where to go', however a key aspect in this is *communication* - to ask questions of agencies in the community so that they can obtain the forms of I.D. that are not only required but will be frequently used in daily life.
MODULE ONE:

Living Within Your Means

ANTICIPATED LENGTH: 5 Hours

AIMS OF SESSION:

♦ To make inmates aware of the importance of personal financial management
♦ To give inmates skills in budgeting
♦ To give inmates information about where to seek financial assistance

SUGGESTED ACTIVITIES:

♦ Group discussion on importance of personal finance
♦ Group activity on designing budget
♦ Group discussion on advantages and perils of using credit

SUGGESTED RESOURCES:

♦ Handouts
♦ Representative from Social Security
♦ Representative from banks
PERSONAL BUDGETING

TIME: 4 - 6 hours, depending on group needs.

AIM: To make inmates aware of the importance of money management.

COMPULSORY TASK OBJECTIVES:

- Identify associated terms.
- Plan a personal budget.
- Watch "Common Cents" video.
- Complete 'cheques' activity and 'deposit' activity.

ACTIVITIES:

1. Terms:
   a) Write down your own definitions/dictionary meanings for the terms found on the stencil.
   b) Read the terms sheet.

2. Personal budgeting and planning:
   a) Look at OH13, budgeting and personal budgeting
   b) Financial goals are things you want to achieve, that are associated with saving money. - Fill in the financial goals sheet.
   c) Discuss "what is a personal budget", - what do they include?

* Work out how much money you will have when released/Silverwater. If you do not know, use the unemployed rate, $280.00 a fortnight.

* Design your own budget or follow the sample given to show where your money would go, how you might save etc.

Watch video "Common Cents" - Section - Budgeting

Revise main points as a group.
3. Cost of Living:
   a) Read "Costly Kids" article

   b) Fill in the sheet "Ways to Save Money" - List different ways of saving money in each area, eg clothing - shop at St Vincent de Paul, sales, etc.

4. Cheques:
   a) Read the information on cheques

   b) Fill in the activity sheet - "Cheques".

   c) Fill in the activity sheet on writing cheques correctly. Fill in the reasons for doing each of the things listed. Look up the OH - cheques.

   d) Discuss the advantages/disadvantages of using cheques - who has used them before/what were they used for.

5. Credit:
   a) Show OH - Consumer Credit.

   b) Discuss and list the advantages/disadvantages of:

   * credit

   * using credit - refer to teacher's resource.

   * how credit cards work Read the information given on the worksheet
   Fill in the questions on the sheet.

   c) "Credit Cost" activity.

   d) "Common Cents" video. Watch session on credit Discuss main points

6. Banks
   a) Discuss:

   * what institutions are available to hold your savings for you.

   * what are the terms, conditions and fees etc

   Brainstorm ideas onto a poster, use pamphlets from banks, credit unions etc as a resource. Refer to resource for further information.
b) Explain the use of Automatic Teller Machines (TM's).

* personal identification numbers - PIN
* electronic funds transfer

c) Look at the points system, identification, format for opening an account at the bank

7. Savings:

a) Talk about:

* importance of saving
* Things you can save for
* interest rates

b) Fill in deposit slip/activity on depositing cheques.

c) Watch video "Common Cents" - savings

8. Extra activities that could be covered:

a) Bankruptcy

b) Debate “To borrow or not to borrow”.

c) Tax returns

d) Credit Reference

e) Read through "More on Money" booklet.
TERMS

BUDGET:

EXPENSES:

INCOME:

SPENDING:

SAVINGS:

PRIORITIES:
ADVANTAGES AND DISADVANTAGES OF USING CREDIT

ADVANTAGES OF CREDIT:

If used wisely, credit can be a useful servant.

* Credit is convenient. Credit can be used to pay for services such as power, telephone and medical bills after you have used the service. Credit is also useful to take advantage of sales and special price reductions if they occur when you don't have cash available.

* Using credit means that you can buy goods and services before you have saved/earned the money.

* Credit can be used to beat price rises. You can buy goods at today's prices, but pay for them at a later date.

* By buying on credit, you can have USE of the good or service before you pay for it.

* Buying on credit provides you with a record of your purchases, e.g. store accounts and credit card statements.

* Credit can be useful for meeting emergency expenses.
DISADVANTAGES OF CREDIT:

Although credit can be a useful servant in today's consumer society, if it is not used wisely, credit can become a cruel master!

# The Cost of credit can be high! It is important when using credit, to know what the credit charges are and to shop around for the cheapest credit.

# The ease of using credit encourages overspending and impulsive buying. Credit almost encourages people to buy more. You may find that by not needing cash, the temptation to buy without thinking is greater.

# Using credit to pay existing credit debts can be the beginning of a never-ending credit trap.

# Using credit can mean that you are spending money before you have earned it.

# Saving is more difficult when credit repayments have to be met.

# Your selection of where you shop may be influenced by the availability of credit. This could prevent you from shopping around for better prices.

# The cost of administering credit is passed on to the consumer in the increased cost of goods and services.

# Credit may give you a false sense of security and wealth. Possession of goods does not necessarily mean ownership. Inability to pay for goods purchased on credit, could result in repossession.

The consequences of financial over commitment can range from worry, stress, to unemployment, family breakdown, and/or bankruptcy.

The decision to use credit extensively, in moderation or even at all, lies with you. Make sure you make your decision only after careful and thorough thought.
MODULE ONE

Coping With Transition from Prison To Release

ANTICIPATED LENGTH: 5 Hours

AIMS:
♦ To raise the issue of transition from imprisonment to freedom
♦ To raise consciousness of the difficulties which may ensue
♦ To pose the notion that it is helpful to tackle such difficulties by anticipating and planning for them

SUGGESTED ACTIVITIES:
♦ See attached handout

SUGGESTED RESOURCES:
♦ Handouts

INFORMATION & LIBRARY SERVICES
NSW DEPARTMENT OF CORRECTIVE SERVICES
Session plans for
PREPARATION FOR RELEASE PROGRAMME

Psychology

Session 1

Coping with Transition from prison to release.

The aims of this session are:

to raise the issue of transition from imprisonment to freedom and
to raise consciousness of the difficulties which may ensue and
to pose the notion that it is helpful to tackle such difficulties by anticipating them and
planning for them.

Important ideas to convey at the beginning or very early in the session:

Not every one will experience the transition as difficult.
Those who do are not few.
Those who do are not odd or mad.
Those who do are not psychologically mad.
Those who do not are neither odd nor mad but are probably fewer than those who do.
These difficulties are temporary.
The time it takes for any given person to get through them varies.
The difficulties can get complicated with other issues and produce bigger problems which
are not so temporary.
Acknowledging that getting out of prison can be something other than a smooth cool calm
move is permissible.
Acknowledging such difficulties will not make them happen. It is more likely to prevent
them from happening.
If you experience unusual things when you get out it does not necessarily mean that you
are institutionalised and are therefore better off in prison anyway.

Elicit a list of reactions from those who have been out before.

Emotional reactions - feelings
Physical reactions - gut, head, legs, back, sleep, Chest pain, hunger, cravings etc
Cognitive reactions - thoughts, can't remember, can't concentrate, fuzzy thinking

How long did they last? What did they do about the reactions? What happened then? Could it
have been done differently? Tell us how you would do it now? Get feedback. Role play the new
coping mechanism.
Coping with Transition from prison to release.

NEXT IMPORTANT IDEA

A lot of research in psychology over decades and by a lot of different people and in a lot of different areas (depression, social skills, anxiety, stress, burnout, coping, trauma, staff training, decision theory etc) points to the advantages of sticking it out through fears and through troubles. Of course it is not always the best thing to do.

The biggest disadvantage in cutting losses and moving away is the loss of resources - economic and social and emotional.

CONSIDER THE FOLLOWING ISSUES: BRAINSTORM

WHAT ARE EMOTIONAL RESOURCES? Name five.

WHAT ARE SOCIAL RESOURCES? NAME five.

NAME SOME FINANCIAL RESOURCES. Have each person name five or more financial resources they have or have had.

WHAT IS IT LIKE TO BE WITHOUT THESE RESOURCES?

With WHAT do you get out of gaol?

Name ten things you strive to get or accumulate or set up before getting out.

GETTING OUT

Part one: Release
Part two: Work release, Day Leave and Tech Leave
[ask participants whether these should be dealt with together or separately]

When you get out of prison you will feel somewhere along the way that you are different. Some men and women feel like other people can tell they have been in prison. You may feel as if there is tattoo across the forehead saying "CRIM" or the MIN or the gaol.

Feeling like this can be very off putting and make you more and more self conscious the more often you notice it and think about it. When you become self conscious you will probably act
differently (ie in ways which make others notice that you are not your usual self) and probably act nervously. One of the strongest set of non verbal signals we send has to do with nervousness and being unsure of oneself. You will then notice that other people notice you or notice that something is different. They may even comment on it. You may then think that this feedback confirms your fears. "Other people really do see me as different." You then act as if your fears are confirmed by ......................(withdrawing, fleeing etc). A belief is set up. It can be a mistaken belief but mistaken or true it will certainly have an effect on what you do and how you feel. Do you think that if such a belief is going to have an effect on how you feel and what you do that it needs to be true and well founded. Consider the chaos and confusion which may happen if that belief were mistaken. Maybe it is a good idea to do something about ensuring that it is as realistic as possible. Maybe it is also a good idea to ensure that if it is hard to tell whether it is mistaken or not that you build in some safety mechanisms and some go slow rules and some alarm signals.

[ A discussion of ways in which this message may be conveyed ]
[ would be useful here. ]
[ Have the participants generate a list of ways in which messages]
[ about our uncertainty and confusion may be sent. ]

Being unsure of oneself is likely to produce some potentially powerful feelings which may include:

[ Have the participants generate a list of feelings generated by ]
[ uncertainty. Be sure to get fear and anger included in the list. ]
[ Get them to illustrate with other examples of being unsure about ]
[ what to do or how to do it. ]

Some of the consequences of having intense feelings like this are:
[ Have the participants generate a list of consequences ]
[ or ]
[ Get them to draw chains of feelings and events. ]

WHAT HAS CHANGED WHILE YOU HAVE BEEN IN PRISON FOR A WHILE?

Relationships with loved ones?
The activities you share with important people in your life?
The day to day reactions to everything which goes on? These reactions are so important for being in touch with someone and form the basic stuff of relationships. In many ways they are as important as your deepest and most sincere feelings and even your promises and vows?
Pre Release Course
Coping with Transition from prison to release.

Behaviours which may be acceptable in the all male company of prison and not as acceptable beyond the prison walls.

Being aware of these feeling the isolation which comes from being the only one who knows what you have experienced while you have been in prison. "You don't understand what it was like..."

Not being able to find the right words to tell other people how:

- boring
- endless
- alien
- uninteresting
- traumatic
- hardening
- embittering
- scary
- monotonous
- lonely
- draining
- disorienting
- soul destroying
- corrupted
- Dull
- frightening
- nerve racking
- paralysing
- threatening
- monstrous
- Humiliating
- sickening
- terrifying
- shameful
- energy robbing
- painful

prison has been.

and how it has made you feel:

- corrupted
- embittered
- isolated
- outraged
- hopeless
- helpless
- degraded
- full of despair
- debased
- powerless
- cut off
- different
- not who you really are
-as if you were some else
-incompetent
- angry
- disgusting

Whom can you tell about these feelings? Make a list. Rank them in order of the importance that attaches to them knowing. Rank them in order of the difficulty you would have in telling them about the feelings.

Have the members choose someone who is ranked middle to high on importance and middle to low on difficulty and role play a "telling" or a reading of the list.
MODULE TWO:

Managing Conflict

ANTICIPATED LENGTH:  5 Hours

AIMS:

♦ To promote discussion about ways of dealing with conflict
♦ To elicit problem solving strategies from the group
♦ To contrast prison rules and rules of outside community
♦ To have participants develop a plan of action
♦ To have participants rehearse a signal for "Time Out"

SUGGESTED ACTIVITIES:

♦ See attached handout

SUGGESTED RESOURCES:

♦ Handouts
Session plans for
PRE RELEASE PROGRAMME

Psychology

Session 2

Managing conflict

AIMS:

1. To promote discussion about ways of dealing with conflict. Assume many of the participants/some of the participants have completed conflict resolution courses????? Better still assume nothing and ask how many have.

2. To elicit problem solving strategies from the group so that they may be modelled to those who do not have them.

3. To set up a challenge to the thinking typical of prison subculture and to pose the difference between prison subcultural rules and the rules of the outside community in as stark relief as possible.

4. To have each participant go away with at least one useful concrete plan of action

5. To have each participant rehearse a signal for "TIME OUT" and an explanation to someone else of how he wants it to work.

Why think about managing conflict? What are the pros and cons? Generate some goals for this session.

Have the members of the group make a list of who has a stake in how conflict is managed?

What is supposed to be the outcome of conflict?

What are some undesirable outcomes?

What are some desirable outcomes?

Where is the need to manage conflict well likely to show up?
Coping with Transition from prison to release.

Behaviours which may be acceptable in the all male company of prison and not as acceptable beyond the prison walls.

Being aware of these feeling the isolation which comes from being the only one who knows what you have experienced while you have been in prison. "You don't understand what it was like..."

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Have the members choose someone who is ranked middle to high on importance and middle to low on difficulty and role play a “telling” or a reading of the list.
Pre Release Course
Coping with Transition from prison to release.

WHAT TO DO

First Aid:
DO NOT panic
DO TALK to someone about how you feel - if he/she starts spinning out talk to someone else and keep moving to someone else until you find someone who does not panic because you look like you want to
DO NOT start drinking, drugging, smoking more
DO go for brisk walks in order to think
DO NOT go for a drive in order to think
DO NOT give up exercise
DO NOT give up work
DO NOT make any major decisions while you feel like this
DO NOT take drastic action
DO NOT bottle up
DO expect that your judgement will be a little "off"

DO NOT HESITATE TO CALL ONE OF THE PRISON PSYCHOLOGISTS. We will not be able to see you on the outside but we will try to steer you towards someone who could see you and who might be the right one for you.
Pre Release Course - Managing conflict

HANDLING CONFLICT WELL

[ Have the group list the ways in which conflict can be handled. Use the rules for brainstorming. ]

Have the members of the group list the ADVANTAGES of each way.

Have the members of the group list the DISADVANTAGES of each way.

[ If the above lists do not produce different categories of gain and loss introduce them. ]
[ Use the list below as a starter. ]
[ Have the group make up examples of each of the advantages and disadvantages. ]

<table>
<thead>
<tr>
<th>Emotional gain</th>
<th>Emotional loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship gain</td>
<td>Relationship loss</td>
</tr>
<tr>
<td>Financial gain</td>
<td>Financial loss</td>
</tr>
<tr>
<td>Gain in self control</td>
<td>Loss of self control</td>
</tr>
<tr>
<td>Gain to personal identity</td>
<td>Loss to personal identity</td>
</tr>
<tr>
<td>Opens more choices</td>
<td>Loses more choices</td>
</tr>
<tr>
<td>Win/win</td>
<td>Win/lose</td>
</tr>
</tbody>
</table>

Are there rules for managing conflict? Who makes them? How good are they?

[ Allow group to generate a list of their rules ]
[ and then ]
[ Show "Rules for a Fair Argument" overhead. ]
[ Handout copies of the overhead. ]

Invite comparison. Praise improvements on the "Rules for a Fair Argument".

Discuss where the rules might be applied;
how the rules might be applied;
observing the rules and declaring them in important places.

Explain "TIME OUT". Have participants demonstrate a time out signal. Role play
Pre Release Course - Managing conflict

an explanation of setting up a mutually agreed TIME OUT signal to a naive but reasonable person. If there are objections about not having any reasonable people in my life sympathise, commiserate (but only briefly) and explain that makes it tough but it is better to practise with easy cases before tackling hard ones.

[There is also a list of rules for ineffective communication which ]
[cannot be amusing if there is time and the group can accommodate the]
[irony.
]

CLOSING:

What can you do about dealing with conflict?
If things start to get out of hand where can you go?
Who could give you help?

When is a mediator a good idea? Who could you get as mediator?

[ Have the group make a list on the board of things they could do ]
[ Ensure that enrolling in a conflict resolution course comes up. ]
[ Ensure that each member of the group has said aloud and written ]
[ down a credible potential mediator. ]

RePractise "TIME OUT" signals and explanations to significant others.

The Conflict Resolution Network, PO Box 1016, CHATSWOOD, NSW 2057
Tel: (02) 419-8500 for your local contact person.
RULES for a FAIR ARGUMENT

Check off these rules each time you use one. Rate how fair you have been on this basis.
List when and how you might use the "fair" rules and how you might avoid the "unfair" rules.

FAIR BEHAVIOUR
  Speaking one at a time and allowing equal time
  Looking for compromises
  Trying not to generalise
  Allowing for times-out and breathers
  Observing rules that you set
  No forcing/No hitting or threats
  Showing personal respect
  Being honest with yourself and with them
  Giving your reasons
  Admitting when you are wrong
  Making sure that your understandings and agreements are clear by repeating them and by writing them down.

UNFAIR BEHAVIOUR
  Name calling
  Opening old wounds/dredging up the past
  Getting off on tangents
  Intimidation/threats of violence
  Changing the rules and not saying no
  Expecting there to be a winner and a loser
  Saving up gripes to dump all at once
  Reading the other's mind
  Denying the facts
  Using sex as a leverage
  Gloating over a "victory"
  Appearing to ignore the other

Adapted from "Rules for Fair Fighting." RAVEN (Rape and Violence End Now,) PO Box 24 159, St Louis, MO63130.
MODULE THREE

Re-Establishing Relationships

ANTICIPATED LENGTH: 5 Hours

AIMS:

♦ To allow inmates chance to explore the nature of relationships
♦ To encourage inmates to consider how their relationships have changed because of their imprisonment
♦ To assist inmates develop skills to deal with these changes and the challenges they will face on release

SUGGESTED ACTIVITIES:

♦ Group workshop on relationships
♦ Group discussion on problems likely to be encountered on release and ways of dealing with them

SUGGESTED RESOURCES:

♦ Handouts
Session plans for
PRE RELEASE PROGRAMME

Psychology

Session 3

Re-establishing Relationships

RELATIONSHIPS

What relationships do you have?
   [have the group list or say what counts as a relationship for them - basic stuff but it may
   be necessary to widen it from romantic relationships]

How do they work?

What makes a relationship work?

Who makes a relationship work?

What do they do to us? What do they do for us?

Consider how they define who we are?

Do we get our sense of identity from relationships?

How many people think that relationships are the most important part of surviving in prison?
How come?

   [Go back to the list of relationships and ]
   [revise it - perhaps add to it ]
   [rank order it for importance ]
   [rank order it for effort in keeping it going ]

WHAT HAS CHANGED WHILE YOU HAVE BEEN IN PRISON FOR A WHILE?

Relationships with loved ones?
The activities you share with important people in your life?
The day to day reactions to everything which goes on? These reactions are so important for being
in touch with someone and form the basic stuff of relationships. In many ways they are as
important as your deepest and most sincere feelings and even your promises and vows?
Behaviours which may be acceptable in the all male company of prison and not as acceptable beyond the prison walls.

Being aware of these.

Feeling the isolation which comes from being the only one who knows what you have experienced while you have been in prison. "You don't understand what it was like..."

Not being able to find the right words to tell other people how:

- boring
- endless
- alien
- uninteresting
- traumatic
- hardening
- embittering
- scary
- monotonous
- lonely
- draining
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and how it has made you feel:

- corrupted
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- helpless
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- full of despair
- debased
- powerless
- cut off
- different
- not who you really are
- as if you were some one else
- incompetent
- angry
- disgusted
MODULE FIVE
Where to Find Support After Release

ANTICIPATED LENGTH: 5 Hours

AIMS:
♦ Inform inmates of the services that are available to support ex-offenders

SUGGESTED ACTIVITIES:
♦ Information session with a panel of community representatives

SUGGESTED RESOURCES:
♦ Register of local agencies
EXAMPLES OF
DELIVERING A ‘PREPARATION FOR
RELEASE’ PROGRAMME

EMU PLAINS PRE-RELEASE PROGRAM

WHY ARE WE RUNNING IT?
To give inmates who are selected to participate time off towards the end of their sentence to prepare themselves for release.

WHAT DOES THE PROGRAM INVOLVE ?
Four days attendance (Tuesday) at Pre-release workshops where representatives from various organisations will address the group concerning issues such as:
- employment
- social security
- getting a driver's Licence
- opportunities for education (TAFE)
- sexual health

Resume writing will also be offered separate to this program

WHAT DO WE EXPECT OF YOU ?
to turn up on time
to be involved
completion of a Relapse Prevention course with D&A, where required.

HOW TO JOIN THE COURSE
Give your name to the Welfare Officer. We are limiting the group to about ten, and priority will be given to inmates who are closest to release.
# EMU Plains Correctional Centre

## Pre-Release Program

<table>
<thead>
<tr>
<th>Time</th>
<th>TUES 8/11</th>
<th>TUES 15/11</th>
<th>TUES 22/11</th>
<th>TUES 29/11</th>
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<tr>
<td>9.00</td>
<td>Tax</td>
<td>CES</td>
<td>CRC</td>
<td>Sexual Health</td>
</tr>
<tr>
<td>10.00</td>
<td>Workshop</td>
<td>Workshop</td>
<td>Skillshare</td>
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<td>11.00</td>
<td>R.T.A.</td>
<td>D.S.S.</td>
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<td>Clinic</td>
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<td>Lunch</td>
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<td>Planning for</td>
<td>What did we</td>
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<td>Development Program</td>
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<td>Learn? Workshop</td>
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<td>R.T.A. Workshop</td>
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<td>T.A.F.E.</td>
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<td>Governor Presentation of Certificates</td>
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EMU PLAINS CORRECTIONAL CENTRE
PRE-RELEASE PROGRAM

<table>
<thead>
<tr>
<th>TIME</th>
<th>TUESDAY 28 MARCH</th>
<th>TUESDAY 4 APRIL</th>
<th>TUESDAY 11 APRIL</th>
<th>TUESDAY 2 MAY</th>
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<td>9.00 - 12.00 noon</td>
<td>Dept of Social Security</td>
<td>T.A.F.E.</td>
<td>Dept of Housing</td>
<td>Sexual Health Team</td>
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<td>C.E.S.</td>
<td>Women's Education Opportunities</td>
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<td>Nepean Hospital</td>
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<tr>
<td>12.30 - 3.00</td>
<td>Taxation</td>
<td>Skill Share</td>
<td>Financial Counselling</td>
<td>Road &amp; Traffic Authority</td>
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<td>Child Support Agency</td>
<td>Women at Work</td>
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## PRE-WORK RELEASE COURSE 3 – 28 JUNE 1996

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<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
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<td>7/06/96</td>
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<tr>
<td>D&amp;A</td>
<td>Employment Skills</td>
<td>City Rail</td>
<td>Credit Line</td>
<td>Communication &amp; Relationships</td>
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<tr>
<td>2.30 – 4.00 pm</td>
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<tr>
<td>10/06/96</td>
<td>11/06/96</td>
<td>12/06/96</td>
<td>13/06/96</td>
<td>14/06/96</td>
</tr>
<tr>
<td>Public Holiday</td>
<td>Employment Skills</td>
<td>Skillshare C.R.C.</td>
<td>Credit Line</td>
<td>Communication &amp; Relationships</td>
</tr>
<tr>
<td></td>
<td>2.30 – 4.00 pm</td>
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<td>17/06/96</td>
<td>18/06/96</td>
<td>19/06/96</td>
<td>20/06/96</td>
<td>21/06/96</td>
</tr>
<tr>
<td>D&amp;A</td>
<td>Employment Skills</td>
<td>Welfare G1 2 – 3.00 pm</td>
<td>G2 3 – 4.00 pm</td>
<td>Communication &amp; Relationships</td>
</tr>
<tr>
<td>2.30 – 4.00 pm</td>
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<td>24/06/96</td>
<td>25/06/96</td>
<td>26/06/96</td>
<td>27/06/96</td>
<td>28/06/96</td>
</tr>
<tr>
<td>D&amp;A</td>
<td>Employment Skills</td>
<td>HIV &amp; Health</td>
<td>Work Release</td>
<td>Communication &amp; Relationships</td>
</tr>
<tr>
<td>2.30 – 4.00 pm</td>
<td>2.30 – 4.00 pm</td>
<td>2.30 – 4.00 pm</td>
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<td>2.00 – 4.00 pm</td>
</tr>
</tbody>
</table>
REVIEW OF THE PROGRAMME

In this session the co-ordinator can summarise the programme and try to see what group members have got out of it.

Here are some questions that may be useful and help the participants fill in an evaluation sheet.

◆ What did you learn about yourself?
◆ Did the group interact well?
◆ What did you learn about how you interact with other people?
◆ What session did you get the most out of?
◆ What was the most important thing/s you learned during this course?
POST COURSE QUESTIONNAIRE

In order to continue to provide a variety of interesting and relevant courses at Berrima Corre­ctional Centre, you are invited to complete this post course questionnaire.

Your replies will be confidential and will be used by Inmate Development Staff to help assess this particular programme and plan for future courses.

Thank you for your assistance.

Senior Education Officer.
PLEASE CIRCLE THE APPROPRIATE RESPONSE

- Where the objectives of the course made clear to you?
  YES  NO

- Were the objectives achieved?
  YES  NO

- Did you achieve what you expected from the course?
  YES  NO

- Was the course material relevant to your own needs?
  ALL  SOME  NOT MUCH  NONE AT ALL

- Will this course material be of benefit to you?
  A) In Gaol:
    ALL  SOME  NOT MUCH  NONE AT ALL
  B) Upon Release
    ALL  SOME  NOT MUCH  NONE AT ALL

- As a result of this course do you intend to participate in further or additional courses in this field?
  YES  NO

- Would you recommend this course to other inmates?
  YES  NO

- Was the course material structured, logical and easy to understand?
  YES  NO

- How would you rate the teacher presentation?
  EXCELLENT  VERY GOOD  FAIR  POOR

- What was the most important thing you learned during this course?

- What, if anything, do you consider should be deleted from this course?

- What, if anything, do you consider should be added to this course?

- Are there any other comments you wish to make about this course?
# EVALUATION OF THE PRE-RELEASE COURSE

**NAME _____________________________ DATE ________________**

1. Please take your time and fill in the table below.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>RATING OUT OF 10</th>
<th>BEST PART WHY?</th>
<th>WORST PART WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternatives to imprisonment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Leisure use</td>
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<td></td>
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</tr>
<tr>
<td>Community res.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Community res.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job seeking</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Options to employ.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ed./training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodation/rental assist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family management</td>
<td></td>
<td></td>
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<tr>
<td>Parole</td>
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<td></td>
<td></td>
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<tr>
<td>C.E.S.</td>
<td></td>
<td></td>
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<tr>
<td>D.S.S.</td>
<td></td>
<td></td>
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<tr>
<td>Drivers licence</td>
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<td></td>
<td></td>
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<tr>
<td>Nutrition/cooking</td>
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<tr>
<td>Stress management</td>
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<tr>
<td>Drug/Alc/STD/AIDS</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Please list your **favourite activities**.

3. List the activities you felt were a **waste of time**.

4. On the whole did you **enjoy the class**. Why or why not?

5. How could the **class be better**?

6. Which areas do you wish we had spent **more time on**?

7. Which areas do you wish we had spent **less time on**?

8. What things do you **know and can do now** that you couldn’t do before you started the course?

9. How do you feel about your **progress**?

10. Are you now more **prepared and confident** about release?

11. What are some ways the **instructor/content/length/presentation** could improve?

12. Any other **comments**? you wish to make?

---

Thank you for coming to the Pre-Release course.  
Good Luck!
SILVERWATER CORRECTIONAL CENTRE
PRE WORKS RELEASE PROGRAM

EVALUATION

(PLEASE CIRCLE)

HIV/AIDS  Not Helpful  Good  Very Good
S.R.A.    Not Helpful  Good  Very Good
LIFE AFTER PRISON Not Helpful  Good  Very Good
SKILLSHARE Not Helpful  Good  Very Good
CREDITLINE Not Helpful  Good  Very Good
WELFARE  Not Helpful  Good  Very Good
DRUG & ALCOHOL Issues Not Helpful  Good  Very Good
EMPLOYMENT SKILLS Not Helpful  Good  Very Good
CLINIC    Not Helpful  Good  Very Good
WORKS RELEASE Not Helpful  Good  Very Good
COMMUNICATIONS/RELATIONSHIPS Not Helpful  Good  Very Good

1. What did you like about the program? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. What did you not like about the program? _______________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Is there anything you would add to the program to make it more informative? _________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Do you feel confident about starting Work Release? YES  NO  UNSURE
5. Did this course help to prepare you for Work Release? YES  NO  UNSURE

Thank you for taking part in this course. Your answers in this evaluation will help us to improve the program for the future.
TEACHER EVALUATION

EVALUATION OF THE PRE-RELEASE COURSE

COURSE

DATE

LECTURER

COSTS

NUMBER ATTENDED

DURATION/LENGTH

PRESENTATION/MATERIALS

CONTENT/ACTIVITIES

STUDENT RESPONSES (based on written and verbal responses from the students)

STUDENT PROGRESS
OVERALL EVALUATION IN BRIEF

HOW EACH MODULE WENT

Were the objectives achieved?

Were the sessions successful?

MODULE 1. ALTERNATIVES TO IMPRISONMENT

MODULE 2. LEISURE USE

MODULE 3. COMMUNITY RESOURCES

MODULE 4. IDENTIFYING PEOPLE

MODULE 5. JOB SEEKING

MODULE 6. OPTIONS TO EMPLOYMENT

MODULE 7. EDUCATION AND TRAINING
MODULE 8. BUDGETING

MODULE 9. ACCOMMODATION AND RENTAL ASSISTANCE

MODULE 10. FAMILY MANAGEMENT

MODULE 11. PAROLE

MODULE 12. C.E.S.

MODULE 13. D.S.S.

MODULE 14. DRIVERS LICENCE

MODULE 15. COOKING/NUTRITION

INTRODUCTION/CONCLUSION
HIGHLIGHTS IN THE PROGRAM

DEFICIENCIES IN THE PROGRAM/WAYS TO IMPROVE

GENERAL COMMENTS