Gurnang Life Challenge

Young Adult Offender Women Program

Adventure Based Challenge

• Introduction
• Briefing
• Adult Learning Theory
• Perspectives
• Attitude
Acknowledgement and History

History

Program Origins: The program is specified in the Young Adult Offender Strategic Framework 2009 - 2012 and Commissioner of Corrective Services Mr. Ron Woodham issued a direction to ensure female young adult offenders participated in the Gurnang Life Challenge experience. The women’s program is called Adventure Based Challenge (ABC), Gurnang Life Challenge. Readiness is critical for any program to ensure success; accordingly, this manual called ABC Introduction/Briefing forms the first module of ABC program manual and is the readiness component. Introduction/Briefing incorporates the following objectives:

1. Become aware of the program objectives, locations, schedules and logistical requirements
2. Become acquainted with the principles of adult learning theory
3. Be conscious of individual perspectives
4. Be aware of the requirements of attitudes.
5. Complete any necessary documentation and preparation for participation in ABC.

ABC Introduction/Briefing module is conducted minus five days prior to ABC participant’s arrival in Oberon CC, the module is normally conducted at Dillwynia CC but has also been conducted at Emu Plains and Berrima CC.

The ABC manual and this module were originally written in 2007, this edition 2011, reflects the knowledge gained since program inception and incorporates fine tuning of issues.

Acknowledgements

A significant number of people are involved in the development and implementation of women’s ABC programs from General Managers, Managers of Security and Managers of Offender Services & Programs through to OS&P, Education and ABC accompanying custodial staff, their contributions are acknowledged.

Many people have assisted in the development of this edition of the ABC Introduction Briefing module, they are:

- Senior Correctional Officer David Ward (now MOS&P OCC)
- Adventure Based Facilitator Ruth Hodgson OCC
- Case Management & Classification Co-ordinator Debbie Abrahams (DCC)
- MOS&P Jean Dally (now MOS&P SCCC)
- MOS&P Catherine Haines (now Superintendent North West Region)
- MOS&P Cindy Moore (DCC)

Particularly supportive has been General Manager JMCC/OCC Cluster Marilyn Wright, General Manager Dillwynia CC Shari Martin, General Manager EPCC/Berrima CC Cluster Craig Osland Manager of Security Gary Sowter (now MOS Bathurst CC), MOS OCC Mark Kennedy, MOS DCC Leanne O’Toole and MOS EPCC Phillip Caffrey
Briefing/Introduction
Young Adult Offender Women Program

The young adult offender women program is an integral component of the Young Adult Offender Strategic Framework. The purpose of this document is to specify the requirements and introduce the Gurnang Life Challenge Adventure Based Challenge component of the overall Young Adult Offender Women program to participants. The Briefing/Introduction will also allow accompanying staff to gather information and requirements for ABC. Refer to Overview and Flow Chart of the Young Adult Offender Women Adventure Based Challenge Program and Strategic Plan Young Adult Offender.

Facilitator Introduction Notes

The layout of this document is in two parts: G.R.A.B.B.S. and Facilitator Guide. The difference is essentially based on the principle that GRABBS is an experiential learning modality and Facilitator Guide is the modality for cognitive based learning lessons on the Gurnang Life Challenge program for young adult male offenders at Oberon CC. To ensure that staff and participants are aware of these modalities, this session is delivered in terms of a GRABBS to keep staff and participants focused on the goals and an overview. A Facilitator Guide is also detailed to ensure the following outcomes:

- Specifies the details in terms of objectives, references, handouts, resources, learning outcomes and variables allowed.
- A trained facilitator can utilize the Facilitator Guide to develop lesson plans appropriately.
- Supplies facilitator at GOC’s a format to develop female related Personal Growth sessions in the future. A Personal Growth program is required for Young Adult Offender Female participants post Gurnang Life Challenge Adventure Based Challenge. See Overview documents Young Adult Offender Women Adventure Based Challenge.

Additionally, this document presents a number of Checklists for participants and accompanying staff please ensure you read and understand the requirements. Additionally, this edition includes master OHP Slides and master participant handouts. The Cognitive learning slides are on a power point presentation, though from time to time the magic of laptops and power point projectors fail; accordingly, the slides may need to be produced on OHP material, hence their inclusion. For access to a copy of the Cognitive Learning Power Point Slides please contact State Manager Operations Young Adult Offender Programs.
G.R.A.B.B.S and Facilitator Guide

GRABBS is specified in the Overview documents; a brief version is presented below:

The Role of G.R.A.B.B.S.

GRABBS is a scanning tool that is written for each ABC session. Essentially GRABBS is a modality checklist, regarding important personal and interpersonal operations. The checklist of GRABBS includes: Goals, Readiness, Affect, Behaviour, Body and Stage of Development. GRABBS is utilized by the Gurnang Life Challenge male young adult offender program and a range of adventure/experiential organisations and the development and usage of GRABBS is a standard generic skill in the Outdoor Recreation Council of Australia’s standard generic competencies. GRABBS originally comes from Arnold Lazarus “The Practice of Multimodal Therapy” 1981. More information is provided in “Islands of Healing” Schoel, Prouty and Radcliffe 1981.

GRABBS Modality Checklist

Goals
- How does the activity relate to the group and individual goals that have been set?

Readiness
- This regards levels of instruction, skills and safety capabilities. Is the group ready to do the activity? Will they endanger themselves and others? Do they have the ability to attempt or complete? What will you have to do to change the event to compensate for lack of readiness?

Affect
- What is the feeling in the group? What kind of sensations are they having? What is the level of empathy or caring in the group?

Behaviour
- How is the group acting? Are they resistive? Disruptive? Agreeable? Are they more self involved or group involved? Are there any interactions that are affecting the group in a positive and negative? How co-operative are they?

Body
- What kind of physical shape are they in? How tired are they? Do they substance abuse? Are they on medication? How do they see their own bodies?
**Stage**

- Which developmental stage are they at? Forming, Storming, Norming, Transforming (also called mourning or termination. See Tuckman 1965, Schutz 1971, Bion 1961 and Webber 1982 “The group a Cycle from Birth to Death”

A final word on GRABBS; *Facilitator, the GRABBS in the sessions of ABC are designed as a guide and will give important information as to readiness, goals and planned group development stages, the remainder of affect, behaviour and body can only be written as a guide, please ensure that you adjust for each group and individual, sometimes you will have to “adjust on the run”, use your judgment wisely.*

**Facilitator Guide**

A facilitator Guide is essentially a guide; it is not a lesson plan. An experienced Gurnang Life Challenge facilitator will often present a lesson based on the Facilitator Guide without referring to their lesson plans. However, for non experienced facilitators it is essential that lesson plans are developed for each major session areas utilizing the Facilitator Guide.
## Participants Notes

**Introduction ABC Women: Briefing/ Adult Learning**

**Theory/Perspectives /Attitude**

Date: ________________________________

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**Notes**
Adventure Based Challenge (ABC) Introduction
Women G.R.A.B.B.S

GOALS:
1. Become aware of the program objectives, locations, schedules and logistical requirements
2. Become acquainted with the principles of adult learning theory
3. Be conscious of individual perspectives
4. Be aware of the requirements of attitudes.
5. Complete any necessary documentation and preparation for participation in ABC.

READINESS:
Assessed and ready for program from GOC.

AFFECT:
1. The feeling of the group should now include excitement and that the ABC program has begun.
2. There will be apprehension amongst some group members because of what they have “heard” about ABC.
3. Watch for the leaders, the class clown, the isolated person (either self isolated or group isolated), the tough guy (they are not going to teach me attitude), the groupings of participants.

BEHAVIOUR:
1. Expect resistance initially, see guide.
2. Expect some participants being late despite knowledge and instructions; warn all participants that this is the only warning.

BODY:
Medical and mental fitness information should have been noted, be aware of manipulations.

STAGE:
Group will be only at Forming and possibly Storming stage of group development.
Facilitator Guide:

Introduction ABC 1 is critical in the sequence of objectives in the program, it is critical to success that the facilitator and co-facilitators and accompanying staff operate in a professional, responsible and with a role model attitude. Time management is important for a role model see relationship to Gurnang Life Challenge. The success or failure of the majority of participants will depend on your attitude and how you deal with situations, remember at all times respect has to be earned, it is never freely given. By the same token be firm and fair, what is said and done in this session will set the tone for the program.

*Remember “When authority begins to inspire contempt it stops being an authority”*

Know your subjects and the sequence of the plan as outlined, and like all plans, be prepared to change, if a judgement call is required. Though be very wise in changes. Be very aware of participants, read Intake Analysis Sheet and relevant Case Notes prior to assembly of the group, be particularly aware of participants medical, alerts and substance, physical and sexual abuse history. Should the Analysis Sheet not be completed at the start by GOC Case Management Team, ensure that it is completed prior to departure.

Though time is against the facilitator a performance based comment on the Participant Notes document is required to be completed prior to facilitator’s departure. Ensure that you have some comments on each participant; the comment should not be “OK’ type comments. Present positive and negatives of each participant in relation to the goals. Make necessary referrals; always include the participant’s program and case management goals. Never mix up a participant in your mind; constantly refer to the photographs of each participant to be sure in your own mind as to whom you are referring to.

Remember if a participant is a loner without group acceptance, try to achieve the group acceptance, because if not achieved, failure of the participant is highly likely; see Maslow’s Hierarchy of Needs.

Design Features:

**Rationale:** Groups require acquaintance with the program requirements and with the concepts of Adult Learning Theory, Perspectives and Attitudes.

**Sequence:** Introduction ABC 1 is designed to be conducted at GOC minus 5 days from the official start date of ABC. From program participation selection (see Flow Chart) a build up of anticipation and excitement occurs amongst the participants, it is important to capture this excitement and accelerate the feeling. Ensure the sequence as specified in Facilitator Guide is followed.
**Activity Notes:**

Lessons reflect the aims and goals; details are specified in the Facilitator Guides. Some components of the lessons will utilize classroom experiential learning techniques, it is important to utilize the techniques to gain the necessary momentum. The times specified on the Facilitator Guides are maximums.

**Relationship to Gurnang Life Challenge:**

Aims of dignity and respect are amplified in the Introduction ABC session, a test occurs of the participant ability to listen to instructions as well as being on time and respecting fellow participants and staff. Time management and punctuality of participants is important to the overall aims of Gurnang Life Challenge Adventure Based Challenge program.

Thinking about case management goals and the impact of negative behaviour in the Correctional Centre are relevant.

**Link to Other Sessions or Other Programs**

All of ABC sessions and post Gurnang Life Challenge ABC programs such as Personal Growth and Dynamic Risk related programs

**References:**


2. ATMC SOP Gender and ATMC SOP Initiative Activities.

FACILITATOR GUIDE

Introduction to ABC

Program: Gurnang Life Challenge YAP Women ABC
Module: Introduction
Topic: Brief and Introduction to ABC
Total Topic Time: 30 minutes
Developed (who & date): D. Carey July 2007, revised Jan 2011

Rationale & Dynamic Risk Factors
Attitude and individual motivation

Learning Strategy:
Briefing and Form Completion

Objectives:
1. Develop a basic knowledge as to purpose, schedules and subjects of Adventure Based Challenge program.
2. Develop a basic knowledge of the common dynamic risks of young adult offenders.
3. Complete all necessary documentation of ABC.

Performance Criteria:
1. Attend session when scheduled.
2. Complete all documentation as specified

Variables:
1. Allow for literacy issues; utilize co-facilitator and or nucleus.

RESOURCES

References:
1. Strategic Framework Young Adult Offenders
2. Gurnang Life Challenge DVD
3. Gurnang Life Challenge Adventure Based Challenge program Women YAP DVD
4. ABC Program Manual

Facilities /Equipment:
Group Room with sufficient chairs and desks.
White board
Pens per participant
TV C/W DVD and Video
Laptop and Power Point Projector

Staff:
Trained facilitator
One member of Nucleus inmate team
ABC Accompanying staff
## TOPIC FACILITATOR GUIDE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objective</th>
<th>Activity</th>
<th>Facilitator guide/notes</th>
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</thead>
<tbody>
<tr>
<td>Room set up</td>
<td></td>
<td>Preparation</td>
<td>Collect Facilitator Guide, and relevant Analysis Sheet, Working Agreement. Set up DVD, set up and test Power Point Projector. Page inmates of relevant intake and nucleus inmates.</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
<td>Assemble group</td>
<td>Conduct roll. Ensure all required inmates attend, if an inmate is not there note name and write in report. If not available, utilise OHP slides; OHP master slides are attached to this Facilitator Guide. Explain to the intake that it is time to start a new program and that you are there to enroll them and to brief them on the program, a good start is to ask participants, What have they being told about the program to date.</td>
</tr>
<tr>
<td>Briefing</td>
<td>Develop a basic knowledge of purpose, schedules and subjects of Gurnang Life Challenge Adventure Based Challenge program.</td>
<td>Purposes</td>
<td>Note Power Point is detailed; if not available, utilise OHP slides; OHP master slides are attached to this Facilitator Guide. Flash OHP of Characteristics and Problems Confronting Young Adult Offenders (male &amp; female), read some of the points and explain that the ABC program will explore some of these issues, particularly the common ones such as lack of planning, impulsiveness, motivation and self direction, some social skills etc. Warn the</td>
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First Edition 2007 D. Carey, this issue 2011 D. Carey
<table>
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<td>participants that not all people in the intake will have these issues, however, this is what the Department of Corrections has stated are the common and major issues. Encourage debate on this issue, but advise that the concepts and issues will be explored later in ABC and post ABC programs.</td>
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<td></td>
<td>Subjects</td>
<td></td>
<td>Flash OHP of ABC subjects, read through the subjects to be covered over the program, briefly explain the terms, and explain who the facilitators are for each session. Conduct “Finger Snaps” activity, see details in Facilitator Exercise Section of this manual, the purpose of finger snaps now is to show participants the power of experiential learning. This is area that will motivate the participant’s please be very positive with your presentation, re-explain that the facilitators will write reports on performance and that there are assignments to be completed. Advise participants that they won’t fail if they don’t understand but they will if they don’t try or if they go to sleep or not attempt to contribute, or be disruptive. Re-explain that if they have trouble understanding Show DVD of the Gurnang Life Challenge ABC; explain the activities that the participants will be</td>
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<td>undertaking, explain basic recidivism benefits and the expected benefits to them. Explain Challenge By Choice principles. On a white board explain the WIFFM. See overview.</td>
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<td>Schedule</td>
<td>Explain the calendar of events to conduct ABC and any issues at the locations. Explain logistics: clothing, medicals, equipment issued, and security. Keep this area brief. Advise that this area will be discussed more fully later.</td>
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<td>Working Agreement</td>
<td>Issue a copy of the working agreement, give participants a 5-minute break, and ask them to think about the program and read the working agreement. Upon return answer any questions and ask if they choose to participate, they need to sign the agreement. Should participants not agree, advise CMT to develop alternative case plan.</td>
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</table>
PROBLEMS OF YOUNG ADULTS

- Substance abuse
- Obtaining employment and low employability skills
- Handling peer pressure gang membership
- Motivation and self direction
- Accepting personal responsibility for behaviour and its consequences
- Social skills difficulties with relationships, communication, controlling anger and frustration
- Low self esteem possibly leading to depression and suicide /self harm
- Accessing educational and community based programs
- Feeling isolated from main stream society
Young Women Offenders – (Differences from Males)

- Increased likelihood of depression and other mental health issues
- High levels of substance abuse/dual diagnosis
- Higher incidences of multiple health concerns
- Increased rates of sexual and physical victimisation as children
- History of unhealthy and co-dependent relationships
- Sentence is generally shorter, though more frequent
- Lack of connectivity to community, and social isolation
- Difficulty finding accommodation
- Dependent with children/primary carers
Adventure Based Challenge ABC women

- **ABC Intro** Introduction, Adult Learning Theory, Attitude, Perspectives; Cognitive DCC/EPCC/BCC

- **ABC 1** Acquaintance, de-inhibitisation, goal setting; Experiential & Cognitive OCC

- **ABC 2** Enthusiasm, communication, trust; Experiential OCC

- **ABC 3** Self efficacy, self confidence; Wilderness Expedition

- **ABC 3** Self responsibility, future planning; Wilderness Expedition

- **ABC 4** Co-operation, problem solving; Experiential OCC

- **ABC 5** Persistence, change focus, affirmation; Experiential OCC

- **ABC 6** Ratification of belief; Cognitive DCC/EPCC/BCC
CALANDER OF EVENTS

- Mon Introduction to ABC  Today
- Mon Next Week  8.30 transport to Oberon CC, settle into Kookaburra Cottage
- Mon  PM Experiential Learning & Case Planning (one on one )
- Tuesday AM Experiential Learning/Pack equipment
- Tuesday PM Travel to Blue Mountains National Park, navigation, set up camp etc.
- Wednesday AM Abseiling etc. Return to OCC approximately 4 pm
- Thursday AM Experiential Learning and Ropes Course
- Friday AM Ropes Course, De-Brief, depart for GOC @ 2.30 PM
- Friday PM Back in GOC
- Thursday week after ABC, graduation
A performance based report for each participant that can be utilised at classification or Parole
A certificate of completion of the program
An opportunity to develop communication, problem solving, trust, self confidence and self efficacy in a unique and different manner
An opportunity to explore and experience the power of positive attitude
Develop an improved case plan
An opportunity to receive information of programs available within women’s classification and correctional centres
An opportunity to see and experience the beauty of the Blue Mountains NSW
WORKING AGREEMENT

- I hereby to fully participate in the Adventure Based Challenge (ABC) program, and further agree to the following
- I will attend all programs on time as stipulated by the facilitators and staff, I will stay with the group at all times whilst program modules are being delivered
- I will treat all people (staff, inmates and visitors) with dignity and respect at all times, I am aware that dignity and respect is not restricted to the ABC program exclusively
- I will follow directions of staff
- I will attend musters on time
- I will be responsible for all equipment and resources I use
- I will be accountable for my behaviour and conduct myself in a responsible non-threatening manner
- I will keep myself, cell and program areas clean and presentable
- I am aware of the consequences (warning and or removal from the program) should I not comply with the above requirements
**FACILITATOR GUIDE**

**Introduction to ABC**

<table>
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<tr>
<th>Program: Gurnang Life Challenge ABC</th>
<th>Rationale &amp; Dynamic Risk Factors</th>
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<tbody>
<tr>
<td>Module: Introduction</td>
<td>1. Attitude and individual motivation.</td>
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<tr>
<td>Topic: Perspectives /Adult Learning Theory</td>
<td>2. Poor interpersonal skills</td>
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<tr>
<td>Total Topic Time: 1.5 hours</td>
<td>Learning Strategy:</td>
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<td>Developed (who &amp; date): D. Carey July 2007, revised Jan 2011</td>
<td>Experiential and cognitive</td>
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**Objectives: Develop an awareness of the uniqueness of the individual self.**

1. Recognise individual perspectives are different.
2. Recognise the value and uniqueness of an individual.
3. Participate in a de-brief.
4. Ascertaining an individual’s learning style.
5. Describe the basic learning modalities of adults.

**Performance Criteria:**

1. Attend session and respond appropriately to activities.
2. Complete any documentation presented.

**Variables:**

Module can be conducted from handout, provided assignment is completed, **however this action is to only take place if circumstances such as extended lockdowns occur, i.e. excuses are to be avoided.**

**RESOURCES**

**References:**

- State Training Board, Victoria. 21109VIC Planning for Employment, Module VBK 137 Learning Outcome 1

**Facilities:**

Group room with sufficient chairs and desks.
White board, paper blank, Laptop and Power Point Projector

**Staff:**

Trained adult learning facilitator/ABC accompanying staff
One member of Intake nucleus

**Handouts/Equipment:**

- Handouts and assignments sufficient for participant numbers.
- Pens or pencils sufficient for participant numbers.
- White board pens.
- Overhead projector.
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<tr>
<td>Room set up</td>
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<td>Prepare for lesson</td>
<td>Collect Adult learning facilitator kit, and relevant equipment; ensure OHP works, ensure Power Point Projector works</td>
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<tr>
<td>Introduction</td>
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<td>Assemble group</td>
<td>Advise the participants that we need to be briefed on that we need to understand a little about how we as adults learn. A good start is to ask the participants how the program is going for them at this stage.</td>
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### ADULT LEARNING THEORY

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<tr>
<th>Perspectives</th>
<th>Recognise individual perspectives are different</th>
<th>Perspectives</th>
<th>Note Power Point is detailed; if not available utilise OHP slides; OHP master slides are attached to this Facilitator Guide.</th>
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<td>1. Flash OHP old/young woman, Q. participants as to what they can see, ensure that all participants answer, (no right/wrong answers), explain that some people see one thing; others will see other things or both. Ensure all can see both.</td>
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<td>2. Flash OHP Irish eye test; conduct a similar discussion.</td>
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### Young Adult Women ABC Introduction/Briefing

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| Individuality       | Recognise the value and uniqueness of an individual.| Snowflake  | 1. Issue blank piece of A4 paper to participants, as you issue talk a little bit about trust, relax participants, tell them that you want them to close their eyes and follow instructions and on completion we will discuss outcomes.  
2. Conduct snowflake activity; remember speak in a calm voice that will instill confidence.  
On completion of snowflake, ask participants to open eyes and go around the room to find an identical snowflake to theirs, not looks the same but identical. Ensure discussion centres around individuality of people even though they all received the same instructions; the results are different. Be enthusiastic about individuality. |
<p>| Experiential learning | Participate in de-brief                           | De-brief   | 1. Conduct a what/so what/now what de-brief.                                                                                                                                                                            |</p>
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<td>Learning modalities</td>
<td>Describe the basic learning modalities of adults.</td>
<td>Visual, Auditory and Kinesthetic</td>
<td>1. Flash OHP of visual, audio and kinesthetic, discuss basic differences.</td>
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<td>2. Issue handouts on characteristics of visual, auditory and kinesthetic people, read characteristics of each one and have participants decide which one they believe they are and ensure that the group debates the issue.</td>
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<td>3. Flash OHP of human brain and using a handout as a guide discuss the stem or reptile brain, limbic system or mammalian brain and the neocortex or thinking brain. Keep the discussion very basic.</td>
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<td>4. Flash OHP on use it or lose it, discuss the importance of repetition and thinking to ensure that brain cells grow.</td>
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<td>5. Flash OHP of left/right brain thinking;</td>
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<td>Learning Styles</td>
<td>Ascertain an individual’s learning style</td>
<td>Abstract Random Concrete Random Abstract Sequential Abstract Sequential</td>
<td>briefly discuss the context.</td>
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1. Advise participants that you are giving them an assignment on how they think and learn as individuals, go through the assignment, **be aware of who is not fully literate; ensure your nucleus sits with that person.**

2. Briefly explain the purpose of the assignment and that you the facilitator will score them from receipt and give the results back to each person with a handout as to what each person’s style is. The results will be presented at the first formal ABC session.
The Simplest Experiential Learning Cycle

DO IT.

Now What?
What will I do differently next time?

What?
What happened?
What were the results?

So What?
What do these results imply?
How did I influence the outcome?

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html
Left and Right Brain Functions

**Left-Brain Functions**
- Analytic thought
- Logic
- Language
- Science and math

**Right-Brain Functions**
- Holistic thought
- Intuition
- Creativity
- Art and music
### Introduction to ABC

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<td>Module: Introduction</td>
<td>Attitude and individual motivation</td>
</tr>
<tr>
<td>Topic: Develop an Awareness of Individual Self</td>
<td>Social skill development</td>
</tr>
<tr>
<td>Total Topic Time: 1 hour</td>
<td>Learning Strategy:</td>
</tr>
<tr>
<td>Developed (who &amp; date): D. Carey July 2004</td>
<td>Experiential and cognitive and dynamic discussion</td>
</tr>
</tbody>
</table>

#### Objectives:
- Identify a way of developing a positive attitude
- Discuss ways in which emotions affect the behaviour of self & others.
- Identify ways in which one may cope with different feelings & events.

#### Performance Criteria:
1. Attend session and respond appropriately to discussion and activities.
2. Not be disruptive in session.

#### Variables:
Module can be conducted from a handout only for extended lockdown issues, i.e., a last resort.

#### Resources
- References:
  - State Training Board Victoria 21109 VIC Planning for Employment, Module VBK 137
  - Video Training Manual Positive Attitude Positive Results
- Facilities:
  - Group room with sufficient chairs and desks
  - White board, Laptop and Power Point Projector
- Staff:
  - Trained personal growth facilitator/ABC Accompanying staff
  - One member of nucleus inmate team
- Handouts/Equipment:
  - White board pens, overhead projector
  - Video “Positive Attitude Positive Results”
# TOPIC FACILITATOR GUIDE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objective</th>
<th>Activity</th>
<th>Facilitator guide/notes</th>
</tr>
</thead>
</table>
| Attitude  | Identify a way of developing a positive attitude    | White board | Conduct One Minute Test; see Facilitator Cognitive Exercises in this manual.  
On top of white board place in large bold letters: **Your attitude depends upon your attitude** in other words the higher or more positive your attitude the higher you go.  
Tell group the objective and that we will look at a video and discuss the context.  
**Note if time is against you; DO NOT PLAY VIDEO, utilise slides.**  
Play video “Positive attitude Positive Results”  
Whilst video is playing follow video prompts and place the word “Message” vertically as the video reaches each letter, ensure you write the context of each word as the video states (use the training manual in facilitator pack). Video takes 19 minutes to play.  
**Mission**-develop a personal mission statement, goals.  
**Exercise**-do some light exercise  
**See**-see funny side of any negative situation.  
**Simplify**-your situation  
**Accent** –your positives  
**Give**-your positive attitude away  
**Exclude**-the negatives from your life  
At the end of the video, take group through white board |

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<table>
<thead>
<tr>
<th>Topic</th>
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<th>Activity</th>
<th>Facilitator guide/notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotions</td>
<td>Discuss ways in which emotions affect the behaviour of self &amp; others</td>
<td>Discussion</td>
<td>Flash OHP of “The four tenets of life”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choices</td>
<td>From OHP discuss that we as human beings all have choices about how we react to life and events and other people, a negative action will generally cause a negative reaction but only if we choose the negative reaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emotions</td>
<td>We all have emotions i.e. happiness, sadness, anger (notice not temper), write these down on the white board ask participants to expand on the list. Advise participants that we all have a right to these emotions, what we don’t have is the right to force these emotions on to others, nor should we accept them from other people. We have choices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cause &amp; Effect</td>
<td>For every cause there is an effect, often we don’t</td>
</tr>
<tr>
<td>Topic</td>
<td>Objective</td>
<td>Activity</td>
<td>Facilitator guide/notes</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Roundness</td>
<td></td>
<td>have control over the cause, we do have control over how we deal with it and hence the effect.</td>
<td>Continue discussion from OHP “What goes round comes around” what you put out you get back put out negativity you get negativity, put in a little effort you get a little result, put in a big effort you get a big result.</td>
</tr>
<tr>
<td>Coping with feelings and events</td>
<td>Identify ways in which one may cope with different feelings &amp; events</td>
<td>Feelings and actions</td>
<td>Flash OHP on Thinking=Feelings=Acting=Your Life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coping with feelings</td>
<td>Discuss contexts of OHP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Belief</td>
<td>Use coping strategies handout explain each possible strategy from looking for opportunities, look after yourself, stress, sense of purpose, do not blame others, put in an effort, motivation, success v attitude, take advice, honesty. (Sounds like message and your altitude depends upon your attitude, just a different way of saying it).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flash OHP of Believe, read and discuss context, have handouts available.</td>
</tr>
<tr>
<td>Closure</td>
<td>Final Briefings</td>
<td></td>
<td>Note this topic will conclude Introduction ABC, remind group that the transfer and commencement of ABC occurs on (date) ensure that they have a positive attitude and sort their personal issues etc.</td>
</tr>
<tr>
<td>Topic</td>
<td>Objective</td>
<td>Activity</td>
<td></td>
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<tr>
<td>-------</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Issue copy of Checklist for ABC program, participants; discuss any issues as a result. Brief group on cooking and food issues at Kookaburra Cottage (issue copy of menu), explain how transport will occur, have accompanying officers specify issues and guidance. Have nucleus who have attended ABC previously give any last guidance. Dismiss your group, clean up your classroom, return OHP, Laptop and Power Point Projector video, ask nucleus to assist. Ensure accompanying staff receive a copy of their checklist as to roles and requirements, discuss any last minute issues, ensure all staff have accurate SMEAC. Complete participant notes. Brief MOS&amp;P as to how the program went, discuss any last minute issues</td>
<td>Facilitator guide/notes</td>
</tr>
</tbody>
</table>
CHECKLIST ABC PROGRAM PARTICIPANTS

The following is a checklist of clothing/equipment/medical/administration requirements for ABC programs.

**Clothing Participants**
Approved gaol clothing (tracksuit pants/sloppy Joes) sufficient for 5 days, please note clothing can become dirty/wet etc.
Pair of shorts
Socks and underwear sufficient for 5 days
Sleepwear such as pajamas/brunch coats
Work boots (note please ensure they fit and wear two pair of socks)
Runners
Jacket
Rain jacket/poncho
Beani
Sunhat
Note: During program runners or boots are suitable

**Ablutions Kit**
Soap
Shampoo
Tooth brush/tooth paste
Brush/comb
Towel
Thongs

**Other Equipment**
Other equipment such as backpacks, sleeping bags and camping equipment will be issued at Oberon CC.

**Personal Medications**
Sufficient for 5 days, note if under medication supervision ensure accompanying officers have sufficient medication supplied through Justice Health at your centre.

**Telephone Contacts**
Ensure accompanying officers have an approved phone number of significant contacts; telephone contact will be made by officer assisted phone call and will only occur for strictly emergency contact only.

**Buy ups and Tobacco**
If you are a cigarette smoker ensure you have sufficient supplies for five days, your buy up for the program week will be issued to you upon your return to your centre, normally Friday night of program completion. You are welcome to bring other buy up items such as sweets etc.
CHECKLIST ABC PROGRAM ACCOMPANYING STAFF
Staff Requirements Prior to Program

It is important that accompanying staff participate in the Briefing/Introduction session, programmed for minus five days prior to the ABC program at Oberon CC, the following issues are relevant:

1. Wilderness clothing equipment issues are listed on SMEAC for your relevant ABC program, if you have not received the SMEAC ask the Oberon CC facilitator and a copy will be issued.
2. Ensure that you have access to a signed copy of the Section 26 Order for your particular centre.
3. Ensure you check with Justice Health to arrange pickup of any medication requirements.
4. Ensure you pick up medical files from Justice Health, files should be in a secure green container, and files are to be deposited with Justice Health at Oberon CC whilst the participant is in Oberon CC. Ensure you pick up the medical files for the return after the program.
5. Talk to your Manager of Security and your Manager of Offender Services & Programs to ensure the following:
   a) ABC program offender profile and medical clearance forms (these are usually in a manila folder colour coded for your centre : ) Dillwynia CC- Pink; Berrima CC- Blue; Emu Plains CC Purple, other centres such as Wellington, MNCC and Broken Hill will usually be handled by Dillwynia CC. Please ensure you also discuss this issue with your CM&CC.
   b) Ensure you understand transport/travel and security arrangements, often DCC and EPCC share transport, ensure you have an authorized bus driver, and note for seating of 12 no special licence is required.
   c) Ensure you know how to get to Oberon CC, see attachment for directions.
   d) Ensure you know Oberon CC’s phone numbers, please contact Oberon CC if you experience any problems including being late.
   e) Ensure you have a point of contact in your centre in regards to issues such as mid program return of a failed participant or for extreme welfare issues.
   f) Ensure you pick up rations for the week, usually made ready by Dillwynia MOS&P and CM&CC, see attachment for menu.
   g) Ensure you arrange lunches (CSI inmate lunch packs), during travel to Oberon CC if you can arrange a secure non public location such as a park, please ensure you stop for a comfort break, including participant’s lunch. If a suitable venue is not available, the participants either eat at Oberon CC or on the bus.
   h) Ensure you are aware of your motel accommodation bookings.
   i) Discuss relevant allowances and the process required.
   j) Discuss possibility of your attendance at the graduation of the ABC program.
6. Time on the program is critical please ensure you depart your centre by no later than 8. 30 am and allow sufficient time to be at Oberon CC by 12 noon.

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Arrival at Oberon CC

Upon your arrival at Oberon CC, please ensure the following actions:

1. If you are not aware of where Kookaburra Cottage is, park your bus in the visitor’s car park and make yourself known to an Oberon staff member, usually Oberon staff will be on the lookout for you.

2. Once aware of Kookaburra Cottage park your bus near the southern end of the building and ensure participants go direct into the building with their personal baggage, please ensure you brief them on choosing a bed and that smoking is only permitted out the back (eastern side of Kookaburra Cottage).

3. Ensure rations are placed securely in Kookaburra Cottage and perishables are secured in fridges/freezers, have nucleus take charge if this area (often CM&CC/MOS&P DCC will help to arrange these issues.

4. Ensure there is no interaction between female and male inmates at all; normally Oberon CC staff has isolated male staff from the female area, though should male inmates be in the area, you are authorized to tell them to move away.

5. Make sure that there is always a staff member in attendance at Kookaburra Cottage.

6. Your Oberon CC Lead Facilitator will make contact by 12 noon.

7. Please assist the program by having participants ready for a Security Brief by 12.30 pm, immediately after the brief program activities commence at 12.45 pm.

8. Your roles on the program are:
   a) Ensuring Kookaburra Cottage is neat and tidy on a daily basis
   b) Ensuring participants are in location ready for program activity start and assist OCC staff at Let Go and Lock In.
   c) Co-facilitate and get involved in activities, there are no passengers/observers; remember you are a role model to the participants and your role modeling is all the time.
   d) Encourage involvement by participants.
   e) Discourage and take necessary action in the advent of uncooperative/anti social behaviour.
   f) Ensure Kookaburra Cottage is cleaned up and all personal equipment is taken away on the last day of the program.
   g) Actively assist with equipment issue and de-issue.
   h) Operate as a case officer during the program and although a detailed report will be published in e case notes after the program, you are requested to input a case note electronically upon program completion.
   i) Ensure Oberon CC Area Manager and ABC Lead facilitator has a contact number for any out of hour’s issues.

Upon Return to GOC

Please ensure you return; Medical Files to Clinic and food containers to DCC Kitchen; ensure offenders receive their buy-up. Ensure bus is cleaned and returned. Brief MOS/MOS&P on offender’s performance.

Follow up on case notes next available working day and assist facilitate offender’s graduation speeches.
Travel Directions to Oberon CC

From Dillwynia or Emu Plains, take either Great Western Highway or Bells Line of Road (if Bells Line of Road, head to Great Western Highway on “The Causeway” at the township of Bell).
Go through Mt Victoria.
Just past Old Hartley (watch out for speed camera) turn left to Jenolan Caves; follow through Hampton and turn right after Hampton to Oberon. Do not go into the township of Oberon, approximately 5 kilometers before Oberon look for a sign on the left saying Melaleuca Lodge, not long after this sign you will round a left hand bend and turn left at the Titania Rd intersection (sign also says Edith and Correctional Centre).
Follow Titania to a T intersection and turn left (Edith).
Way before Edith, a sign saying Butterfactory Lane and Correctional Centre is on the right, take the right turn, you are now 26 kilometers from Oberon CC.
Follow road through Shooters Hill locality.
At the top of a small rise turn left at the Mount Werong Road (sign will also say Correctional Centre or Prison Camp).
Follow Mount Werong Road and you will see a brick obelisk wall saying Oberon Correctional Centre on the right hand side, follow this road (Gurnang Rd into the Correctional Centre).
Remember mobile phones do not work most of the time from Titania Road onwards.

From Berrima CC, go to Goulburn and take the road to Taralga, follow road through Abercrombie Gorge (very steep), follow road to Shooters Hill Road (just before Deep Ck bridge), turn right on Shooters Hill Road, follow to a sign saying Mt Werong Road (sign will also say Correctional Centre or Prison Camp), on right hand side.
Follow Mount Werong Road and you will see a brick obelisk wall saying Oberon Correctional Centre on the right hand side, follow this road (Gurnang Rd into the Correctional Centre).
Mobile Phones are spasmodic to nonexistent service throughout the journey from Taralga.
Young Adult Women ABC Introduction/Briefing

YAOP ABC
Dinner Menu FOR APPROX 20 WOMEN

Monday

Spaghetti bolognese, garlic bread, soft drink, juice, mud cake and ice-cream

Tuesday

Out bush provided by OCC, note the expedition rations are carbohydrate based, see ABC Overview Manual.

Wednesday

Hamburgers, salad and chips, ice cream cones
Thursday

Chicken schnitzel, mashed potato, corn and peas, cheese cake, ice cream and juice

Friday Lunch

Sausage sizzle provided by OCC, on the Ropes Course, eaten on the run

Butter, milk, bread, tea and coffee will be supplied by Oberon CC Catering Section. Lunch Monday is CSI Sandwich packs issued by your GOC. Lunch Tuesday is CSI Sandwich packs issued by Oberon CC Catering. Lunch Wednesday will be part of Bush Rations issued by Oberon CC. Lunch Thursday is CSI Sandwich packs issued by Oberon CC Catering. Lunch Friday is a sausage sizzle, supplied by Oberon CC Catering and usually cooked by OCC.
**ITEMS TO BE PURCHASED AND PACKED INTO STORAGE CONTAINERS AND PUT ON BUS WITH OFFENDERS.**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3KG MINCE</td>
<td>$25.00</td>
</tr>
<tr>
<td>3 X 500G PACKETS OF SPAGETTI</td>
<td>$6.00</td>
</tr>
<tr>
<td>3 X JARS OF SPAGETTI SAUCE</td>
<td>$12.00</td>
</tr>
<tr>
<td>3 X PACKETS OF GARLIC BREAD</td>
<td>$9.00</td>
</tr>
<tr>
<td>3 X CANS TOMATOES AND HERBS</td>
<td>$6.00</td>
</tr>
<tr>
<td>4 X LITRES ICE CREAM (FOR BOTH NIGHTS)</td>
<td>$8.00</td>
</tr>
<tr>
<td>2 X WOOLWORTHS MUD CAKES</td>
<td>$10.00</td>
</tr>
<tr>
<td>2 X 2LT JUICE</td>
<td>$8.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84.00</strong></td>
</tr>
<tr>
<td>40 HAMBURGER PADDIES</td>
<td>$35.00</td>
</tr>
<tr>
<td>20 HAMBURGER BUNS</td>
<td>$10.00</td>
</tr>
<tr>
<td>3 X LETTUCE</td>
<td>$6.00</td>
</tr>
<tr>
<td>1KG TOMATOES</td>
<td>$5.00</td>
</tr>
<tr>
<td>2 CANS BEETROOT</td>
<td>$4.00</td>
</tr>
<tr>
<td>2 1 KG PACKET OVEN FRIES</td>
<td>$8.00</td>
</tr>
<tr>
<td>1 KG GRATED CHEESE</td>
<td>$5.00</td>
</tr>
<tr>
<td>3 X WOOLWORTHS CHEESE CAKES</td>
<td>$10.00</td>
</tr>
<tr>
<td>3 X 1LT SOFT DRINK</td>
<td>$6.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89.00</strong></td>
</tr>
<tr>
<td>20 CHICKEN SCHNITZELS</td>
<td>$40.00</td>
</tr>
<tr>
<td>20 CORN</td>
<td>$20.00</td>
</tr>
<tr>
<td>2 KG PACKET PEAS</td>
<td>$3.00</td>
</tr>
<tr>
<td>5 KG POTATOES</td>
<td>$6.00</td>
</tr>
<tr>
<td>3 X 1LT SOFT DRINK</td>
<td>$6.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75.00</strong></td>
</tr>
<tr>
<td>1 BOX NUTRA GRAIN</td>
<td>$8.00</td>
</tr>
<tr>
<td>1 BOX WEETBIX</td>
<td>$5.00</td>
</tr>
<tr>
<td>1 JAR PENNUT BUTTER</td>
<td>$5.00</td>
</tr>
<tr>
<td>1 JAR VEGIMITE</td>
<td>$5.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23.00</strong></td>
</tr>
</tbody>
</table>

Approximate cost would be $271.00

This cost is then journaled between centres by Bushiness Manager Dillwynia CC

- BUTTER, MILK AND BREAD FROM KITCHEN OBERON
- CM&CC Dillwynia 3 x $100.00 advances to do the shopping
- Shopping is facilitated by CM&CC and packed into containers these are kept in Dillwynia kitchen and taken on bus on the first day of camp.
- Coordinated by CM&CC at Dillwynia CC
- Nucleus arrange cooking roster
SNOW FLAKE ACTIVITY

Used For:
Snow flake is an activity developed by Dennis Carey (1989) as a classroom activity designed for a number of uses, including:
- Listening
- Following instructions
- Ice breaker
- Recognition of individuality
- De-inhibitiser, that does not involve active work
- Trust developer

Lesson Plan and Use for Adult Learning Theory
The purpose of snowflake in this lesson is to recognize the value and how unique each individual is (do not tell participants this, let it occur at de-brief). It is essential that the facilitator speak at all times in a controlled relaxed but confident manner. To conduct snowflake for the individuality objective, follow these steps:

1. Advise the participants that you want to do an activity with them that may help them to explain who they are to themselves, basically without directly asking them seek their approval to do an activity.

2. Begin walking around the room and hand out a piece of A4 paper to each person, as you are handing out the paper begin to explain that they do not have to write anything, nor even get off their chairs, that the activity will take less then 5 minutes to complete, ask for their help and advise that they will get a lot out of the activity if they have ago. Note recycled paper i.e. paper that has words/pictures etc. tends to be a distracter.

3. Once all participants have a piece of paper in their hands ask them to close their eyes, advise them you will not make them do anything which will make them look silly, they simply without question need to follow your instructions.

4. Once you can see that they have their eyes shut ask them to fold their paper in half, whatever they perceive to be half, don’t allow questions, remind them to keep their eyes closed, at this stage you also follow your own instructions though don’t close your eyes.

5. Encourage the participants to continue by saying “well done”, ask them to rip off a small piece of paper in the top right hand corner, once you see that action ask them to fold the paper in half again, and to rip off a small piece of paper in the top left hand side, keep encouraging them, tell them to keep the ir eyes closed and that they have nearly finished.

6. Tell them to fold the paper in half again, and this time, rip off a small piece of paper in the bottom left hand side.

7. Tell them to fold the paper in half again and rip off a small piece of paper in the bottom right hand side.

8. Ask the participants to open their eyes, unfold their bit of paper (you unfold yours as you say it) and ask the participants to go around the room and find people with identical papers, not looks the same but identical. You also participate.

9. Let the participants talk among themselves for a minute or two.
10. Conduct a **what/so what/now what debrief**. Remember that all answers are correct make sure each person answers each question. If unsure of what/so what/now what debriefs ensure that you have received instructions on de-briefing and read the guide to de-briefs in this facilitator guide.

Remember that the objective is about how individuals are unique and that although we all received the same instructions we all got a different result and that the unique thing is that we are all correct. Be enthusiastic about the fact that we are all individuals, though we can still work together to get a result that matches our individual needs. Note very rarely will you get people identical, they often look the same, but not identical. I have conducted this activity with groups of over two hundred people and have never had an identical result. It would be interesting to try it on some identical twins.
**One Minute Test**

*This is a timed test. You have one minute only*

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word “name in the sentence two.
4. Sign your name under the title of this page.
5. Put an “X in the lower lefty hand corner of this page.
6. Draw a “triangle around the X you just put down.
7. Loudly call your first name when you get this far along.
8. If you think you have followed directions, to this point write your initials on the bottom of the whiteboard.
9. In your normal speaking voice count from ten to one, backwards.
10. If you are the first person to reach this point loudly call out, I am the first person to reach this point, and I am a leader in following directions.
11. Loudly call out “I am nearly finished, I have followed directions”.
12. Now that you have finished reading everything carefully, sit quietly.
### ONE MINUTE TEST Facilitation

| One Minute Test | Openness and to refrain from asking questions until the facilitator briefs | One Minute Test | Tell participants that you are going to test them, as you talk issue a one minute test face down, tell them not to look and that they will need only a pen and that they know where the whiteboard and whiteboard pens are, speak in a sensible and realistic manner, tell them that from when you tell them to turn over the test that they have only one minute to complete the test and follow the instructions on the test, at the 20 second mark warn that they should have nearly completed, give them hurry ups at 10 second intervals. At one minute tell them to stop, have one participant to read instruction 1, and then pick another to read instruction thirteen. Ask participants What is the message? Ensure they understand that it is best to follow instructions first then ask questions. Let laughter and acknowledgement sink in. |

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FINGER SNAPS

Issue a finger snap to each person.
Explain the concepts of clumps and using a nuke, demonstrate a clump of two (idea is to catch each others finger snap)
Do clumps of 2, 3, 5, and a clump that will give you two teams, whilst they are finger snapping count your participants and ask for that clump, at this stage they should form a circle.
Get them to “pitter patter” their finger snaps, do this until there is a nice pitter patter of rain.
When finished seat participants and ask them what happened, you will get fun etc., you explain the power of experiential learning.
Have a nuke pick up/collection finger snaps
Facilitators Instructions on Learning Styles

1. Issue each participant the next page which should have the following paged back to back, ask participants to follow the instructions, you will need to ensure that you explain the meaning of some of the words, keep your explanations simple, having access to a dictionary may prove useful, ensure they only circle two words in each area.

2. Get them to add up the scores on the back page.

3. Ensure they place their name on the page.

4. Collect the documents and explain you will review the documents and that you will ensure they will get a copy of the analysis. Tell them the analysis will help them to work out what part of their brain is dominant, left or right.

5. If you have trained nucleus or staff with you; get them to do the analysis whilst you carry on with the program.

Analysis

On the next page that looks like a graph, complete the following:

From the score sheet, place a DOT on the number that corresponds to the score in each classification viz. CS, AS, AR and CR. Then draw a line connecting the dots (it will look like a kite).

In the square enter the two largest classifications i.e. write CS/AS/CR/AR etc. the scores over 30 are dominant. Generally, most people will see that they actually have some ability in each of the quadrants. Some people may seem to be rather evenly balanced among them, yet most will obviously favor one and overlap the other three to varying degrees.

When you return the analysis to the participants, issue a copy of the two highest classifications, i.e. Concrete Sequential, Concrete Random, Abstract Random or Abstract Sequential hint pages.

Not all people will be pigeon holed into left right brain dominance, but the analysis will give a guide, should participants fall into the two “sequential” categories they may find that they tend to be left brain dominant, while “random” thinkers are generally right brained dominant.

Photo copy the graph with the participants names on them complete with the classification dominance for your records and to help you understand how the participants will think.
Read each set of words and mark the two that best describe you.

1. a. imaginative
   b. investigative
   c. realistic
   d. analytical

2. a. organized
   b. adaptable
   c. critical
   d. inquisitive

3. a. debating
   b. getting to the point
   c. creating
   d. relating

4. a. personal
   b. practical
   c. academic
   d. adventurous

5. a. precise
   b. flexible
   c. systematic
   d. inventive

6. a. sharing
   b. orderly
   c. sensible
   d. independent

7. a. competitive
   b. perfectionist
   c. cooperative
   d. logical

8. a. intellectual
   b. sensitive
   c. hard-working
   d. risk-taking

9. a. reader
   b. people person
   c. problem solver
   d. planner

10. a. memorize
     b. associate
     c. think-through
     d. originate

11. a. changer
    b. judger
    c. spontaneous
    d. wants direction

12. a. communicating
    b. discovering
    c. cautious
    d. reasoning

13. a. challenging
    b. practicing
    c. caring
    d. examining

14. a. completing work
    b. seeing possibilities
    c. gaining ideas
    d. interpreting

15. a. doing
    b. feeling
    c. thinking
    d. experimenting
After completing the test circle the letters of the words your chose for each number in the grid below. Add your totals for columns I, II, III and IV. Multiply the total of each column by 4. The box with the highest number describes how you most often process information.

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I. _____ x 4 = _______ Concrete Sequential (CS)

II. _____ x 4 = _______ Abstract Sequential (AS)

III. _____ x 4 = _______ Abstract Random (AR)

IV. _____ x 4 = _______ Concrete Random (CR)
Concrete Sequential Thinkers

As the label implies, concrete sequential thinkers are based in reality and process information in an ordered, sequential, linear fashion. Top CS’s, reality consists of what they can detect through their physical senses of sight, touch, sound, taste and smell. They notice and recall details easily and remember facts, specific information, formulas, and rules with ease. “Hands on” is a good way for these people to learn, CS’s need to organize tasks step-by-step processes and strive for perfection at every step of the way. They like specific directions and procedures. Since most of the business world is order this way, they make very good business people. Here are some tips for CS Individuals.

Build on Your Organisational Strengths.

Organize your days and weeks realistically, planning how much time you need to spend on projects in advance.

Provide Yourself with Details.

Make sure you know everything you need to know to complete a task.

Break Your Projects Down into Specific Steps.

Give yourself deadlines so you’ll know to complete a task.

Set Up a Quiet Work Environment.

Know what interferes with your concentration and eliminate it.

“Concrete Sequential (CS) thinkers notice and recall details easily, need to organize tasks into step-by-step processes, and strive for perfection”.

Tips for CS Thinkers.

- Build on your organizational strengths.
- Provide yourself with details.
- Break your projects down into specific steps.
- Set up a quiet work environment.
Concrete Random Thinkers

Concrete random thinkers have an experimental attitude and the less structured behaviour that goes along with it. Like concrete sequential, they’re based in reality, but are willing to take more of a trial-and-error approach. Because of this, they often make the intuitive leaps necessary for true creative thought. They have a strong need to find alternatives and to do things in their own way. Time is not a priority for CR’s and they tend to lose track of it, especially when involved in interesting situations. They’re process rather than result oriented; consequently, projects seldom turn out the way they were planned because of unexpected possibilities that turn up and invite exploration during the process. Here are some ways for CR people to make the most of their style.

Use Your Divergent Thinking Ability

Believe that it’s good to see things from more than one point of view. Come up with alternative ideas and explore them. Create ideas rather than judge them. Keep a questioning attitude.

Set Yourself Up to Solve Problems

Volunteer for projects that involve solving a problem, or work through your own projects by posing a question and then solving it.

Check Your Time

Give yourself deadlines for each step of your task, then resolve to finish it on time.

Accept Your Need for Change

When things start to seem stale, make small changes to keep your mind sharp – even if it just means moving to a new room or area.

Find Personal Support

Seek out people who value divergent thinking, for this will help you to feel positive about yourself.

“Concrete Random (CR) thinkers are based in reality and have an experimental attitude”.

Tips for CR Thinks

- Use your divergent ability
- Set yourself up to solve problems.
- Check your time
- Accept your need for change
- Find personal support.
Abstract Random Thinkers

The “real” world for abstract random learners is the world of feelings and emotions. They are attuned to nuances and “vibes”, and some lean towards mysticism. The AR’s mind absorbs ideas, information, and impressions and organizes them through reflection. (Sometimes this takes such a long time that others don’t think AR’s have much of a reaction or opinion). They remember best if information is personalized. Feelings can either greatly enhance or interfere with their learning.

They feel constricted when they’re subjected to a very structured environment, so you won’t find many of them working for insurance companies, banks, or the like. They thrive in unstructured, people-oriented environments.

AR’s experience events holistically; they need to see the whole picture at once rather than step by step. For that reason, it’s helpful for them to know how things are related to the whole before getting into the details. Although, AR’s make up a fair proportion of the population, most of the world doesn’t operate in an AR fashion. These thinkers do very well in creative situations and need to work a little harder in more structured situations. Here are some ways for AR people to make the most of their talents.

*Use Your Natural Ability to Work with Others.*

Find colleagues you can work with, and bounce ideas off one another. When you have a task to complete, set deadlines and check in with people often along the way.

*Recognise how strongly Emotions Influence Your Concentration*

Avoid negative people, and settle personal concerns and problems promptly. These can drain you energy.

*Build On Your Strength to Learn by Association.*

Make visual and verbal associations. Use metaphors, silly stories, and other creative expressions to help you remember.

*Look at the Big Picture*

Work from the large concept to the smaller details.

*Be Aware of Time*

Be careful to allow enough time to finish the job. Begin with the most difficult task, take a break, and then switch to another task, return to the first task when your mind is cleared. It’s okay to work on more than one thing at a time!
Use Visual Cues

Paste stick-on reminder notes in your car, on your bathroom mirror, or wherever you’ll be sure to see them. Colour code a large monthly calendar with information you need to keep at the front of your mind. Use one colour for personal, one for job/career, one for family, and so on.

“Abstract Random (AR) thinkers organize information through reflection and thrive in unstructured people-oriented environments”.

Tips for AR thinkers

- Use your natural ability to work with others.
- Recognise how strongly emotions influence your concentration.
- Build on your strength of learning by association.
- Look at the big picture.
- Be aware of time.
- Use visual cues.
Abstract Sequential Thinkers

Reality for abstract sequential thinkers is the metaphysical world of theory and abstract thought. They like to think in concepts and analyze information. They have a great appreciation for well-organized people and events. It’s easy for them to zoom in on what’s important, such as key points and significant details. Their thinking processes are logical, rational and intellectual.

A favorite activity for abstract sequential is reading, and when a project needs to be researched they are very thorough at it. They want to know the causes behind the effects and to understand theories and concepts. As you can imagine, these people are great philosophers and research scientists. Generally, they prefer to work alone rather than in groups. Here are some tips for AS thinkers.

Give Yourself Exercises in Logic

When problem-solving, turn your problem into a theoretical situation and solve it at that level.

Feed Your Intellect

If you’re involved in a project, be sure to read everything you can on the subject so that you’ll have all the facts you need to complete it to your standards.

Strive for Structure

In your personal life and career, steer yourself toward highly structured situations. In your projects, chart out the steps and the time involved for each step in advance.

Analyze the People You Deal With.

If you know the learning styles of other people it will be easier for you to understand them and make then understand you.

“Abstract Sequential (AS) thinkers like to think in concepts and analyze information”

Tips for AS Thinkers

- Give yourself exercises in logic.
- Feed your Intellect.
- Strive for structure.
- Analyze the people you deal with.
"The longer I live the more I realize the impact of attitude on life."

It is more important than education, than money, than circumstances, than failures, than successes, than whatever anyone might say or do.

It is more important than appearances, giftedness or skill.

The remarkable thing is that we have the choice to create the attitude we have for that day.

We cannot change our past, we cannot change the way people act, and we cannot change the inevitable.

The one thing we can change is the only thing we have control over, and that is our attitude.

I’m convinced that life is 10% of what actually happens to us and 90% of how we react to it.

Charles Swindoll
The Four TENETS

1. **CHOICES**
The Choices in Life are YOURS’ – NOT other people’s.

2. **You OWN your Emotions**
   Have them – Own them
   Do NOT give them to others and
   Do NOT accept other people’s emotions

3. **The Nature of Living is about**
   Cause and Effect (Outcomes and Consequences)
   Positive Cause – Positive Effect
   Negative Cause – Negative Effect

4. **Life’s Progress involves ROUNDNESS**
   What goes Around – Comes Around
   You get back what you put out – in every way
   Life is a cycle.

   **Nature of Life and for Living**
   **a fulfilled Life is**

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Attitude
– Positive Thinking

One of the most important qualities employers look for is an employee with the “Right Attitude”

The dictionary defines attitude as:
“a mental view of disposition which indicates an opinion, a position of the body which indicates mood or emotion. As well as your frame of mind or how you react.”

The process most employers go through when employing is to satisfy themselves that the applicant has the following qualities:
1. Punctuality
2. Dress and Image – employers make an instantaneous decision about the person by the way that they look
3. Your perceived people skills – tone of voice, hand shake etc.
4. Skills

The above points are a reflection of a person’s ATTITUDE. There are many people who can do the job but don’t get employed because they are not aware of the other qualities that employers
look for, besides the basic ability to do the job. Those who do get the job are:

1. They can do the job
2. Want the job, enjoy the job, are pleasant to work with ie. 
   - Appropriate attitude
   - Punctuality
   - Dress/ grooming
   - People skills
How to Change your Attitude and Present yourself as someone with a POSITIVE ATTITUDE

Thinking = Feeling = Acting = Your Life

- Does your thinking affect your feelings?
- Do your feelings affect your actions?
  If you feel hungry, you will eat.
  If you are feeling confident, you will take action.
  If you are feeling sad, you may cry.
  If you feel fear, it may stop you from doing things.
- Do your actions affect your life?
  Your life is the sum total of all the actions you have performed in your life OR, conversely all the things you have failed to do.

"Outer changes always begin with an inner Change of Attitude.” - Albert Einstein

“To Change everything, simply Change your Attitude.”

“The one thing you do have control over, is your Attitude.”
“A lot of people blame events instead of taking responsibility for their reaction to the event.”

BELIEVE

“Believe in Yourself and Make it Happen”

Things to Remember:

- Success is an attitude
- Whatever your mind can conceive and believe, you can achieve.
- Dream great dreams and work to make them come true.
- You are unique and special.
- Never affirm self-limitations.
- To accomplish great things you must believe, dream, plan and then act.
- Yes you can!
- Believing is magic.
- You can always better your previous best.
- You don’t know what you can do until you try.
- There is no failure except in not trying.
- Defeat may test you; it need not stop you.
- If at first you don’t succeed, try another approach.
- For every obstacle there is a solution.
• Nothing in the world can take the place of persistence.

Success

If you think you are beaten, you are
If you think you dare not you don’t?
If you like to win, but you think you can’t
It is almost certain you won’t.

If you think you’ll loose you’re lost
For out of this world we find
Success begins with a persons will
It’s all in the state of mind

If you think you are outclassed, you are
You’ve got to think high to rise
You’ve got to be sure of yourself before
You can win the prize

Life’s battle don’t always go
To the strongest or faster person
But sooner or later the person who wins
Is the person who thinks they can?

Question to think about!
We can’t control the direction of the wind, but we can adjust the sails.
WINNING

People who are optimistic tend to have a good attitude. Pessimists tend to have a bad attitude. Some of the indicators are:
- A good or bad attitude
- Winners vs. losers
- Successes vs. failures

• Look for opportunities
“A wise person will make more opportunities than he finds” – Francis Bacon.
“Things are often not what they are but how you see them”

• People skills
If you can’t say anything nice, don’t say anything at all.

• Look after yourself
Your body is a machine that carries around your soul and mind, you must look after it.
Employers do not want employees that are going to be sick or unwell, as they will not be working to the best of their ability or taking to many sick days.

• Stress
Make sure you keep your stress levels in check and learn to relax and smile.

• Have a sense of purpose
People who have a good attitude and are successful almost invariably set goals to give them a sense of direction and a sense of purpose.
• **You have to be prepared to make sacrifices**
  You cannot be everyone, have everything and do everything. You have to make smart choices.

• **Do not blame other people** If you come across someone who is blaming everyone and everything take a long look at them because it is they who are usually the problem.
  You must take responsibility for your own success and failure.

• **Be prepared to put an extra effort in**
  Hard working people will always be rewarded in the end for their efforts.

• **A change in motivation?**
  By changing your motivation to do a job will then change the outcome.

• **Success vs. Attitude**
  Do people have good attitudes because of their success or are they successful because of their attitude? Be assured that your good attitude must come first.

• **Take advice – learn to grow**
  Another attribute of successful people who have good attitudes is that they are always learning and trying to develop and improve themselves.

• **Honesty and dependability**
  Successful people with good attitudes are almost always people of the highest integrity who can be trusted and relied upon and their word is their bond.

Something to Think About

Success is due to LUCK; ask any loser
THE BANK ACCOUNT

Imagine there is a bank account that credits your account each morning with $86,400. It carries over no balance from day to day. What would you do?

Draw out every cent of course
Each of us has such a bank. Its name is TIME
Every morning it credits you with 86,400 seconds.
Every night it writes off as lost whatever of this you failed to invest to good purpose. It carries over no balance.
Each day it opens a new account for you.
Each night it burns the remains of the day.

If you fail to use the day’s deposit the loss is yours. There is no going back.
There is no drawing against tomorrow.
You must live in the present on today’s deposits
Invest it so as to get from it the utmost health, happiness and success.

The clock is running. Make the most of today.
To realize the value of ONE YEAR, ask a student who failed a grade.
To realize the value of ONE MONTH, ask a mother who gave birth to a premature baby.
To realize the value of ONE WEEK, ask the editor of a weekly newspaper.
To realize the value of ONE HOUR, ask the lovers waiting to meet.
To realize the value of ONE SECOND, ask a person who just avoided an accident.
To realize the value of ONE MILLISECOND, ask the person who won the silver medal at the Olympics.

Treasure every moment you have, and treasure it more because you shared it with someone special, special enough to spend time with.
And remember that time waits for no one.

Yesterday is history.
Tomorrow is a mystery
Today is a gift.
That’s why it is called the PRESENT.