

"GETTING A  
QUALIFICATION  
WILL HELP  
ME WHEN I GET OUT OF  
PRISON"

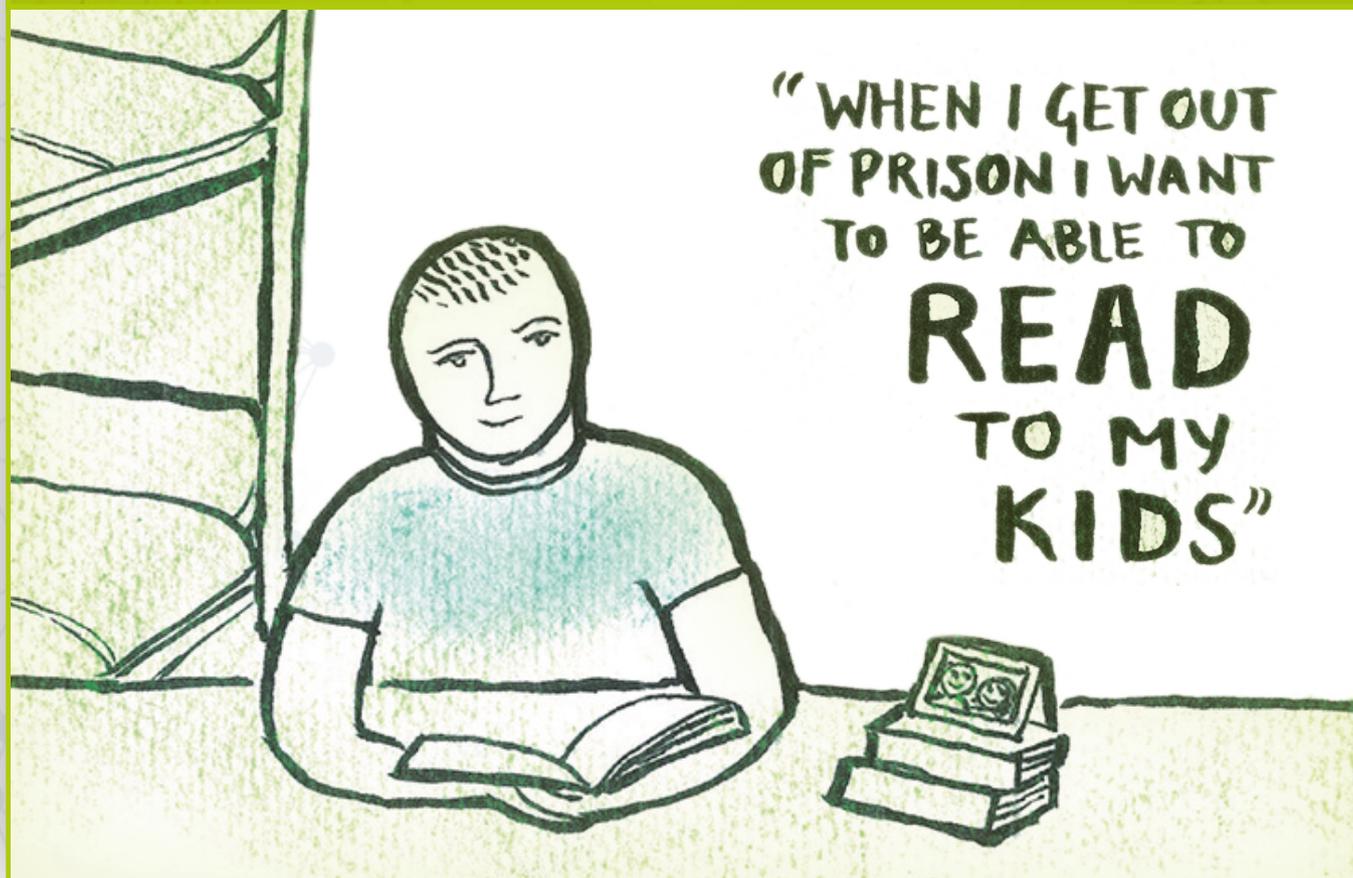


  
the **bell** foundation

 **L&W** LEARNING AND  
WORK INSTITUTE

Improving Language, Improving Lives:

## Resources for ESOL tutors



The background is a solid green color with a faint, light-green network of nodes and lines. The nodes are small circles, and the lines connect them to form a complex, interconnected web that resembles a globe or a molecular structure. The network is more dense in some areas and more sparse in others, creating a sense of depth and connectivity.

Welcome

# About this pack

## Improving language, improving lives: resources for ESOL tutors

This pack includes resources for ESOL tutors to use with learners who are in prison or who have had recent experience of the criminal justice system. It is based on the principles of Learning

and Work Institute's Citizens' Curriculum model, which promotes flexible, locally-led programmes of study that are co-designed with learners and cover an interlinked set of skills and capabilities.

## How to use the pack

The resources in this pack cover three sections based on the broader Citizens' Curriculum capabilities: Civic, Financial and Health. Under these sections are six 'units', each of which should provide enough material for a three-hour ESOL class or session.

The resources can be used to support the delivery of accredited learning leading to Skills for Life ESOL or Functional Skills English qualifications, and in non-accredited provision. They are mapped to the Adult ESOL Core Curriculum.

Each unit includes a set of tutor notes which provide a suggested approach, ideas for differentiation and learner involvement, and possible extension activities. They also include stimulus materials for you to use in these activities. The tutor notes are not meant to be prescriptive – they are only intended as guidance. Please be creative and build on these ideas to suit the needs and interests of your learners.

If you use these materials and want to give us some feedback then please email us at [enquiries@learningandwork.org.uk](mailto:enquiries@learningandwork.org.uk).

# About the project

## About Improving Language, Improving Lives

This resource pack was developed as part of Improving Language, Improving Lives, a three-year project which aimed to enhance ESOL screening and provision delivery in prisons and community rehabilitation settings.

The project was delivered by Learning and Work Institute (L&W) in partnership with De Montfort University (DMU). L&W is an independent policy and research organisation dedicated to promoting lifelong learning, full employment and inclusion. We research what works, develop new ways of thinking and implement new approaches. The Division

of Community and Criminal Justice at DMU undertakes research, evaluation and development activities in relation to people involved in the criminal justice system.

The project was funded by The Bell Foundation. The Bell Foundation's main focus is to work with partners on innovation, research, training and practical interventions. By generating and applying evidence, the Foundation aims to change practice, policy and systems for children, adults and communities in the UK disadvantaged through language.



# The Citizens' Curriculum

## About the Citizens' Curriculum

Learning and Work Institute's Citizens' Curriculum is learning which:

- is locally-led, responding to local community and/or economic priorities, or meeting the needs of identified local cohorts
- is developed with the active participation of learners
- interlinks the life skills of language, literacy and numeracy with health, financial, digital and civic capabilities

## Learner involvement

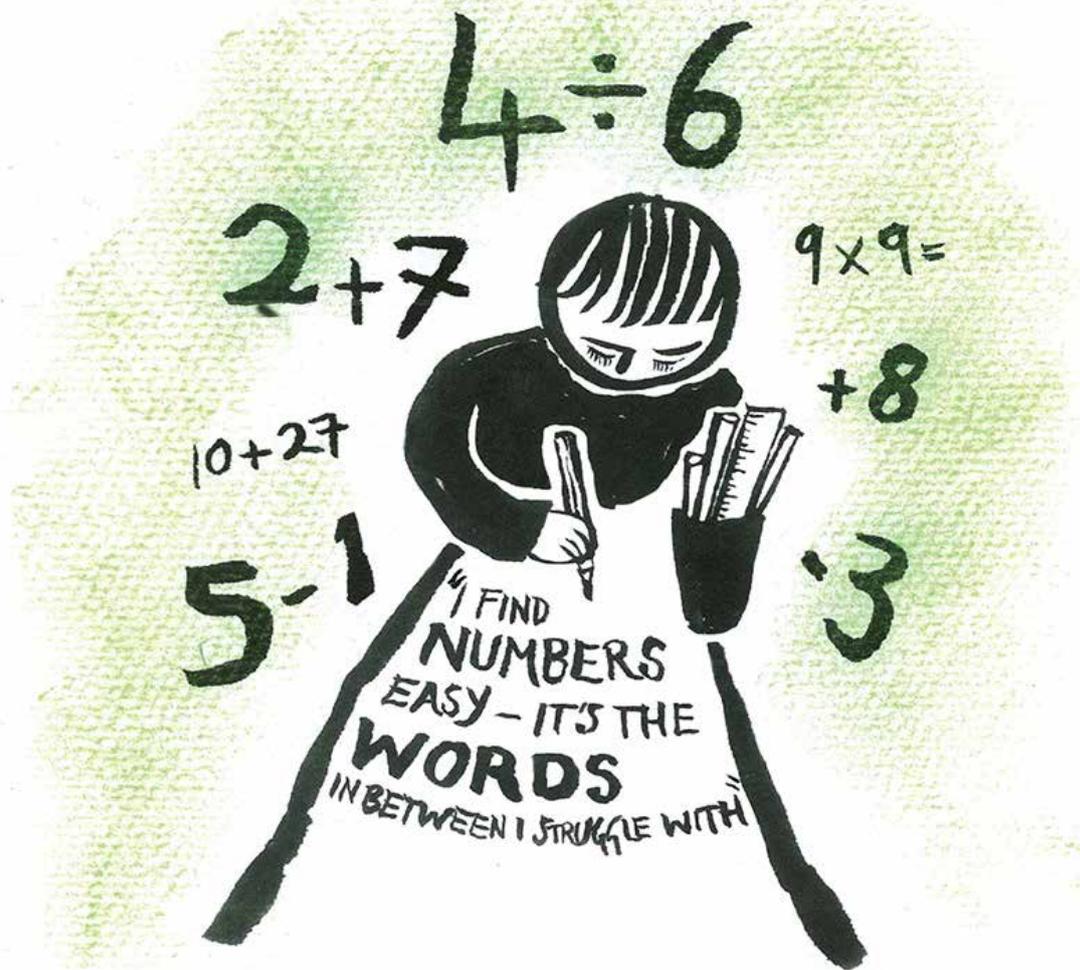
The Citizens' Curriculum approach prioritises learner involvement at every stage of the learning process, from programme design to evaluation. This is consistent with what we know from research\* about learning in general and adult learning in particular, which tells us that:

- Learning arises out of the learner's own experience and is unique to the learner.
- As learners, we build on our existing knowledge and experience.
- Adults have their own motivations to learn.

- Adults tend towards self-direction and autonomy as learners. They are able to think about how they learn and so can become more effective as learners.
- Most adult learning occurs in response to real-life problems and issues. Learning arises through a combination of action and reflection.
- Reflection can enable people to arrive at new understandings of their experience and their potential.
- There are things that can be done to encourage reflective learning (e.g. types of discussion).

To support the delivery of participatory ESOL approaches, the tutor notes under each of the units in this pack suggest ways in which learners can be involved in the design and delivery of activities.

\*For more see Tusting, K., and Barton, D. (2003). Models of adult learning: a literature review. London: NRDC (National Research and Development Centre for Adult Literacy and Numeracy)



## The Citizens' Curriculum capabilities

The core aim of the Citizens' Curriculum is to help adults gain the skills they really need in life and at work. In order to achieve this, we believe that language, literacy and numeracy life skills should be interlinked with digital, civic, health and financial capabilities, all of which form the core skills required for adults to actively participate in modern life.

Our work shows that this holistic approach benefits learners in many different ways. Alongside enhanced confidence and employability come gains in physical health and life satisfaction, as well as

improved attitudes towards learning.

This pack covers the three broader Citizens' Curriculum capabilities: Civic, Financial and Health and helps tutors consider how these can be embedded into their ESOL delivery. The tutor notes highlight the links between each unit and the other Citizens' Curriculum capabilities to help you draw on all of these in your sessions with learners.

Find out more about the Citizens' Curriculum here: [www.learningandwork.org.uk/citizens-curriculum](http://www.learningandwork.org.uk/citizens-curriculum)



# Unit 1 Civic

# Respecting self and others

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## Overview:

Learners will discuss ideas around respect for self and others and how to do this. They will role play scenarios useful to their situations to develop assertiveness while respecting each other's boundaries.

Your learners may not be comfortable with some of the suggested activities: be selective about which ones you use.

For learners to discuss difficult situations, seat them with someone they feel comfortable with. If learners disclose difficult situations or feelings, be prepared to suggest appropriate referrals in the prison such as to the mental health team.

### Entry 1

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges and discussions about politeness and behaviour (Sd/E1.1, Lr/E1.5)
- Listen carefully to short explanations (Lr/E1.1, Lr/E1.2)

### Entry 2

- Speak clearly and use stress and intonation appropriately (Sc/E2.1)
- Listen and contribute to discussions about politeness and behaviour, and make suggestions (Lr/E2.8, Sd/E2.1)
- Listen carefully to explanations (Lr/E2.1, Lr/E2.2)

### Entry 3

- Speak clearly using appropriate clarity, speed and phrasing (Sc/E3.1)
  - Contribute to discussions about politeness and behaviour, and respect the turn-taking process (Sd/E3.1, Sd/E3.2)
  - Listen carefully to explanations (Lr/E3.1, Lr/E3.2)
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## Links to other Citizens' Curriculum capabilities

Health: Respecting self and others and setting boundaries relates to mental health issues.

### Language points

- Activities 1 and 2: Polite forms ('Can I/you' for lower levels, 'Would you mind ..' for higher); expressing opinions and negotiating ('I think ..' 'What about ..');
- Activity 1: Conditionals ('If you're polite, people are more likely to do what you ask').
- Activities 1 and 4: Pronunciation (intonation and stress to sound polite)

### Additional materials needed

- Your prison handbook.
- Blank cards/pieces of paper.
- Scenarios where boundaries were not respected for those who do not want to share personal stories (Activities 3 and 4).
- An example from your life when your boundaries were not respected and how you dealt with the situation. Or a relevant non-personal example.
- Extension: 'Treated badly or discrimination' (p8) Module 3 Employment and discrimination: developing confidence and getting organised (Law for Life: the Foundation for Public Legal Education.

## Suggested Approach

### Activity 1

1. Say something rude e.g. 'Give me that!' while pointing to someone's pen

and ask learners what was wrong. Ask them to match phrases from Source material 1 and feedback. Answers 1 c; 2 a; 3 e; 4 b; 5 d.

2. Now say something polite in an exaggerated manner, then say the same phrase, but using 'rude' intonation to show that politeness comes from the way you say something as well as the words you use. Ask learners to practise phrases using rude/polite intonation.
3. Discuss what happens when a person is rude e.g. it upsets people; you might not get what you want. Encourage a discussion about polite behaviour: its benefits; norms which are different in the UK compared to other cultures; how politeness changes depending on situations i.e. with friends compared to at work; the implications/'rules' to do with politeness/rudeness in prison.
4. Introduce the word 'respect', elicit a definition then ask learners who they respect and why (if they mention authority figures, parents, etc., guide them to the idea of respecting each other and yourself).
5. Ask learners to make a list of reasons for respecting people e.g. better treatment in return; (in prison) more privileges under the Incentives and Earned Privileges Scheme.

### Activity 2

1. Ask learners in pairs to discuss things they would like to be able to do/happen, which are realistically

- possible in their current situation, for example, a visit from a family member. Get them to write their requests on separate, small pieces of paper.
- Now ask learners to share their requests with another pair of learners. Repeat this until you have two groups. Ask the groups to work together to write more requests on pieces of paper.
  - Play 'back to the board' with the two teams and their combined requests ask one learner to sit at front with their back to the board, write a wish on the board. Their team has to give clues without saying what's on the board until their team member guesses e.g. 'It might be your mother' 'This happens every Monday afternoon.'
  - Ask learners to think of polite ways to ask for their requests e.g. 'Excuse me, Mr .. Can I call my mother?'
  - Give the 'request' papers to the two teams and ask learners to put them face down then turn over a request and say it in a polite way (e.g. 'Can I ..' plus polite intonation). The other team members jointly decide if it is 'correct': if it is, the learner keeps the piece of paper. The person with the most pieces of paper at the end wins.

### Activity 3

- Ask learners to think of when someone asked them to do something they weren't comfortable with e.g. lending money (or give them a scenario).
- Ask learners to think of things that are not appropriate in various groups

e.g. in class: don't ask your class mate to do your homework.

- Ask learners to read the sentences in Source Material 2 and discuss in small groups and feedback. Elicit the words 'boundaries' and 'consent' and ask learners what to do if their boundaries are overstepped (refer back to the polite ways of saying no in Activity 1).

### Activity 4

- Tell your learners about a time when your boundaries were not respected and ask learners to share something similar in small groups (or give them a scenario).
- Share how you dealt with the situation and whether this worked. Ask learners to discuss other ways this could have been dealt with.
- Ask learners to discuss how to resolve the situations they shared. Elicit a conversation they could have when talking to the person who has not respected their boundaries. Write role play prompts on the board in speech bubbles as in the examples.

You

**'Can - speak - please?'**

Person you have problem with

**'Sorry - no time'**

- Ask learners to decide which role they will take i.e. the person they have the problem with or him/herself. Do the role play in pairs.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Give learners reasons for being polite (verbally/ written down) to prioritise into the least/most important/ useful (5).</li> <li>• <b>Activity 3:</b> Have pictures or words/phrases to generate ideas (2).</li> <li>• <b>Activity 4:</b> Model role play with a a more able learner.</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Learners use conditionals for reasons to be polite (5).</li> <li>• <b>Activity 2:</b> Learners use longer forms to make polite requests e.g. 'Would you mind if ..?' to get more points (5).</li> <li>• <b>Activity 4:</b> Give the story about yourself as a text and ask learners to answer true/false questions and discuss in pairs (1).</li> </ul>

### Learner co-design and delivery

Activities 3 and 4 are based on learners' life experiences.

### Extension activities

- Activity 1: Learners make a list of unofficial/social 'rules' of behaviour observed in prison.
- Activity 1: Learners read about the Incentives and Earned Privileges (IEP) Scheme from your prison (e.g. from the prison handbook) and discuss.
- Activity 4: Ask learners to work in groups of three for the role play with one learner observing during the role play then feeding back after the activity.
- Learners create an appropriate plan jointly/ individually: resolving a difficult situation; building confidence/awareness of positive qualities/skills; not abusing drugs/ alcohol.

- Consequences (higher levels): Give all learners an A4 sheet, dictate an opening sentence e.g. 'Your friend asks to borrow some money'. Ask learners to fold this over then write a following sentence e.g. 'I said...', and fold this over. Learners pass this to their right and write a suggested answer. Continue for a few times, folding over then ask them to read the whole text.

## Source materials

### Source Material 1

Match the polite form with the rude version.

#### Rude

**1. Give me that!**

**2. Shut up!**

**3. Keep the noise down!**

**4. Mind your own business!**

**5. Give me a sandwich!**

#### Polite

**a. Sorry, I don't want to listen to this anymore.**

**b. I'm sorry, but that's private.**

**c. Excuse me, can I borrow that?**

**d. Excuse me, can I have a sandwich please?**

**e. Can you make a bit less noise, please?**

## Source Material 2

Is this OK or not? Why? Why not?

1. **Your neighbour usually comes into your cell/house without knocking.**
2. **Your friend has broken up with his/her partner. He/she wants to talk to you all the time about it.**
3. **A close family member wants to borrow a lot of money.**
4. **Someone you don't know well always hugs you when you see them.**
5. **Someone on the wing takes your food from your tray.**
6. **A prison officer is more friendly with you than with other people.**
7. **Your classmate doesn't do his/her homework. He or she wants to copy yours.**
8. **Your friend doesn't try to speak English. He always asks you to help him.**

# Team working

## Overview:

Learners will discuss and agree qualities needed to be a good team player, carry out a team building activity demonstrating the use of those qualities and evaluate how that went.

### Entry 1

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges and discussions about personal qualities (Sd/E1.1, Lr/E1.5)
- Read (or listen to) a short narrative about a prisoner's first day (Rt/E1.1 or Lr/E1.1)
- Recognise and decode key words (Rw/E1.1, Rw/E1.2)

### Entry 2

- Speak clearly using stress and intonation appropriately (Sc/E2.1)
- Listen and contribute to discussions about personal qualities, and make suggestions (Lr/E2.8, Sd/E2.1)
- Read short texts about prisoners' experiences (Rt/E2.1)
- Recognise key vocabulary (Rw/E2.2)

### Entry 3

- Speak clearly using stress and intonation appropriately (Sc/E2.1)
- Listen and contribute to discussions about personal qualities, and make suggestions (Lr/E2.8, Sd/E2.1)
- Read short texts about prisoners' experiences (Rt/E2.1)
- Recognise key vocabulary (Rw/E2.2)

## Links to other Citizens' Curriculum capabilities

- Health: Improving ability to communicate could help with dealing with stress.
- Digital: Learners could search for advice on team building online.

## Language points

- Adjectives to describe personality/qualities.
- Imperative to give advice/suggestions.
- Giving opinions e.g. 'We should...' 'I think we should...' 'We need to...'
- Presentations, discourse markers e.g.

'First I'll talk about...'

- Negotiation e.g. 'How about...?' 'Why don't we...?' 'That's a good idea, but...'
- Feedback - describe what happened and give praise or advice e.g. 'You helped Mohamed to... That was very good.' or 'You talked when Mona was speaking. Next time, listen to everyone's ideas.'

### Additional materials needed

- Suggested video for Activity 1: <https://www.youtube.com/watch?v=osNrBLH374A>.
- Blank cards/pieces of paper.
- Suggestions for team building games (activity 3) and games.
- If learners choose a presentation, spend this session helping learners prepare then carry out in next session: Busy teacher and Teaching English.
- Sticky notes.

## Suggested Approach

### Activity 1

1. Show video and/or image(s) of good and challenging behaviour (Source Material 1) and ask learners to discuss in pairs/groups. Feedback.
2. Give learners case studies and ask them to discuss in pairs/groups.
3. Ask the learners to read them and underline the bad things Tomas' colleagues do then discuss with a partner. Don't feedback at this stage.

### Activity 2

1. Use polite/rude language and mime to demonstrate e.g. good and bad behaviour.
2. Ask learners to do the vocabulary matching task (Source Material 3) in pairs/small groups then feedback answers or show correct answers on board for learners to self correct.
3. Feedback the issues with Tomas' colleagues' behaviour from the case studies and ask them to suggest ways they should have behaved.
4. Now ask learners to discuss the two suggested rules for what makes a good team (Source Material 4) (e.g. 'listen while someone is talking'; 'use polite body language').
5. Ask learners to agree a set of rules in small groups. Ask each group to write in large letters on A3 then stick these around the room.
6. Ask learners to go around reading the rules and tick the ones they think are very important (you could limit the number e.g. to four). The rules with the most ticks become the rules for the activity they carry out in Activity 4.

### Possible answers

- Pay attention when listening (not thinking about what you're having for dinner).
- Be assertive, but not aggressive.
- Respect other people's ideas.
- Use polite language e.g. please, thank you.

- Be positive about other people's ideas.
- Don't talk too much/dominate the group.

### Activity 3

1. Ask learners to agree what type of team activity they will do. Show options of activities appropriate for your learners' level/interest, for example: role play a job interview; give a presentation on a topic that other learners know little about; do a competitive team building activity e.g. marshmallow game and spaghetti game.
2. Use 'think pair share' to decide: learners work individually to decide which activity they want before pairing up; now pairs share ideas and agree on the same activity; pairs share their activity with the class and agree which activity the whole class will do.
3. Ask learners to agree ground rules while doing the activity e.g. listen while someone else is talking and also:
  - who is going to do what i.e. who will observe, etc.
  - criteria to use while doing the activity e.g. to note positives as well as negatives.

### Activity 4

1. Support learners to do the team building activity. Learners feeding back should note what they observe on a few sticky notes.
2. Learners evaluate the activity (see p11 of the CC Activity Pack for Participatory Learning):
  - bring the group together around a surface such as a table or wall
  - ask one learner to put one sticky note on this surface and read it out loud
  - other learners add connected sticky notes next to that to create a cluster of cards or put unconnected note in a new place to start a new idea
  - learners then use these to discuss what went well and issues
  - finally, ask learners to agree what they could do differently in a future team building activity.

## Additional notes for delivery

<p><b>Beginners/ beginner readers</b></p>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Text could be read to learners depending on literacy levels. When reading to learners, stop at points and ask learners to discuss.             <ul style="list-style-type: none"> <li>• Pre-teach/elicit/ask learners to use elementary dictionaries for 5-8 key/unfamiliar words/phrases.</li> <li>• Use blank cards to write words learners don't know to revise.</li> </ul> </li> <li>• <b>Activity 3:</b> Restrict options available to level appropriate for your learners.</li> <li>• <b>Activity 4:</b> Model giving feedback before asking learners to do so.</li> </ul>
<p><b>Higher level learners</b></p>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Learners rewrite the case study to make the text more complex e.g. including more adjectives, using conjunctions to join sentences.</li> <li>• <b>Activity 2:</b> Fold over answers to vocabulary task for more able learners and ask them to explain what the word means to a partner before checking.</li> </ul>

### Learner co-design and delivery

**Activity 1:** Ask learners to think of scenarios or an example from their own lives to discuss.

**Activities 3 and 4:** Learners agree and carry out an appropriate activity.

### Extension activities

- Activity 1: When playing the video, stop and ask learners to predict what might happen next. After discussing the video, ask learners to write a script about what they could be saying then act this.
- Activity 2: Role play a conversation with an able learner using very impolite language and/or good team skills then ask learners to do the same in pairs.
- Activity 2: Ask learners to interpret the body language of people in

magazines and newspapers.

- Activity 3: Ask learners to think of other scenarios to give advice (or suggest some) then learner take turns saying the problem and giving advice. Alternatively, make this a game: put learners into two teams and ask one person from each team to sit at the front with their back to the board. Write a problem on the board and learners have to give advice to help their team mate guess their problem e.g. problem: you want to improve your English – advice: 'You should go to the library and read more books.' or 'Watch more TV.'
- Activity 4: Ask learners to do a different team building activity or mix up teams and ask them to do the same e.g. change roles for the job interview.

## Source materials

### Source Material 1

What behaviour makes a good cell mate? What about a team?



NOTES:



NOTES:

## Source Material 2

Read (or listen) and discuss in pairs.

### New day at work

It's Tomas' first day so the prison officer takes him to the wing and introduces him to the other prisoners. The prison officer asks them to show Tomas where to find things and to look after him in the canteen. The other prisoners say hello, but then go back to what they were doing.

At lunch time, everyone goes to the canteen, so Tomas follows. Tomas doesn't know what to do to get lunch and no one helps him, but he asks the people serving and gets some lunch. The prisoners from his wing sit at a table so Tomas sits with them. They talk to each other, but not to Tomas.

Tomas wants to have a shower, but doesn't know where to go so he asks some people how he can have a shower, but they don't help him. Tomas goes to bed without a shower and decides to ask a prison officer the next day.

What did the other prisoners do wrong? What should they do?

### Source Material 3

Vocab activity: match the meanings to the words.

#### Word

<b>1. assertive</b>	<b>5. aggressive</b>
<b>2. respect</b>	<b>6. positive</b>
<b>3. negative</b>	<b>7. rude</b>
<b>4. polite</b>	

#### Meaning

<b>a. Not expecting good things to happen; only see the bad side</b>
<b>b. Not polite</b>
<b>c. Behave confidently and not afraid to say what you think</b>
<b>d. Hopeful; expecting good things to happen</b>
<b>e. Treat someone well because you think they have good qualities</b>
<b>f. Angry or violent</b>
<b>g. Behave in a way people will like; be careful not to upset people</b>

## Source Material 4

What makes a good team?

Discuss the two ideas below that help make a good team.

Think of some examples e.g. polite body language = look at the person talking.

- Listen while someone else is talking
- Use polite body language

Now agree some more rules for a good team.

# Services and sources of support

## Overview:

In this session, learners will identify sources of support they know about, what else they need to know about and where they could find more information using appropriate language.

There are various scenarios where learners might need support suggested in the photos – choose the ones most appropriate for your learners or alternative photos.

Learners will create an action plan about steps they will take to 'solve' a problem, roleplay asking and giving advice to their partners

### Entry 1

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges about sources of support (Sd/E1.1, Lr/E1.5)
- Listen carefully to short explanations (Lr/E1.1, Lr/E1.2)

### Entry 2

- Speak clearly and use stress and intonation appropriately (Sc/E2.1)
- Listen and contribute to discussions about sources of support and take part in a role play (Lr/E2.8, Sd/E2.1)
- Listen to explanations (Lr/E2.1, Lr/E2.2)

### Entry 3

- Speak clearly using appropriate clarity, speed and phrasing (Sc/E3.1)
- Make relevant contributions to discussions about sources of support and take part in a role play (Sd/E3.1, Sd/E3.2)
- Listen to explanations (Lr/E3.1, Lr/E3.2)

## Links to other Citizens' Curriculum capabilities

**Financial:** Learners may choose to focus on financial issues to create action plans.

**Digital:** If there is access, use online sources to search for support (see Extensions).

## Language points

- Activity 1, 2 and 3: making suggestions ('What about...').
- Activity 4: asking for help ('I'm not sure what to do about...' 'Can you help me?'); giving advice ('You should...').

## Additional materials needed

- Citizens' Curriculum Activity Pack for Participatory Learning: <http://www.learningandwork.org.uk/resource/citizens-curriculum-participatory-resource-pack/>
- Cards/leaflets with sources of support from your prison (differentiation).
- Your prison handbook.
- 'Finding out about the law: where to get information and help' Module 1 from Law for Life <http://www.lawforlife.org.uk/tools-and-materials/>.
- 'Get set for success' (Learning and Work Institute).

## Suggested Approach

### Activity 1

1. Stick large copies of the images of issues (Source Material 1) around the room and ask learners to walk round, look at them and describe them to each other. Make a note of any issues while they are doing this and feedback. There are no correct answers for the images – accept what your learners suggest. Suggestions for scenarios in photos:  
1) 'I want to arrange a visit./I haven't had any visits.' 2) 'I need to see my solicitor' 'I have a legal problem.'  
3) 'I want to get a job.' 4) 'I want to improve my English./I want to learn something to help me get a job.' 5) 'I'm sick./I need to see a doctor.'  
6) 'I'm worried about my children./I don't know how my children are

doing at school.' 7) 'I want to start eating vegetarian food./ 'I want to eat more vegetables.' 8) 'My cell mate never lets me watch what I want on TV.' 9) 'My bed is uncomfortable.' 10) 'I need a repeat prescription.' 11) 'I'm very stressed./'I'm being bullied.' 12) 'I want to call my family./'I haven't got any money to call my family.'

2. Draw a table on the board with two columns and write these headings a) 'Problem' and b) 'Help'. Write one of the problems in the first column and ask learners where they can get support for this. Write this in the second column.
3. With learners in small groups, ask them to copy the table, discuss and fill in the first two columns. Write '?' where they don't know about a source of support

### Activity 2

1. Ask learners to discuss when they have had help: who helped or how they got help.
2. Write 'who' | 'where' | 'how' on the board and get learners to discuss the areas with a question mark e.g.
  - 'who': ask a friend, prison officer, befriender, Listener (Samaritans programme) – tailor this to terms used in your prison;
  - 'where': the library, the church/ mosque/chaplaincy, computer room;
  - 'how': ask someone, look it up in a book/online, make a phone call.

3. Ask learners to discuss this in their groups and write in the spaces. Ask one person from each group to present their suggestions to the group.

### Activity 3

Ask learners to choose a problem they would all like help with or vote for one out of a selection.

Ask learners to create an 'Action matrix' as described on p20 of the CC Activity Pack for Participatory Learning: in groups of three or four, students draw a table to illustrate the actions they have planned then present their ideas to the group when finished.

### Activity 4

Referring to the action plans or some of the suggestions for support which involve asking for help, elicit what learners could say and write roleplay prompts on the board like this:

You

**'Excuse me - help - please?'**

Person you are asking for help

**'Yes - what - matter'**

Ask learners to decide which role they will take i.e. themselves or the person they are asking for help from then do the role play in pairs.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Pre-teach essential vocabulary for understanding the issues and sources of support if necessary.</li> <li>• Ask learners to identify the problem from the images then say/draw/write possible solutions.</li> <li>• Write issues suggested on the board for learners to copy.</li> <li>• Give learners cards with sources of support from your prison.</li> <li>• <b>Activity 3:</b> Use Problem Posing from p19 of the CC Activity Pack for Participatory Learning to prepare learners for making an action plan.</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Have a selection of leaflets from the prison or the prison handbook available for reference.</li> </ul>

### Learner co-design and delivery

This is embedded throughout this session as learners will use scenarios based on/ relevant to their lives.

### Extension activities

- Activity 2: Use top tips from 'Finding out about the law: where to get information and help' Module 1 from Law for Life (p25) to evaluate online sources of support <http://www.lawforlife.org.uk/tools-and-materials/>.

- Activity 3: Use Problem Tree from p19 of the CC Activity Pack for Participatory Learning.
- Activity 3: Use GROW model from p177 of Get Set for Success to create individual action plans.
- Activity 4: Ask learners to work in groups of three to do the roleplay with one learner observing during the roleplay then feeding back after the activity. Learners can swap roles and partners to practise the roleplay in different scenarios.

## Source materials

### Source Material 1

#### Images of issues



NOTES:



NOTES:

3.1



NOTES:

3.2



NOTES:

4



NOTES:

5



NOTES:

6



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NOTES:

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NOTES:

9



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NOTES:

11



NOTES:

12



NOTES:

# Volunteering to help others

## Overview:

Learners will consider key concepts around support roles that are often provided by volunteers (in prisons these may be paid roles); opportunities available to them; hurdles they may have to overcome; the steps they need to take. They will learn/practise language for talking about feelings, expressing views and asking questions.

### Entry 1

- Speak clearly to be heard and understood and ask questions about volunteering (Sc/E1.1, Sc/E1.3)
- Listen carefully to short explanations (Lr/E1.1, Lr/E1.2)
- Recognise a limited number of key words (Rw/E1.1a)
- Write a simple sentence about a volunteer (Ws/E1.1)

### Entry 2

- Speak clearly and ask questions using stress and intonation appropriately (Sc/E2.1, Sc/E2.2c, Sc/E2.2d)
- Listen and contribute to discussions about volunteering, and make suggestions (Lr/E2.8, Sd/E2.1)
- Listen carefully to explanations (Lr/E2.1, Lr/E2.2)
- Write simple and compound sentences about volunteers (Ws/E2.1)

### Entry 3

- Speak clearly and ask questions using appropriate clarity, speed and phrasing (Sc/E3.1, Sc/E3.3)
- Make relevant contributions to discussions about volunteering and make suggestions (Sd/E3.1, Sd/E3.2)
- Listen to explanations (Lr/E3.1, Lr/E3.2)
- Write complex sentences about volunteers (Ws/E3.1)

## Links to other Citizens' Curriculum capabilities

**Literacy:** Recording new vocabulary and definitions; writing sentences/questions.

**Maths:** Learners could compare pay rates if peer supporters are paid different rates from other jobs; time-keeping.

**Health:** Research health benefits of volunteering; build on Activity 2.

**Financial:** Outside prison, learners could volunteer for fund raising; quantify the financial value of their voluntary work to their community.

Digital: locate and evaluate information on voluntary activities in their community; promote good causes using social media; contribute on line; research related topics and more.

### Language points

- Activities 1/2: Key vocabulary and terms: help, support, training, confidentiality, listening; names/ acronyms for roles - Listener, PID, Mentor, Recovery Champion.
- Activity 3: Writing simple sentences: word order and punctuation.
- Activity 4: Question forms; ways of expressing likes/dislikes, feelings, wishes, hopes and opinions.

### Additional materials:

- Prison handbook
- Blank cards or sticky notes
- a volunteer/peer supporter from a linguistic minority background if possible. If not available invite a chaplain/librarian/member of staff responsible for volunteers/supporters.
- Citizens' Curriculum Activity Pack for Participatory Learning: <http://www.learningandwork.org.uk/resource/citizens-curriculum-participatory-resource-pack/>
- ESOL Nexus Offender Learning: Working to help others Lesson Plan (on Virtual Campus)
- Should I volunteer? <http://www.nhs.uk/Livewell/volunteering/Pages/Whyvolunteer.aspx>

- NCVO <https://www.ncvo.org.uk/ncvo-volunteering>
- Optional: items associated with volunteer roles: e.g. badges or T-shirts, leaflets
- Images of volunteers outside prison e.g. charity shop workers, fund raisers, prison visitors, conservation volunteers etc.

### Suggested Approach

#### Activity 1

#### Finding out what learners understand about the term 'volunteer'

- Show the cards/objects from Source Material 1 and elicit what learners know about the roles/jobs. Ask Who is this? What does he/she do? What is he/she called? (Listener/Mentor/etc) Where does he/she work? Who do they work with? Do they earn money for this?
- List each title on the board/flip chart and explain the terms used for these roles in your setting. If reading mentors/Listeners are paid in your setting, explain that people on the outside often do these jobs as volunteers and are not paid. You could use the term helper or supporter instead of volunteer.

#### Activity 2

#### Why volunteer/become a peer supporter?

- Use the Card Cluster activity (p11 of the CC Activity Pack for Participatory Learning) to elicit the possible benefits of volunteering. Give each

learner three cards or sticky notes on which to write a word or draw what they think these are.

- Each learner reads/explains their card, working in small groups or as a class to cluster them. Possible clusters could be related to well-being (feel useful/good/confident/less stressed); work (gaining skills/experience); or gaining privileges etc.
- Ask other learners to feedback to confirm if the identified benefit is a potential outcome. 'Does helping others make you feel happy?' 'What skills do reading mentors learn?' 'Is that good for him/her/them? Are Listeners enhanced?'

### Activity 3

#### What do volunteers need to be or have?

- Give learners another three cards or sticky notes and ask them to write what volunteers are/need to be/do/have: e.g. kind/ness; helpful; particular skills; good listener etc.
- Place the cards from Resource 1 on a table and ask the learners to place the cards/sticky notes around the roles with which they associate them.
- Model sentences generated by words from clusters, then invite learners to say a sentence or two about a role appropriate to their level e.g. I want to be a Listener; Reading Mentors enjoy talking about books; I like to be useful. I am a befriender; I help new prisoners who speak my language. It gives me confidence. Offer sentence

stems or use the word cards from Source Materials 1 and 2. Support them to add /s/ or suffixes, verbs and pronouns where appropriate.

### Activity 4

#### Questions to ask a volunteer

- Tell learners that you have invited a speaker to tell them about a volunteer role. Ask them to work in pairs/threes to think of questions they would like to ask them.
- Model asking questions and acknowledging the responses or asking for clarification. Practise asking the questions and nominate individuals to ask particular questions to ensure that everyone gets a turn to interact with the speaker.

### Activity 5

#### Listen to a presentation from a volunteer (or chaplain/librarian/other staff)

- Ask the volunteer/speaker to talk for around five minutes using any visual aids they may have – e.g. branded t-shirt; leaflets; folder with paperwork used.
- Manage the session to ensure that everyone has a chance to ask a question. Allow the discussion to develop naturally only intervening where necessary. Towards the end, invite anyone who hasn't had a chance to speak to ask a question, if appropriate. Sum up and thank the speaker or invite a confident learner to do so.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Use 4-6 roles that learners are likely to be familiar with.</li> <li>• <b>Activities 2/3:</b> Model the activity for beginner learners and offer lots of prompts. Use word and phrase cards in Source Materials 1 and 2</li> <li>• <b>Activity 4:</b> Group learners by level, work with lower level groups to discuss questions, appropriate to their level ('What/who/when/do you etc') and scribe them for them. Make copies of questions and cut them up into individual words or phrases to reconstruct activities and reinforce learning.</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• <b>Activities 2/3:</b> Ask learners to generate 2 – 3 sentences or short paragraphs using the words from one or more cluster.</li> <li>• <b>Activity 4/5:</b> Expect higher level learners to generate and ask questions appropriate to their level.</li> </ul>

### Learner co-design and delivery

- Learners share what they know about volunteering opportunities in their setting.
- Learners research opportunities they have learnt about and list the steps to take to get a particular role.
- Learners support each other to ask questions.

### Extension activities

Write about the presentation for cell work or as a follow up class activity.

Ask learners to vote for the voluntary role that appeals most to them. Elicit what they would have to do get that job. List the first few steps/further questions e.g. Find out who to ask about it/Fill in an app/Find out about any training – when, how long?

Do I need to improve my English more?/  
Can I use my main language in the role?

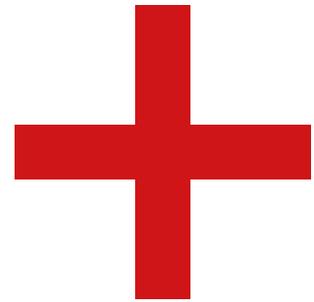
Ask them to create an action plan using the Action Matrix from p20 of the CC Activity Pack for Participatory Learning. Create volunteer roles in class to build confidence and skills. Either ask learners to identify roles they would like to take on, or suggest them. Possible jobs: Arrange chairs and tables/Handout resources/Help illustrate worksheets, if artistic/Be a 'mentor' to welcome new learners and explain classroom routines/Be a Reading/Numeracy supporter/Scribe for emerging writers/Dictionary monitor. Other responsibilities – take work to someone who missed a lesson; introduce someone new to the gym, interpret, give a presentation on something (legal) they know about. Design a leaflet/flyer to recruit volunteers for one or more of the classroom roles.

## Source materials

### Source Material 1



**Befriender**



**Health rep**



**Care buddy**



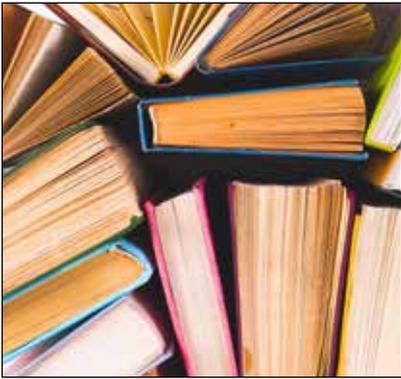
**Listener**



**Radio  
presenter**



**Addiction  
adviser**



## Reading mentor



## PID (prison information desk)

## Maths mentor

### Image sources

Reading mentor <http://www.shannontrust.org.uk/get-involved/opportunities>

Numeracy mentor <http://www.onezonemaths.org/about-one-to-one-maths/>

Possible befriender image <http://www.telegraph.co.uk/news/uknews/law-and-order/8789794/Slopping-out-case-life-of-luxury-in-British-jails.html>

Listener <http://www.gettyimages.co.uk/detail/news-photo/prisoner-wearing-a-listener-t-shirt-looks-out-of-a-cell-news-photo/527517942#prisoner-wearing-a-listener-t-shirt-looks-out-of-a-cell-window-hmpyoj-picture-id527517942>

Care buddy <https://www.spreadshirt.com.au/handicap+t-shirts>

Others from HMP Hull prisoner handbook

## Source Material 2

Make sentences

<b>volunteers</b>	<b>helpers</b>
<b>supporters</b>	<b>feels</b>
<b>confident</b>	<b>useful</b>
<b>learn</b>	<b>to teach</b>
<b>information</b>	<b>about health</b>
<b>skills</b>	<b>about music</b>
<b>to help</b>	<b>happy</b>
<b>satisfied</b>	<b>good</b>
<b>experience</b>	<b>kind</b>
<b>helpful</b>	<b>privileges</b>
<b>earn</b>	<b>gain</b>
<b>new</b>	<b>improve</b>
<b>practise</b>	<b>enjoy</b>

<b>trained</b>	<b>want to</b>
<b>used to</b>	<b>will</b>
<b>can</b>	<b>know</b>
<b>help</b>	<b>support</b>
<b>think</b>	<b>improve</b>
<b>are</b>	<b>am</b>
<b>can't</b>	<b>don't know</b>
<b>too</b>	<b>hard</b>
<b>shy</b>	<b>no</b>
<b>time</b>	<b>sad</b>
<b>not</b>	<b>boring</b>
<b>English</b>	<b>need</b>
<b>earn</b>	<b>little</b>

# Knowing your rights

## Overview:

In this session, learners will practise language for talking about rights and the law. They will read or listen to a case study of a man in prison and what happened when he was released. They will consider the Incentives and Privileges scheme, the implications of their prison record for future employment and how they can find reliable information.

### Entry 1

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges about rights and privileges (Sd/E1.1, Lr/E1.5)
- Follow (or listen to) a short text about a prisoner (Rt/E1.1 or Lr/E1.1)
- Use and spell correctly some personal key words (Ww/E1.1a)

### Entry 2

- Speak clearly and use stress and intonation appropriately (Sc/E2.1)
- Listen and contribute to discussions about rights and privileges and take part in a role play (Lr/E2.8, Sd/E2.1)
- Read a text about a prisoner and recognise key vocabulary (Rt/E2.1, Rw/E2.2)
- Construct simple and compound sentences (Ws/E2.1)

### Entry 3

- Speak clearly using appropriate clarity, speed and phrasing (Sc/E3.1)
- Make relevant contributions to discussions about rights and privileges and take part in a role play (Sd/E3.1, Sd/E3.2)
- Listen to explanations (Lr/E3.1, Lr/E3.2)
- Read a text about a prisoner and learn key vocabulary (Rt/E3.1, Rt/E3.4)
- Spell correctly relevant key words (Ww/E3.1)

## Links to other Citizens' Curriculum capabilities

Numeracy: Money; quantity; time.

Health: Entitlements to health care; engage with health services; disability.

Financial: Getting a job; welfare benefits; prison spend; self-employment.

Digital: Locate and evaluate information

## Language points

- Activities 1 and 2: Imperatives; modals: must; can; tenses
- Activities 1 and 2: Vocabulary and lexis relating to rights and privileges
- Activities 2 & 3: Complex sentences of condition (higher levels): If I follow the rules, I will earn privileges.
- Activities 4 and 5: Register: formal language for job interviews I worked as.; I have experience...

## Additional materials needed

- Citizens' Curriculum Activity Pack for Participatory Learning: <http://www.learningandwork.org.uk/wp-content/uploads/2017/07/LW-Citizen-Curriculum-Activity-Pack-FINAL.pdf>
- Prison handbook
- The Prisoners' Information Book for Male Prisoners and Young Offenders translated into 27 languages: <http://www.prisonreformtrust.org.uk/Publications/PrisonersInformationBooks>
- Information/leaflets on organisations that help people leaving prison and, if outside, those that help ex-offenders find employment.
- 'Treated badly or discrimination' Module 3 Employment and discrimination: developing confidence and getting organised (Law for Life).
- ESOL Nexus Offender Learning pack on Looking for Work Outside and Self Employment Lesson Plan.

## Suggested approach

### Activity 1

#### Your rights in prison

Elicit from learners what they know about their rights in prison. In groups ask them to create a Word Flower (see p14 of the CC Activity Pack for Participatory Learning) to write or draw key words/concepts on each petal. Positive words (exercise/safety) could be in one colour and negative ones (bullying/racism/bad names) in another.

They could use the words on Source Material 1 to get started and add more. Ask learners to say or discuss what each word or phrase means to them. Are all these rights? Support them to establish those that are rights and those that may not be e.g work.

Encourage learners to help each other with vocabulary.

### Activity 2

#### Responsibilities and privileges

Talk about rules in your prison. Elicit the rules they know. What can you do? What can't you do?

Write them up on the board/flipchart under the headings Can and Can't

Some people may have privileges so will have more under Can than others – elicit or explain that these are privileges.

Ask learners what they know about the 'Incentives and Earned Privileges Scheme' in your prison. If any of them know a lot ask them to act as 'experts' and invite the others to ask them questions about it. Alternatively give

them copies of the prison handbooks or a simplified description of the scheme and ask them to read about it and ask you questions about anything they don't understand. Ask learners to record the privileges they have on entry and that they can earn using Source Material 2.

### Activity 3

#### Edi's story

Read (or record and play) the Case Study about Edi (Source Material 3). Stop at the end of each paragraph and check learners have understood.

Identify the privileges on Source Material 3 that Edi mentions.

In pairs or threes, learners compare Edi's privileges to those in your prison.

Learners identify what they can do to improve status: e.g. a course in anger management; take on a support role.

### Activity 4

#### Disclosure

Read (or play) the dialogue (Source Material 4) with an advanced learner.

Ask learners to underline any vocabulary/phrases they don't understand and either look them up in a dictionary or invite someone else to explain. When learners agree on a right answer, write it on the board for them to copy into a personal dictionary.

Explain their obligation to disclose their conviction to potential employers and how they can highlight their positive features in a CV, or at an interview as Edi does.

Ask learners to read the dialogue in pairs.

### Activity 5

#### Role play

Referring to the dialogue for support, elicit what learners could say to a job coach and write their responses as role play prompts on the board as in Source Material 5. Drill and practise questions and responses.

Ask learners, in pairs, to role play a short interview: the interviewee can be themselves, if they are comfortable sharing, or use one of the role play cards in Source Material 6.

### Activity 6

Play 'Back to the Board' with the words on Source Material 1 and any others that came up in the other activities.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Learners work in pairs or trios (mix abilities) to generate words or phrases and agree simple definitions. Allow them to use their own language or draw what they want to say.</li> <li>• <b>Activity 3:</b> Focus on the first two paragraphs of Edi's story.</li> <li>• <b>Activity 4:</b> Read dialogue with a more advanced learner as the interviewer or stop at 'for 3 years'.</li> <li>• <b>Activity 5:</b> Beginner pairs practise using just the first two prompts 'My name is ...' 'I want a job as a/an...'</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Learners write a sentence in English using words appropriate to their level.</li> <li>• <b>Activity 2:</b> Learners find the rules and information on the IEP scheme in the prison handbook and help to explain them.</li> <li>• <b>Activity 5:</b> Role play the whole scenario as themselves or one of the examples on Source Material 6...</li> </ul>

### Learner co-design and delivery

- Learners share what they know and identify their priorities for development.
- Learners support each other and work on activities together.
- Learners can use their own situations for the role play.

### Extension activities

Learners list what they can do to earn privileges and how long it will take.

Learners could use the Problem Tree from p16 of the CC Activity Pack for Participatory Learning, to structure a discussion of the causes, consequences and possible solutions to a particular problem on or more of them is experiencing.

Learners who have gained or lost privileges can, if appropriate, tell their story. In small groups or as a whole class, rewrite the negative stories with different actions that lead to a positive outcome.

Learners create individual action plans outlining the steps they need to take to earn more privileges.

Adapt activities from 'Treated badly or discrimination' (p8) Module 3 Employment and discrimination: developing confidence and getting organised (Law for Life: the Foundation for Public Legal Education). [http://www.lawforlife.org.uk/wp-content/uploads/module\\_3\\_finalwebsitenewcolours.pdf](http://www.lawforlife.org.uk/wp-content/uploads/module_3_finalwebsitenewcolours.pdf)

## Source materials

### Source Material 1

What are my rights?

#### Yes

<b>safe</b>	<b>religion</b>	<b>money</b>
<b>outside</b>	<b>library</b>	<b>work</b>
<b>family visits</b>	<b>health care</b>	<b>shower</b>
<b>education</b>	<b>doctor</b>	<b>good food</b>
<b>phone call</b>	<b>dentist</b>	
<b>letters</b>	<b>medicine</b>	

#### No

<b>bullying</b>	<b>swearing</b>	<b>steal my things</b>
<b>racism</b>	<b>bad names</b>	<b>tell me lies</b>
<b>discrimination</b>	<b>hit</b>	<b>make fun of me</b>
<b>violence</b>	<b>shouted at</b>	<b>ignore me</b>

## Source Material 2

Privileges you can earn:

### Entry



### Enhanced



## Source Material 3

### Edi's Story

**My name is Edi. I am on Enhanced. My family can visit four times a month. I can go to the gym every day. I can spend £25 a week. I have a TV, a CD player and lots of biscuits in my cell.**

**I have a nice job. I grow vegetables and I am doing a horticulture course. I like working outside. I like helping people. I am a Reading Mentor. I help Delin with reading. He is a new prisoner from my country.**

**It was not like this when I came here three years ago. I was very angry and frightened. I broke lots of rules. I did not understand and felt frustrated. Luckily there were other people who spoke my language who helped me. I went to ESOL and calmed down. Now I have more Association time I can talk to many people and practise my English**

**I had to stay on Entry for four months. It was hard. Slowly I earned privileges. But I have a temper. There was a fight and I hit an officer. I was locked up for four weeks and put on Basic. It took a long time to get back to Enhanced!**

**I have to work hard to stay calm and follow all the rules. My release date is in two months. I can't wait.**

## Source Material 4

### Disclosing your conviction

**Jo:** Hello Edi. My name is Jo. I am your Job Coach.

So, you want to be a gardener. Do you have any experience?

**Edi:** Yes, I worked for my uncle. He owned a plant nursery. When I was in prison I worked in the vegetable garden for two years.

**Jo:** That's good. Do you have any qualifications?

**Edi:** Yes, I did a horticulture course in prison and got my certificate from Ellswood College.

**Jo:** I see....how long were you in prison?

**Edi:** Three years. I used my time well. I passed exams in English and maths, did voluntary work, worked in the garden and then did the horticulture course.

**Jo:** Okay. We work with companies that will employ ex-prisoners. There are two horticulture businesses.

**Edi:** Oh I don't want anyone to know I was in prison. I got into trouble when I was young and foolish. I am a different person now.

**Jo:** I'm sorry Edi. The law says you have to disclose, or tell, employers about your conviction. But that's not forever. You were in prison for 3 years, so after 7 years your conviction is 'spent'.

**Edi:** Seven years is a long time.

**Jo:** Yes. You could also think of self-employment. You work for yourself, so you don't have an employer. We have a course to help you prepare for self-employment.

**Edi:** I'd like that. I think I'll try to get a job. I need to save some money to buy equipment and a van. Can I do the self-employment course later?

**Jo:** Yes of course.

**Edi:** Thank you.

## Source Material 5

### Role play prompts

**Job Coach**



**You**



## Source Material 6

When is your conviction spent?

<b>Prison sentence</b>	<b>Your conviction is spent after:</b>
<b>0 - 6 months</b>	<b>2 years</b>
<b>6 - 30 months</b>	<b>4 years</b>
<b>30 months - 4 years</b>	<b>7 years</b>
<b>more than 4 years</b>	<b>never</b>



**Ying**

Sentence: 5 months  
**chef**



**Malik**

Sentence: 12 months  
**gardener**



**Abdi**

Sentence: 20 months  
**painter**



**Helen**

Sentence: 6 years  
**electrician**



**Jamila**

Sentence: 14 months  
**builder**



**Zayn**

Sentence: 36 months  
**cleaner**

# Getting heard

## Overview:

Learners will identify contexts where they struggle to get themselves heard; identify sources of help; practise the language they need to get the attention of the right person and state what they need. They will share information on sources of support, which they can use to compile a class information file. They should also note or record the useful phrases they learn.

### Entry 1

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges about where to get help (Sd/E1.1, Lr/E1.5)
- Obtain information from the texts (Rt/E1.1b)
- Recognise a limited number of key words (Rw/E1.1a)

### Entry 2

- Speak clearly and use stress and intonation appropriately (Sc/E2.1)
- Listen and contribute to discussions about sources of help, ask questions, make requests and take part in a role play (Lr/E2.8, Lr/E2.5b, Sc/E2.2, Sd/E2.1)
- Obtain information from the texts and recognise key vocabulary (Rt/E2.1, Rw/E2.2)
- Identify common sources of information (Rt/E2.3)

### Entry 3

- Speak clearly and use stress and intonation appropriately (Sc/E2.1)
- Listen and contribute to discussions about sources of help, ask questions, make requests and take part in a role play (Lr/E2.8, Lr/E2.5b, Sc/E2.2, Sd/E2.1)
- Obtain information from the texts and recognise key vocabulary (Rt/E2.1, Rw/E2.2)
- Identify common sources of information (Rt/E2.3)

## Links to other Citizens' Curriculum capabilities

Health: Awareness of available services; including support for addiction and mental health.

Digital: Inside: word processing; accessing Virtual Campus resources; Outside: web search; writing emails; social networks.

## Language points

- Activity 1: Lexis: name problems and sources of help; how to express needs – I want; I need; modals: can/can't; for lower levels; could/couldn't for higher; simple past.
- Activity 2 and 4: Polite forms – excuse me/please; body language; tone; stress. Make the same request in different registers: politely, aggressively, downcast, with/without a smile.
- Activity 3: As above; lexis: sequence words – first, next, then. Higher levels: another person you can ask/ask X or Y; you can/could phone or write.

## Additional materials

- Flip chart; paper; colour pens; vocabulary sheets; learner dictionaries;
- Personal Action Plans; Prison handbook
- Citizens' Curriculum Activity Pack for Participatory Learning: <http://www.learningandwork.org.uk/resource/citizens-curriculum-participatory-resource-pack/>
- ESOL Nexus Offender Learning Lesson Plan on writing a letter to Inside Time (Virtual Campus)

## Suggested Approach

### Activity 1

#### Context setting

Tell learners about a situation they can understand where you needed help with a straightforward issue but didn't know

where to start/whom to ask and the outcome.

Elicit situations learners are comfortable discussing where they feel they have problems asking for something they needed or did not know whom to ask.

Write, or ask higher level learners to write, a phrase or sentence about each one on A4 paper or cards and stick them up where everyone can see.

Select one that is relatively straightforward to resolve and commonly recurring.

Ask a few questions to gain a better understanding of the issue and make sure everyone understands e.g. What is the problem? Who can help? Who should s/he ask? Has this happened to anyone else? What did you do? What happened?

If one of them achieved a happy outcome ask: Who helped you? Did you have to ask someone else? Did you complain? What did you do? If the problem was not resolved, save it for a later activity.

### Activity 2

#### Asking for help with an issue

Show learners the images from Source Material 1 and elicit who each one is and their role – you may need to change the titles to those used in your prison. Elicit or tell them the names of fellow prisoners in those roles.

Either elicit the role of each individual or service, or ask learners to match them with their definition.

Use the issues the learners have identified or the cards in Source Material 2.. It includes blank cards for you to write in issues that are more relevant to your group.

Show or point to them one at a time. Read them out as if they are your problems e.g. 'I have a problem. Someone took my pillow a week ago. What can I do?'

'I want to stop taking drugs/give up smoking. Can I get help?'

'I asked my Prison Officer to help me with... I filled in an app two weeks ago.'

Work with your learners to decide whom to ask first.

Lay the images of people in Source Material 1 on a table and ask learners to place the issues beside a person who can help.

### Activity 3

#### Phrases to use

Ask learners how they attract the attention of the person they want to speak to. What do they hear other people say? What reaction do they get?

Project or show them the phrase cards in Source Material 3. Read them out. Vary your intonation to demonstrate the difference between sounding respectful and confident, and timid or rude. Ask learners to choose which ones would get the best reaction.

Give groups of three or four a set of cards each to sequence them into beginning, middle and end of conversation.

### Activity 4

#### Role play

Role play a scenario from Source Material 2 or Activity 1 with a confident learner – take turns in playing the person asking for help or information. Pause in between and invite feedback from your partner and the group.

Invite learners in pairs or trios to role play scenarios, distributing them according to ability. Choose the more neutral ones as the aim is to practise language and strong emotions might get in the way. If in threes, they should take in turns to be an observer and provide constructive feedback.

Finish the session using the Spectrum Line activity on p24 of the CC Activity Pack for Participatory Learning. Learners choose a position to show how confident they feel about:

- a) asking for help
- b) knowing whom to ask or where to start.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Focus on straightforward information: who can help with what. Resource 1 can be cut up for learners to match the role with the image and/or definition</li> <li>• <b>Activity 2:</b> Use the first 4 – 8 statements</li> <li>• <b>Activity 3 and 4:</b> Focus on the phrases for attracting attention and stating a problem. Just use Resource 3. The learner playing an officer agrees to help and the prisoner just thanks them.</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Learners offer definitions for each role</li> <li>• <b>Activity 2:</b> Use the more involved issues (9 onwards)</li> <li>• <b>Activity 3 and 4:</b> Discuss the positive and negative phrases in more detail and develop the role plays further. Officers should say no at first only giving in if the supplicant makes a good case.</li> </ul>

### Learner co-design and delivery

- Learners can contribute scenarios to generate content for the session.
- Learners share knowledge and experience of language they use to get themselves heard.
- Learners share knowledge of sources of help, information and advice.

### Extension activities

- Learners each agree to ask for further information to address any gaps in their shared knowledge and feedback to the group at a specified session.
- Learners compile a class file of useful information about support in their establishment and take responsibility for updating it.
- Action plan for how they can deal with more difficult issues that may have to go to the governor or

Independent Monitoring Board.

- Create a flow chart or Action Matrix (see p19-20 of the CC Activity Pack for Participatory Learning) illustrating the steps in progressing a complaint.
- Write a letter about an issue for Inside Time.

### Outside prison:

- Identify issues for which learners need support.
- Adapt the role play to relevant issues using similar phrases.
- Explore how they can use social media to voice concerns and solicit support.
- Write a letter to a local newspaper or relevant agency such as the council about an issue they want resolved.

## Source materials

### Source Material 1

#### Vocabulary Sheet - Staff

	<b>Addiction advisers</b>
	Help you stop <ul style="list-style-type: none"><li>• taking drugs</li><li>• drinking too much</li></ul>
	<b>Chaplain - Imam - Priest</b>
	They talk to everyone You can be from any religion You can have no religion
	<b>Doctor - Nurse - Health assistant</b>
	Talk to them about any health problems, drugs, addictions and feelings.
	<b>Librarian</b>
	<ul style="list-style-type: none"><li>• Help you find information</li><li>• Order books in your language</li><li>• Find you a reading mentor</li></ul>
	<b>Prison Officers</b>
	You can ask them for help with <ul style="list-style-type: none"><li>• a question</li><li>• a problem</li><li>• a complaint</li></ul>
Add your image!	<b>Teacher</b> Add a description of your role.

## Vocabulary Sheet - Prisoners



### **Befrienders**

Talk to them about any questions or worries you have.



### **Care Buddy**

They help people with a disability.



### **Health Rep**

Talk to them about problems with health care in prison



### **Listener**

They help prisoners with sad feelings.



### **PID Workers**

They give you more information about prison. Sometimes they wear a special T-shirt.

## Others

	<p><b>Inside Time</b></p> <p>A newspaper for people in prison There is lot of helpful information in it</p>
	<p><b>Prison radio</b></p> <p>A radio station for people in prison</p>
	<p><b>Prison visitors</b></p> <p>They visit people in prison to chat and be their friend. A prison chaplain may find someone who can speak your language</p>
	<p><b>Independent Monitoring Board</b></p> <p>If you can't get help with a problem, you can ask to see an Independent Monitor</p>

## Source Material 2

Who can I ask for help or advice

**I want a job outside. What do I do?**

**I want to stop smoking. I need help.**

**I can't sleep. I need help.**

**I feel very sad. I need to talk to someone.**

**I want my family to visit. What do I do?**

**I want books in my language.**

**I want to call my family in another country.  
What do I do?**

**My tooth hurts. How can I see a dentist?**

**Someone took my pillow. I asked for another one  
two weeks ago. I am still waiting.**

**I want to transfer to a prison near my family.  
Who do I ask?**

**We had a book group in my last prison.  
I want to join one here.**

**I want to join the art class but the teacher says my  
English is not good enough. I studied art at school  
and know I will understand. What can I do?**

**I am a vegetarian. Every time I get to the server there are no green vegetables left. I hate potatoes and carrots. I can't get there any earlier.**

**I filled in 3 apps for the same thing. I spoke to the prison officer on my wing. He just laughed at me.**

**I like writing stories. I want to see them in print.**

Your learner's issue

Your learner's issue

Your learner's issue

### Source Material 3

#### Phrases

<b>Excuse me</b>	<b>Can I speak to you?</b>
<b>May I have a word?</b>	<b>Officer (Name) Have you got a minute?</b>
<b>Please...</b>	<b>Can you help me?</b>
<b>I would like / I'd like...</b>	<b>I need...</b>
<b>Could you...?</b>	<b>I am worried about...</b>
<b>I feel...</b>	<b>I'm sorry but...</b>
<b>It would help me if...</b>	<b>I have a problem with...</b>
<b>Who should I speak to?</b>	<b>What else can I do?</b>
<b>Thank you for your help.</b>	<b>I understand you can't help. Is there someone else I can speak to?</b>

## Source Material 4

### Less helpful words and phrases

<b>Hey you!</b>	<b>I want to speak to you now.</b>
<b>I want .....</b>	<b>You must .....</b>
<b>I want to complain</b>	<b>This is not fair.</b>
<b>You're wrong.</b>	<b>You never listen to me.</b>
<b>You don't care.</b>	<b>That's bad.</b>
<b>Swear words.</b>	<b>You're a ***** (bad word)</b>
<b>Thanks for nothing.</b>	<b>I've had enough!</b>



# Unit 2 **Financial**

# Attitudes to money

## Overview:

In this unit (probably most suitable for E2/E3 learners) learners will explore possible links between childhood experiences and their present attitudes relating to money. They will also have the opportunity to explore some personal and cultural attitudes to money and identify any they would like to change.

### Entry 1

- Speak and listen in simple exchanges about attitudes to money (Sd/E1.1b, Lr/E1.5)
- Recognise a limited number of key words (Rw/E1.1a)
- Write some personal key words (Ww/E1.1a)

### Entry 2

- Follow the main points and make appropriate contributions to discussions about attitudes to money (Sd/E2.1, Lr/E2.8a)
- Obtain information from texts and recognise key vocabulary (Rt/E2.1, Rw/E2.2)
- Write some key words and phrases (Wt/E2.1a)

### Entry 3

- Follow and make relevant contributions to discussions about attitudes to money (Lr/E3.7, Sd/E3.1)
- Obtain information from texts through detailed reading (Rt/E3.8)
- Recognise specialist key words (Rw/E3.1)
- Spell correctly relevant key words (Ww/E3.1)

### Links to other Citizens' Curriculum capabilities

- Literacy: Use language to support own and others' development
- Numeracy: Readiness to engage with maths
- Civic: Awareness of different cultural attitudes and sayings about money, team working

### Language points

- Key vocabulary related to attitudes to money e.g. generous, mean, careful
- Using the present and past simple e.g. 'I like lots of money'; 'When I was a child my family had no money'

### Additional materials needed

- Activity 1: Vocabulary puzzles, vocabulary notebooks
- Additional materials for higher level learners: Extended vocabulary list and puzzles

- Activity 2: Card pack with statements re childhood experience of money, a few blank cards and pens
- Activity 3: Sheet with statements reflecting a range of attitudes to money. Print on card and cut into individual cards. A4 sheets of paper. Pens.
- Activity 4: Copies of list of sayings about money
- Activity 5: A4 sheets of paper
- Extension activities: A3 white paper, scrap paper, glue, coloured pens, pencils

## Suggested Approach

### Activity 1

#### Different words for money

- To set the context, write the word 'Money' on the board and elicit some different words for money from learners, e.g. dosh, quid etc. Give out A4 sheets of paper and ask learners to work on their own or in pairs and write down as many words as they can think of for money in three minutes.
- Learners then take it in turns to call out a word on their sheet. If another learner/pair have it on their sheet, they cross it out. The winner is the person/pair with the longest list of uncrossed words on their list.
- Beginners can use the 'Different words for money' activity sheet (Source Material 1)

### Activity 2

#### Feelings about money

- Ask learners how they feel about money and elicit some key words, e.g. generous, careful etc. Check the meaning of these words with learners.
- Hand out the puzzle cards matching word, picture and definition and adjust the number according to the level of the learners (Basic vocabulary identified by \*).
- Beginners can complete the Feelings about money activity sheet.

### Activity 3

#### Current attitudes to money

- Ask learners to draw an outline diagram of themselves on an A4 sheet.
- Give out Source Material 4 and go through statements relating to possible attitudes to money. Ask learners to choose five statements which reflect their current attitude to money and stick or copy them around their diagram. If learners are uncomfortable applying statements to themselves, ask them to think of a fictional person they could apply statements to.
- Learners then share their diagram with another learner and following the discussion identify a few things they want to change. They can write these on their diagram or on their Personal Action Plan.

## Activity 4

### Sayings about money

- Divide learners in to pairs. Give each pair a copy of Source Material 5 to discuss.
- Ask learners to share some more sayings about money, either from their own culture/language or ones they have made up.
- Share these with the class.

### Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Pair beginner reader/writers with learners who have stronger literacy skills and can scribe their shared ideas and suggestions.</li><li>• For Activity 1, you can give beginner reader/writers. Beginner reader writers can explain what they want to write to the teacher. The teacher can write their sentence onto a long piece of card and use a language experience approach to helping the learner read it, sequence it when cut up and then copy it.</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Wider vocabulary list</li><li>• Write their own statements on diagram about current attitudes to money (rather than sticking or copying)</li></ul>

### Learner co-design and delivery

In this unit learners' personal experiences of money and finances form the core content.

Activity 1: Learners are likely to know many more 'prison' words for money than teachers.

Activity 2: Learners could create their own puzzle pieces to use with each other and for revision purposes.

Activity 3: Learners can create their own stimulus cards

Activity 4: Learners can write their own current attitudes to money

Activity 5: Learners will use their own cultural heritages as the source of saying about money.

### Extension activities

- Draw a river depicting their past, present and future financial journey. Draw obstacles, bridges, whirlpools etc
- Identify current attitudes to money they would like to change

## Source materials

### Source Material 1

#### Different words for money

Here are some common and slang words for money. Add any more that you know.

<b>bob</b>	<b>dough</b>	<b>tanner</b>
<b>brass</b>	<b>quid</b>	<b>tenner</b>
<b>bread</b>	<b>five</b>	<b>wonga</b>
<b>bucks</b>	<b>flimsy</b>	
<b>canteen</b>	<b>grand</b>	
<b>cash</b>	<b>nicker</b>	
<b>coin</b>	<b>p</b>	
<b>coppers</b>	<b>ps</b>	
<b>currency</b>	<b>paper</b>	
<b>dibs</b>	<b>readies</b>	
<b>dosh</b>	<b>shrapnel</b>	
<b>dollar</b>	<b>smacker</b>	

<https://www.learnenglish.de/slang/moneyslang.html>

## Source Material 2

### Feelings about money

Key word	Meaning	Images
<b>beg*</b>	ask for money or food as charity from strangers in the street	
<b>borrow*</b>	to take something for a short time and plan to give it back	
<b>careful</b>	make sure you don't spend too much money	
<b>balance*</b>	the money you have in your bank or building society account	
<b>debt*</b>	money you owe to a bank or building society or to a person	
<b>generous*</b>	happy to give money or gifts	
<b>in the red</b>	when you don't have enough money in the bank and you owe the bank money	

Key word	Meaning	Images
<b>loan</b>	something such as money that you borrow and expect to pay back	
<b>materialistic*</b>	someone who feels that buying and owning lots of things is very important	
<b>pocket money*</b>	money parents regularly give to their children	
<b>mean*</b>	not happy to give or share things	
<b>shopaholic</b>	someone who is addicted to shopping	
<b>spendthrift*</b>	a person who spends money as soon as they have it	
<b>stingy</b>	someone who is not generous	

## Source Material 3

### Feelings about money: key words activity sheet

Key word	Meaning	Word in your main language
	ask for money or food as charity from strangers in the street	
	to take something for a short time and plan to give it back	
	make sure you don't spend too much money	
	the money you have in your bank or building society account	
	money you owe to a bank or building society or to a person	
	happy to give money or gifts	
	when you don't have enough money in the bank and you owe the bank money	
	something such as money that you borrow and expect to pay back	
	someone who feels that buying and owning lots of things is very important	
	money parents regularly give to their children	
	not happy to give or share things	
	someone who is addicted to shopping	
	a person who spends money as soon as they have it	
	someone who is not generous	

## Source Material 4

### Attitudes to money

<b>I save as much money as possible.</b>
<b>I love bargains.</b>
<b>I never have new clothes.</b>
<b>I never have enough money.</b>
<b>Money is always a problem.</b>
<b>I am always worried about money.</b>
<b>I give money to other people.</b>
<b>I am careful when I spend money.</b>
<b>I never talk about money.</b>
<b>As soon as I have money, I spend it.</b>
<b>I never get into debt.</b>

## Source Material 5

### Sayings about money

- **Money doesn't grow on trees.**
- **Leave it to grow.** (What people in Mauritius say to someone who has dropped money)
- **Money is the root of all evil.**
- **Money kills more than do weapons.** (Nigerian saying)
- **Money never made man happy.**

# Value for money

## Overview:

Learners develop their skills and understanding about identifying value for money and working out the best buy.

### Entry 1

- Speak and listen in simple exchanges and discussions about value for money (Sd/E1.1b, Lr/E1.5d)
- Make simple statements of fact (Sc/E1.4a)
- Recognise a limited number of key words (Rw/E1.1a)

### Entry 2

- Follow the main points and make appropriate contributions to discussions about value for money (Sd/E2.1, Lr/E2.8a)
- Recognise key vocabulary (Rw/E2.2)

### Entry 3

- Listen, respond appropriately and make relevant contributions to discussions about value for money (Lr/E3.7, Lr/E3.6b, Sd/E3.1)
- Recognise specialist key vocabulary (Rw/E3.1)

## Links to other Citizens' Curriculum capabilities

- Financial: Perform calculations with money. Understand the importance of shopping around, working out best buys and getting value for money.
- Civic: Communicate clearly. Team working.
- Digital: Understand how digital resources can support own life.

## Language points

- Key vocabulary, adjectives and phrases relating to shopping and value for money, e.g. bargain, cheap, expensive, sale, coupon, buy one get one free etc.
- Language for giving opinions and sharing ideas, e.g. In my/our opinion etc.
- Key vocabulary and terms relating to doing calculations, e.g. first, then add, divide, etc.
- Past simple, e.g. we bought, we sold, we persuaded, we exchanged etc.

## Additional materials needed

- Activity 1: Blank cards to record key words on. Flip chart sheets and pens
- Activity 2: Best buy cards for each group. Blank cards
- Activity 3: Images. Vouchers.
- Extension activities: Vocabulary sheets

## Suggested Approach

### Activity 1

#### Finding a bargain

1. Write 'Value for money' on the board and elicit meaning, i.e. something sold for a good price. Divide learners into groups and give each some post its or coloured cards.
2. Ask learners to brainstorm places where and how you can buy things at a good, cheap price inside and outside and write a different idea on each post-it or card.
3. Find out which group has the most ideas, then ask groups to take turns to call out an idea from one card and put it on the table or wall. If the same or a similar suggestion has already been called out, cards can be clustered together. Make sure suggestions that apply inside (i.e. to the canteen) are included, as well as examples outside, for example:
  - Look out for sales and offers such as 3 for £1 or buy one, get one free (BOGOF)
  - Work out the cheapest price based on cost per gramme, kilo, litre etc
  - Use alternatives to high street outlets, e.g. charity shops, pound shops, pop up shops
4. Learners can help each other with any new vocabulary. Write any new words on cards for beginners/ beginner readers to use later for a vocabulary activity.
5. Ask learners if high street shops offer value for money and agree one assumption or two opposing assumptions together, e.g. High street shops are more expensive/High street shops can offer good value for money. Divide learners into groups to use the Iceberg activity (see p20 of the CC Activity Pack for Participatory Learning) to explore the same or opposing statements. Pose further questions if helpful, e.g. Does this apply to all high street shops? Is this always true?
6. When groups have finished, display the icebergs and ask each group to present their main ideas. If necessary, provide and practise useful language to present ideas, e.g. In my/our opinion... I/we think that... etc.
7. Ask learners what new information they have found out about places to shop and value for money that they might tell visiting family or friends and/or do/try inside or on release.

## Activity 2

### Best buy

1. Set the context with a short group discussion about canteen lists, e.g. best buys, favourite items, items learners would like to be included, how prices compare to outside etc. Learners who have been in more than one prison can explain how canteen lists and prices vary.
2. Write BOGOF on the board and elicit what this means/stands for, i.e. buy one, get one free.
3. Divide learners into groups. Explain they need to work out the best buys using the cards from Source Material 1.
4. Share the answers and use as an opportunity for learners to demonstrate or explain different approaches to working out each answer.

## Activity 3

### Everything must go!

1. Write Everything must go! on the board and elicit where you might hear this, i.e. at a market. Elicit and write up a few more examples of other language market stall holders use, e.g. Today only! Half price! Only £...! Buy one, get one free! Ask learners why/what influences them to buy things, e.g. basic need, needing a treat, family birthdays, brand, special offers, price, product features, quality etc. Write each of these on the board or cards.
2. Divide learners into pairs and give each pair two different image cards from Source Material 2 (or choose some funny images from the internet, e.g. [www.boredpanda.com/funny-](http://www.boredpanda.com/funny-)

- inventions/). Give a 30 second 'over the top' market stall selling demonstration.
3. Explain that pairs have to and try and sell all their items and no items can cost more than £1. Give pairs 10 minutes to prepare a sales pitch for each item.
4. One learner from each pair should volunteer to be the seller first and stand behind their table. Give out a cut-up strip of vouchers (Source Material 3) to the other learners (total value £2). Buyers have 5 minutes to go around 'the market' and buy as much as they can for as little as possible.
5. Learners swap roles. Give out vouchers to the new buyers. Sellers try to sell their items.
6. Learners get back into their pairs and discuss what they have bought/sold and the value of the vouchers/items they have left. Everyone then has two more minutes to quickly try and do any final transactions, e.g. offering further reductions, swapping, exchanging, bartering etc.
7. Each pair then summarises what they have to the whole group and as a group agree which pair has managed to get the best value for money and why.
8. Learners can then discuss the activity and identify a few key principles, e.g. those used by Martin Lewis on MoneySavingExpert.com and any that they can add themselves, i.e. Skint? Then ask: Do I need it? Can I afford it? Not Skint? Then ask: Will I use it? Is it worth it?
9. Ask learners to identify any personal goals or follow up action relating to value for money.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Beginners may need extra input, practise and support.</li><li>• Record new words on vocabulary activity sheet</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Higher level learners can help to support lower level learners and explain key terms and information, using a shared language.</li><li>• Produce a short guide on value for money inside and/or outside</li></ul>

### Learner co-design and delivery

In Activity 1, use the Card Cluster process (see p11 of the CC Activity Pack for Participatory Learning) and the Iceberg activity (see p20 of the CC Activity Pack for Participatory Learning).

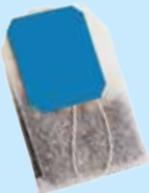
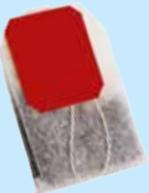
### Extension activities

- Learners in groups can develop some more Best Buy activity cards to set for each other with a range of easy to difficult options to make sure everyone in the group can join in.
- Personal action plan: Identify some personal goals relating to budgeting and value for money inside and in the future. Note some follow up action to help with this.

## Source materials

### Source Material 1

#### Best buy

 <p><b>Coca Cola</b></p>	 <p><b>Lemonade</b></p>	 <p><b>Orange juice</b></p>
 <p><b>Pure roll on 50ml</b></p>	 <p><b>Panther roll on 50ml</b></p>	 <p><b>Cool roll on 50ml</b></p>
 <p><b>Tea-time tea bags</b> 40 tea bags</p>	 <p><b>Lancashire tea</b> 80 tea bags</p>	 <p><b>Express tea</b> 120 tea bags</p>
 <p><b>Bananas</b> 1.2kg bag</p>	 <p><b>Apples</b> 4s</p>	 <p><b>Orange (medium)</b> single</p>

## Source Material 2

Everything must go!

		
Pair of old socks	Empty crisp bag	Used toothbrush
		
Pair of broken glasses	Broken umbrella	Used envelope
		
One trainer	Chipped mug	

## Source Material 3

Money for old rope (vouchers to cut up – one strip per learner)

<b>5p</b>	<b>20p</b>	<b>5p</b>	<b>20p</b>	<b>5p</b>	<b>20p</b>
<b>5p</b>	<b>50p</b>	<b>5p</b>	<b>50p</b>	<b>5p</b>	<b>50p</b>
<b>10p</b>	<b>£1</b>	<b>10p</b>	<b>£1</b>	<b>10p</b>	<b>£1</b>
<b>10p</b>		<b>10p</b>		<b>10p</b>	

# Earning and receiving money in prison

## Overview:

In this unit learners will have the opportunity to identify different job opportunities in the prison context and compare rates of pay. They will consolidate or develop language to make comparisons.

### Entry 1

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges and discussions about jobs in prison (Sd/E1.1a, Lr/E1.5d)
- Recognise a limited number of key words (Rw/E1.1a)

### Entry 2

- Speak clearly and use stress and intonation appropriately (Sc/E2.1)
- Follow the main points and make appropriate contributions to discussions about jobs in prison (Sd/E2.1, Lr/E2.8a)
- Obtain information from texts and recognise key vocabulary (Rt/E2.1, Rw/E2.2)

### Entry 3

- Speak clearly using appropriate clarity, speed and phrasing (Sc/E3.1)
- Follow and make relevant contributions to discussions about jobs in prison (Lr/E3.7, Sd/E3.1)
- Obtain information from texts and recognise specialist key vocabulary (Rt/E3.8, Rw/E3.1)

### Links to other Citizens' Curriculum capabilities

Numeracy: Money and finance; using maths to ask and answer questions; speaking about and with numbers

Financial: financial vocabulary; income sources

Civic: Communication skills; community knowledge

Digital: Record Edit and Create

### Language points

- Key vocabulary relating to work inside prisons, and earning money and receiving money in prison e.g. 'wing cleaner'; 'I want to be a reception orderly because the pay is good.'
- Question forms e.g. 'Which job do you want?'
- Comparatives in relation to job roles and pay e.g. 'The best rate of pay is for a full-time wing cleaner. The worst rate of pay is for...'

## Additional materials needed

- Activity 1: Pictures depicting different prison jobs and corresponding labels; grid/template for learners to construct own sentences
- Activity 2: Rates of pay table
- Activity 3: Role play prompt cards
- Activity 4: True/false quiz

## Suggested Approach

### Activity 1

#### Jobs in prison

1. To set the context, in small groups learners match the picture of a job inside prison with the job title (Source Material 1).
2. Ask learners to choose two jobs they would like to do and one they would not like to do. Ask learners to question each other, e.g. , 'Which job do you want?' 'Why do you want it?' '...because the pay rate is good', '...because it is easy', '...because I want to learn new skills.'
3. Ask learners to make their own sentences using the grids provided to help them (Source Material 2).

### Activity 2

#### Comparing rates of pay in prison.

1. Ask learners which are the good jobs to have in prison and why. Elicit words such as easy, hard, more, less, better, worse, worst also rate of pay, privileges, entry, basic, standard and enhanced.
2. Ask learners to use and share their own knowledge to fill in the Rates

of Pay table (Source Material 3) for two different jobs e.g. education and wing cleaner.

3. Ask learners to then use the table to make simple sentences and comparisons, e.g. The best rate of pay is for a full time wing cleaner. The worst rate of pay is for... Learners can use and add information from the previous activity, e.g. X is harder than Y. X is more interesting than Y etc.

### Activity 3

#### Jobs and pay in prisons

1. Elicit a few suggestions about what a new prisoner needs to know about how to get a job in prison and what happens to the money they earn. Either using the question cards provided (Source Material 4) or learners' own questions on cards, build up a list of important questions on the board and number each one. Divide learners into groups and give each group a flipchart sheet and pens and ask them to discuss, agree and write their answers to each question.
2. Display the answer sheet together and encourage self and peer correction as well as discussion about the best answers.
3. Divide learners into pairs to role play a conversation between a new prisoner and a more experienced prisoner.

## Activity 4

### True/False quiz

1. Learners can work in pairs or individually to decide whether the statements in Source Material 5 are true or false.
2. Ask learners to feedback and give reasons for their answers.

### Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Activity 1: Some learners may need teaching input, practise and support making question forms and making simple statements orally and in writing.</li><li>• Activity 2: Use language experience approach (<a href="http://esol.britishcouncil.org/content/teachers/staff-room/continuing-professional-development/language-experience">http://esol.britishcouncil.org/content/teachers/staff-room/continuing-professional-development/language-experience</a>) to work on a simple text about own experience of work in prison.</li><li>• Activity 3: Some learners may want to use the questions cards as prompts, and others may enjoy the challenge of trying to remember the questions.</li><li>• Activity 4: Higher level learners pair with those with lower language levels or learners with a common language work together.</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Activity 1: Higher level learners can be given blank cards to write the name of the job to go with each picture and even a brief description of the job.</li><li>• Activity 3: Some learners can role play without the use of prompt cards</li></ul>

### Learner co-design and delivery

In each activity the learners will be the experts sharing their knowledge, rather than the tutor.

Activity 1: The discussion is based on learners' existing interests, knowledge and experience.

Activity 3: Learners will have the opportunity to come up with their own questions concerning jobs in prison

Following activity 4, learners could make

their own true or false questions to ask each other.

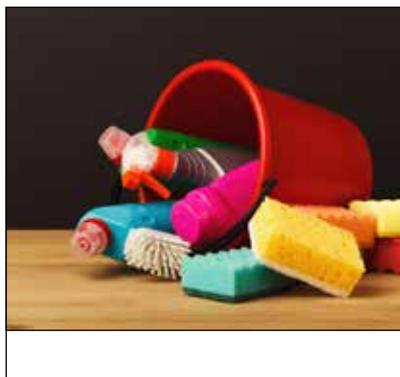
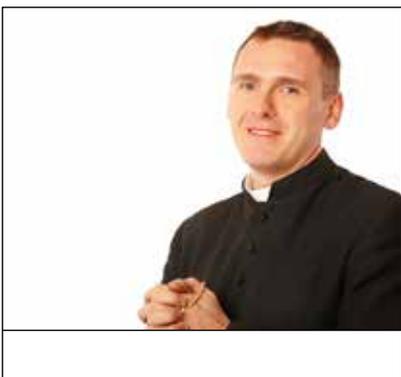
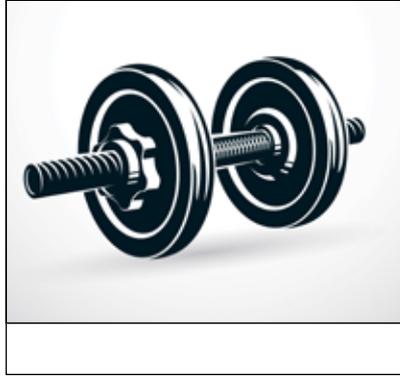
### Extension activities

- Learners search the prison website or other sources of information to see which jobs are currently available.
- Learners interview other prisoners about their jobs including the positives and negatives of each job.

## Source materials

### Source Material 1

#### Jobs in prison: Picture Pack





Cards with the names of the jobs in prisons (to match with pictures)

<b>Wing cleaner</b>	<b>Gym orderly</b>
<b>Education orderly</b>	<b>Works orderly</b>
<b>Medical orderly</b>	<b>Cleaner</b>
<b>Gardening orderly</b>	<b>Library orderly</b>
<b>Recycling orderly</b>	<b>Kitchen orderly</b>
<b>Chapel orderly</b>	<b>Staff mess orderly</b>
<b>Reception orderly</b>	<b>Wing barber</b>
<b>Clothing exchange stores orderly</b>	

## Source Material 2

Use the charts below to make your own sentences:

<b>I want to be a</b>	<b>wing cleaner</b>	<b>because</b>	<b>the pay is good.</b>
			<b>it is easy.</b>
			<b>I am good at it.</b>
			<b>it is interesting.</b>
			<b>I want to learn.</b>
			<b>I did this job before.</b>
			<b>I like...</b>

<b>I don't want to be a</b>	<b>garden orderly</b>	<b>because</b>	<b>the pay is not good.</b>
			<b>it is hard work.</b>
			<b>I am not good at it.</b>
			<b>it is not interesting.</b>
			<b>it is dirty work.</b>
			<b>I don't like...</b>

### Source Material 3

#### Rates of pay in prison – comparatives

Job	IEP level*	Rate of pay Full-time	Rate of pay Part time	+ 50p per day Total
Example Education	Entry	1.50	45p	2.00
	B	90p	75p	1.40
	S	1.60	80p	2.10
	E	2.30	1.15	2.80
	Entry			
	B			
	S			
	E			
	Entry			
	B			
	S			
	E			

\*IEP levels: Entry B= basic S= standard E = Enhanced

## Source Material 4

### Jobs and pay in prisons

**How do I get a job?**

**How much do I get paid?**

**What happens to my money?**

**How can I spend my money?**

**How do I know how much money I have?**

## Source Material 5

### Quiz

Read the statements and decide if they are true or false

	True	False
<b>1. Every week you can spend all the money you have in your account.</b>		
<b>2. Your family can send you money.</b>		
<b>3. You can buy gifts for your children.</b>		
<b>4. You can become very rich in prison.</b>		
<b>5. If you are on enhanced privileges you can spend more money.</b>		
<b>6. It is best for your family to send cash to your account.</b>		
<b>7. It can take two weeks for money sent to you to appear in your account.</b>		
<b>8. Canteen items are more expensive than in shops outside.</b>		
<b>9. It is easy to get into debt in prison.</b>		
<b>10. If my family sends me money and it does not appear in my account, I must write a letter of complaint to the Governor.</b>		

# Working for yourself

## Overview:

Learners develop their understanding about working for yourself and explore key concepts and jobs of personal interest, e.g. What self-employment entails; Meeting legal/ safety/ financial requirements; Advantages, e.g. flexibility, independence, building employability skills and experience; Disadvantages, e.g. not getting sick pay or pension, making alternative arrangements; Useful sources of information, advice and support.

### Entry 1

- Ask for information (Sc/E1.3b)
- Make simple statements of fact (Sd/E1.4a)
- Follow a simple discussion about work (Lr/E1.5d)
- Recognise a limited number of key words (Rw/E1.1a)

### Entry 2

- Ask for factual information (Sc/E2.2d)
- Express statements of fact (Sc/E2.3a)
- Follow the main points and make appropriate contributions to discussions about work (Sd/E2.1 & Lr/E2.8a)
- Recognise key vocabulary (Rw/E2.2)

### Entry 3

- Follow and make relevant contributions to discussions about work (Lr/E3.7, Sd/E3.1)
- Recognise specialist key vocabulary (Rw/E3.1)

### Links to other Citizens' Curriculum capabilities

Financial: Understand the importance of keeping records

Civic: Action planning for learning or work

Digital: Know which services offer advice and guidance; Understand how digital resources can support own life; \*\*Access and use local/ national services appropriately (\*\* applicable only in community settings)

### Language points

- Key vocabulary and terms relating to work and self-employment, e.g. jobs, employed/self-employed, sole-trader, income, rates, pension, tax, tax return, qualifications.
- Question forms, e.g. Which jobs are good for self-employment? What do you need to find out before you start? Where can you get advice and support?

## Additional materials needed

- Activity 1: Jobs picture pack. Blank cards to record key words on. For beginners: Jobs vocabulary activity sheets.
- Activity 2: Flipchart sheets, pens. Range of leaflets/website print outs etc. covering a range of key information and sources of advice and support relating to self-employment.
- Activity 3: Sorting activity cards: Headings, action statements and blank cards

### Extension activities:

Job record table. Personal Action Plan ideas sheets. Vocabulary sheets.

## Suggested Approach

### Activity 1

#### Picture pack

1. Use the Picture Pack (Source Material 1) to set context for unit. Spread the picture pack on the table and start by asking a few questions appropriate to level to help set the context for the work in this unit, e.g. What jobs can you see? Have you done any of these jobs? Which of these jobs would be good if you are working for yourself? What's another word for working for yourself? Have you ever been self-employed or do you know someone is? What work did you? What work did they do? What other jobs are good for self-employed work?
2. Record learners' answers using the activity sheet from Source Material 2.

Learners can help each other with any unknown vocabulary. Write any new words on cards for beginners/ beginner readers to use later as matching activity and for vocabulary activity.

### Activity 2

#### Questions and answers about working for yourself:

1. Invite learners to suggest and agree important questions about being self-employed. Cluster questions into themes and agree a main question for each. Write each main question at the top of a flipchart sheet, e.g. Which jobs are good for self-employment? What do you need to find out before you start? What do you have to do? Why can self-employment be good for someone with a criminal record? What are the disadvantages? Where can you get advice and support? etc.
2. Put each sheet on a different table. Divide learners into pairs or small groups. Each group starts at a different table and adds very brief bullet point answers and ideas under each question.
3. Display all the sheets. As a whole group, discuss the ideas and information shared. Identify any important gaps in information shared, e.g. Can you still get benefits/ Universal Credit? How do you know how much tax or national insurance to pay? Who should pay VAT?
4. Elicit ideas for getting more information, e.g. Prepare questions

to ask other prisoners/ex-offenders, use printed information, or ask a guest speaker to the class. In the community, learners can do research on the internet, e.g. <https://www.gov.uk/working-for-yourself>

### Activity 3

#### What do you need to do?

1. Divide learners into groups based on a shared interest in a particular job type for self-employment.
2. Give each group a set of cards

from Source Material 3. Ask them to discuss and sort each statement under the best heading (Essential, A good idea, Not a priority, Not needed) for the job they have chosen.

3. Learners can then discuss and compare their answers, e.g. an electrician must be trained and qualified but a window-cleaner doesn't. Use this as an opportunity to flag up further questions or research for learners to follow up.

### Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• Match Picture Pack images and words.</li> <li>• Use Picture Pack images and words to play pelmanism</li> <li>• Complete Jobs vocabulary activity sheet</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• Do more detailed research individually using leaflets and website print outs, in pairs or small groups (As, Bs, Cs) on different topics relating to self-employment and then regroup to share information with learners from each different group (ABC, ABC etc.)</li> </ul>

#### Learner co-design and delivery

In Activity 1, when brainstorming ideas for types of work that are suitable for self-employment, focus on ones of most interest to learners in the group. Use the Picture Pack activity (see p8 of the CC Activity Pack for Participatory Learning) and discussion activity to find out more about the jobs learners have already done or know about, as well as the ones they are most interested in. This will help you to make sure that the examples used and discussions in Activities 1, 2 and 3 are as relevant as possible.

#### Extension activities

- Choose one or two jobs of personal interest and brainstorm/research the skills, qualifications, equipment needed and fill in Job record table (Source Material 4).
- Personal action plan: Identify some personal goals relating to future employment. Note some action to follow up to help with this.

## Source materials

### Source Material 1

#### Picture Pack (1/2)



## Picture Pack (2/2)



## Source Material 2

### Job worksheet



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language



English

Main language

### Source Material 3

#### Sorting activity

<b>Essential</b>	<b>A good idea</b>
<b>Not a priority</b>	<b>Not needed</b>
<b>Keep receipts and records</b>	<b>Have specialist tools or equipment</b>
<b>File a tax return every year</b>	<b>Have good people skills</b>
<b>Pay tax</b>	<b>Have a driving licence</b>
<b>Pay national insurance</b>	<b>Register as self-employed</b>
<b>Get public liability insurance</b>	<b>Register for VAT</b>
<b>Have the right qualifications</b>	<b>Register your business name</b>
<b>Have a bank account</b>	<b>Have a DBS</b>

## Source Material 4

### Job record

<b>Job</b>	
<b>Essential</b>	
<b>A good idea</b>	
<b>Qualifications</b>	
<b>Notes</b>	
<b>Action/ Anything else I need to find out</b>	

# Managing money in prison

## Overview:

In this unit learners will have the opportunity to talk about income and expenditure, to work on a realistic weekly budget and to take part in a role play about missing money.

### Entry 1

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges and discussions about budgeting (Sd/E1.1a, Lr/E1.5d)
- Recognise a limited number of key words (Rw/E1.1a)
- Write some personal key words (Ww/E1.1a)

### Entry 2

- Speak clearly to be heard and understood (Sc/E1.1)
- Speak and listen in simple exchanges and discussions about budgeting (Sd/E1.1a, Lr/E1.5d)
- Recognise a limited number of key words (Rw/E1.1a)
- Write some personal key words (Ww/E1.1a)

### Entry 3

- Make contributions to discussions about budgeting and take part in a role play (Sd/E3.1, Sd/E3.2)
- Recognise and spell correctly specialist key vocabulary (Rw/E3.1, Ww/E3.1)

## Links to other Citizens' Curriculum capabilities

- Numeracy: speaking about and with numbers; working with numbers; money and finance
- Health: support services and advice
- Financial: income sources; managing personal budget
- Civic: goals and action plans
- Digital: locate and evaluate information; research skills

## Language points

- Vocabulary relating to spending options in prison e.g. burn; canteen; phone credit
- Simple statements about spending e.g. 'I spend too much money every week'; 'I need more money'
- Language for a simple exchange with questions and answers e.g. 'When did your friend send you money?' 'Last week'; 'Did he send cash or a cheque?' 'Cash.'

## Additional materials needed

Activity 1 : Crossword puzzle

Activity 2: Cards with pictures of items from canteen list; post-it notes

Activity 3: Budget templates

Activity 4: Prompt cards

## Suggested Approach

### Activity 1

#### Spending options in prisons

1. Brain storm suggestions for how earnings can be spent in prisons e.g. snacks, phone, toiletries, clothing. Check understanding of all key words used.
2. Explain that learners are going to do a word search about spending in prisons. If necessary, explain the concept of a word search and that words can be up, down, across, backwards or diagonal.
3. Ask learners to complete the word search in pairs (Source Material 1).

### Activity 2

#### Identifying spending needs

1. Learners look at the cards from Source Material 2 and sort them into weekly and monthly needs. They use blank cards/post-it notes to identify items that are missing.

### Activity 3

#### Budgeting

1. Learners work in pairs to complete the charts for their individual earning/spending needs and action

plan using the templates provided (Source Material 3).

2. Learners discuss what they have learnt from this activity and identify some personal action, e.g. I earn less than I spend. I spend more than I earn. I earn more than I spend. I need to... I'm going to... etc.

### Activity 4

#### Missing money

1. To set the context, ask learners about having money sent in to prison, e.g. Who can send you money? How much money can you receive? Can cash be sent in? How long does it take for money to reach your account?
2. Ask learners about their experience of having money sent in and the process for finding out about money sent in that has not appeared on their account.
3. Either plan out a role play conversation on the board with prompt words and phrases using someone's example, or use the prompt cards provided (Source Material 4). When the prompts are in the correct order, elicit, drill and practise the conversation.
4. In pairs, learners then role play a conversation between a wing officer and prisoner about missing money.
5. Take feedback and agree any follow up action, e.g. prisoner x to ask for a statement etc.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Activity 3: Pair those less confident in maths with more confident</li><li>• Activity 4: Some learners may need teaching input and practise making question forms</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Activity 1: Learners generate sentences using words in crossword</li><li>• Activity 2: Learners make a list from memory without using the picture cards provided</li><li>• Activity 4: More confident learners perform their role play to whole class</li><li>• Activity 4: Work out role play without prompt cards</li></ul>

### Learner co-design and delivery

“Use the classroom as a site of mutual support and collective problem solving using learners’ real life experiences” of spending in prisons and receiving money.

Activity 1: Learners could make their own crossword puzzle or word search.

Activity 4: Problem Posing activity (see p19 of the CC Activity Pack for Participatory Learning) could be used to explore what the problem is and ways of solving it.

### Extension activities

- Learners explore where they can get help with debts from within the prison (using intra-net).
- Learners explore legal ways of earning more money in prison e.g. getting a better paid job.
- Learners talk to appropriate agencies within prison and feed back to the class e.g. St Giles Trust.

## Source materials

### Source Material 1

#### Vocabulary word search

s	n	a	c	k	s	i	g	s	s
t	e	o	z	i	v	n	e	g	p
l	y	i	a	w	i	a	u	n	e
g	g	x	r	h	b	q	o	i	n
p	y	m	t	t	a	v	c	n	d
f	h	o	q	x	e	j	g	r	f
d	l	o	y	c	g	l	r	a	q
c	k	l	n	y	l	f	i	e	n
k	m	g	f	e	h	d	k	o	o
b	m	q	l	t	t	d	g	p	t

clothing

earnings

phone

snacks

spend

toiletries

## Source Material 2

### Spending needs



### Source Material 3

#### Weekly budget

#### Weekly Income

<b>Pay</b>	
<b>Other income</b>	
<b>Money sent in</b>	
<b>TOTAL</b>	

#### Weekly spending

<b>Item</b>	<b>Cost</b>
<b>TOTAL</b>	

Other non-weekly spending e.g. toothpaste, soap,

Item	Cost	How often you have to buy it e.g every 3 weeks	How much does it cost per week
Toothpaste	£1.20	Every five weeks	$1.20 \div 5 = 24p$

## Weekly budget action plan

<b>My total weekly income</b>	
<b>My total weekly spending</b>	
<b>Do you earn enough to cover your costs each week?</b>	<b>YES / NO</b>
<b>If NO, what can you change about your income or spending to cover your costs each week?</b>	
<b>Do you have any debts?</b>	
<b>How much do you repay each week?</b>	
<b>How much can you afford to repay each week?</b>	<b>YES / NO</b>
<b>If YES, what can you change about your income or spending each week to help clear your debts?</b>	
<b>Any other notes/action to follow up?</b>	

## Source Material 4

### Money missing from account (Role play prompt cards)

#### Wing officer cards

<b>Ask about problem</b>
<b>Ask when check account</b>
<b>Ask proof money sent</b>
<b>Agree to follow up</b>

#### Prisoner cards

<b>1. Explain problem</b>
<b>2. Explain when account checked</b>
<b>3. Give information about proof</b>
<b>4. Thank</b>

# Borrowing money and credit

## Overview:

This unit helps learners to develop their understanding of the importance of avoiding debt in prison and outside, and strategies to avoid this. It covers the importance of having a bank account in the future, keeping in credit and places to get advice and support.

### Entry 1

- Make simple statements of fact, speak and listen in discussions about money and debt (Sd/E1.1a, Sc/E1.4a, Lr/E1.5d)
- Recognise a limited number of key words (Rw/E1.1a)

### Entry 2

- Follow the main points and make appropriate contributions to discussions about money and debt (Sd/E2.1, Lr/E2.8a)
- Recognise key vocabulary (Rw/E2.2)

### Entry 3

- Make relevant contributions to discussions about money and debt (Sd/E3.1)
- Listen to and respond appropriately to other points of view (Lr/E3.6)
- Recognise specialist key vocabulary (Rw/E3.1)

## Links to other Citizens' Curriculum capabilities

Financial: National and local services offering financial advice, guidance and support.

Civic: Communicate and share community knowledge

Digital: How digital resources can support everyday life and help to tackle problems

Numeracy: Understand risk and return

## Language points

- Key vocabulary and terms relating to borrowing money and credit, e.g. debt, bank account, borrow, loan, credit etc.

- Simple present – all forms.
- Activity 3 - comparatives

## Additional materials needed

Activity 1: Flipchart sheets, board pens.

Activity 2: Flipchart sheets, pens. For beginners: Key words activity sheet (1)

Activity 3: Post its/blank cards in different colours.

Activity 4: Citizens Advice Debt emergency cards: [www.citizensadvice.org.uk/Global/Public/Education%20resources/Financial%20capability/Resource%20topics/Debt/DA1%20-%20debt%20emergency%20cards.pdf](http://www.citizensadvice.org.uk/Global/Public/Education%20resources/Financial%20capability/Resource%20topics/Debt/DA1%20-%20debt%20emergency%20cards.pdf)

## Additional materials needed

Personal Action Plan ideas sheets, Blank vocabulary sheets

## Suggested Approach

### Activity 1

#### Understanding money inside

1. Use an image or draw a stick figure image of an adult. Explain this is a new prisoner. Elicit a name, age, where he/she is from and how long is he/she inside for. Explain: X has just spent his/her first night inside. X doesn't understand about incentives, earning money, the canteen. X wants to give up smoking so asked for a non-smokers reception pack. X feels depressed and worried and wants something to eat. X also wants to call his/her family.
2. Elicit a few questions X wants to ask, e.g. How can I call my family? How can I get some chocolate? and write these on the board. Divide learners into groups each with a flipchart sheet. Ask learners to brainstorm some more questions for X and to focus on correct questions forms. If needed, teach, revise and practise these.
3. Display the sheets. Ask learners which are the five most important questions and why. In their small groups, learners then discuss and write their answers to the five questions.
4. Display the answers and encourage self/peer correction. Groups discuss their answers and any other advice for new prisoners including the importance of avoiding debt in prison.

### Activity 2

#### Avoiding debt in prison

1. Explain learners are going to explore the importance of avoiding debt in prison in more detail. If they have not used the Problem Tree activity (see p16-17 of the CC Activity Pack for Participatory Learning) before, explain the principles using a simple diagram. Check understanding of key words: causes, consequences and solutions.
2. Divide learners into groups. Agree 'the problem' together, e.g. Debt inside is dangerous. Each group then discusses and records causes, consequences and solutions together.
3. Groups display, compare and discuss their trees. Ensure enough time for realistic solutions to be identified. Highlight key words and terms relating to debt inside are check that learners understand these. Beginners can use the key words activity sheet (Source Material 1) and add any other important new words that came up on the problem trees.

### Activity 3

#### Something for nothing?

1. Refer back to prisoner X. His/her partner told X their electric cooker is broken, it can't be mended and they can't afford a new one. In groups, learners brainstorm suggestions for X to make on post its/blank cards - a different idea on each one, e.g. Freecycle; classified ads; Gumtree;

- eBay; charity shops that sell white goods (e.g. British Heart Foundation, British Red Cross); charities which support local people with low/no income.
2. Display five headings: Free, Very cheap, Cheap, Full cost, Other. In turn, groups share an idea and stick it under the best heading. Identical or similar suggestions can be clustered.
  3. Agree which are the best suggestions for prisoner X and why. Finish by discussing which suggestions learners may have used before, and any they might try in the future

## Activity 4

### Borrowing money and credit outside

1. Explain that it is two years later and prisoner X is preparing for release. Elicit ideas about how X is feeling and what he/she may be worried about. Ensure that money is included. Explain that X's biggest worry are some debts he/she has. Elicit ideas to build up the story, e.g. how much each debt is, who it is owed to, what for, etc. and record on board.
2. Divide learners into small groups. Ask them to prioritise these debts and brainstorm ideas onto cards about what prisoner X can do about each one and then cluster these.
3. Elicit a main heading for each cluster e.g. Get a job; Get a loan; Get some financial advice; Get some debt advice; Phone a debt helpline, etc. Regroup each with a different main heading to share knowledge and make a bullet point list of key ideas on a flipchart sheet.
4. Display the sheets. Ask learners to move around and read, discuss and add to each list. Check understanding of any new key words and terms relating to debt inside and outside. Beginners can use the key words activity sheet (Source Material 2) and add any other important new words.
5. As a group, discuss the ideas and information shared and build up a list of key questions together on the board, e.g. Why is it important to have bank account? Where can you get financial advice? How do you work out the best loan rates and repayment terms? etc. Ask learners to help explain or demonstrate key concepts, e.g. interest growth on unpaid loans.
6. Learners can make a record of organisations, websites and helplines for free, independent advice and support, e.g. Money advice service; Citizens Advice; Step Change; Turn2Us.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• In Activity 1 and 4, introduce, revise and practise present simple forms.</li> <li>• Learners with shared languages can help each other with new words.</li> <li>• Beginners can use key words activity sheets and add other new words.</li> <li>• Write new words on cards for beginners/beginner readers to use later as matching activity and for vocabulary activity.</li> <li>• Ideas sheets can be used for self and peer correction and to highlight where further input and practise is needed on grammar points.</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• Write a short advice column for Inside Times or information sheet for newly-arrived first-time prisoners about the importance of avoiding debt.</li> </ul>

### Learner Co design and delivery

Activities 1 and 3 enable learners to pose real personal concerns through hypothetical prisoner X. Their input can help you to identify relevant examples and information gaps.

Activity 2 uses the Problem Tree activity from p19-20 of the CC Activity Pack for Participatory Learning.

Activities 3 and 4 use the Card Cluster activity from p11 of the CC Activity Pack for Participatory Learning.

### Extension activities

- Use learners' priorities, interests and information needs to select relevant resources from the Citizens Advice Education/Financial capability e.g. Super basic banking quiz ( <https://www.citizensadvice.org.uk/Global/Public/Education%20resources/Financial%20capability/Resource%20topics/Banking/BAA1%20-%20super%20basic%20quiz.pdf>) etc.
- Personal action plan (Source Material 3): Identify some personal goals relating to managing money in prison and in the future. Note some action to follow up to help with these.

## Source materials

### Source material 1

#### Key words (1)

Write the key words and terms next to the correct meaning.

Add any more important new words and what they mean.

	<b>Pay back twice what is borrowed</b>
	<b>Money that you own and need to pay back</b>
	<b>Debt of someone who was in the cell before</b>
	<b>Prison shop</b>
	<b>Incentives and Earned Privileges - a prison scheme which sets how much money each prisoner can spend each week</b>
	<b>Money that people take in exchange for agreeing not to hurt someone or to stop someone else hurting them</b>
	<b>Repeated, aggressive behaviour or abuse to frighten someone or to make them do something.</b>
	<b>Spending limits for prisoners based on four levels: Entry, Basic, Standard, Enhanced.</b>
	<b>A game or a bet to try and win money</b>

**bullying**

**canteen**

**debt**

**double bubble**

**gamble**

**IEP**

**IEP level**

**inherited debt**

**protection money**

## Source material 2

### Key words (2)

	Money that you borrow and the lender comes to your home to collect repayments.
	A moneylender who charges a very high rate of interest.
	The legal status of a person or company who cannot repay its debts.
	A person who lends money in exchange for an object. They can sell the item if the money and interest is not paid back by the time agreed.
	Money you pay to take out a loan.
	Take and use something from someone and plan to give it back.
	Interest that you pay on top of unpaid interest on a loan.
	A short-term loan with very high interest. People are expected to repay as soon as they get their next pay packet.
	The money or assets someone has.

**bankrupt**

**borrow**

**capital**

**compound interest**

**doorstep loan**

**interest**

**loan shark**

**pawnbroker**

**pay day loan**

**Source material 3**  
**Managing money inside**

<b>Goals</b>	
<b>Essential action</b>	
<b>Where to get advice and support</b>	
<b>Notes</b>	
<b>Action/Anything else I need to find out</b>	

**Extension activity**  
**Managing money outside**

<b>Goals</b>	
<b>Essential action</b>	
<b>Where to get advice and support</b>	
<b>Notes</b>	
<b>Action/Anything else I need to find out</b>	



# Unit 3 **Health**

# Looking after yourself

## Overview:

The “looking after yourself” unit explores aspects of everyday health, including habits, cultural differences, and self-care. The activities are relevant to everyday life in prison, and are transferable to other contexts.

### Entry 1

- Speak about own habits and listen to contributions of others (Sd/E1.1, Lr/E1.5)
- Listen and respond to questions about health (Lr/E1.4)

### Entry 2

- Follow the main points of a discussion about habits and make appropriate contributions (Sd/E2.1, Lr/E2.8)
- Obtain information from health-related text (Rt/E2)
- Respond to range of questions about health (Lr/E2.5)

### Entry 3

- Make relevant contributions to a discussion about habits (Sd/E3.1)
- Make relevant contributions to discussion about health (Sd/E3.1)

## Links to other Citizens' Curriculum capabilities

Health: Diet and exercise; making informed decisions; understanding health terminology

Civic: Goals and action planning; cultural awareness

## Language points

These activities provide opportunities for teaching and reinforcing:

- Adverbs of frequency: “How often do you...?” “Do you ever ...?” “I always/ never ...”

- Modal verbs: making recommendations and giving advice using “should”.
- Functions – asking for and giving advice
- Present tense for general statements – “We usually ...”
- Imperatives for giving advice – “Drink lots of water”
- Health vocabulary – symptoms

## Additional materials needed

Large sheets of paper; coloured pens  
<http://www.choosewellmanchester.org.uk/self-care/self-care-information-for->

adults/ - this site contains a range of videos and fact-sheets about common illnesses

<http://www.sheffielddccc.nhs.uk/Images/Inner%20Pages/Winter/choose%20well.png>

- sample image for Self-referral diagram

<http://depts.washington.edu/pfes/CultureClues.htm> This is an American site for medical professionals. It contains some useful general tips on cultural awareness which are useful background reading for teachers.

## Suggested Approach

### Activity 1

#### Everyday habits

1. Start with establishing the meaning of "habit" – something you do every day. Elicit some "good" and "bad" habits. Tell learners "I have a bad habit" and ask them for advice on how to stop it. This could be something serious – "I need to give up smoking" or more light-hearted – "I talk too much!"
2. Draw a line on a white board and write "Never" at one end, and "Every day" at the other. Use a large set (A4) of "Everyday habits" cards (Source Material 1) to demonstrate how to place cards on the continuum. Give a couple of examples; "I clean my teeth every day". "I hardly ever relax." Ask learners to make statements about other cards and attach them to the continuum.
3. Once everyone is confident with the

concept and the language structures, give out a set of "Everyday habits" cards per learner. Ask them to place the cards on their own continuum. Provide "blanks" so learners can add additional cards if wanted.

### Activity 2

#### Changing habits

1. Discuss habits that learners think are healthy – and those they might wish to change.
2. Create an "ideas tree" with a "habit" written on the stem. Ask learners to work in pairs to write advice on the branches. This could be done as a whole group or pairs. (If in pairs, allocate a specific habit to each pair to generate a wider range of ideas.)
3. Learners pool their ideas from the "ideas tree" activity to create challenges for others. E.g. "five ways to get more exercise"; "five things to do instead of smoking". Learners can create posters based on their ideas.

### Activity 3

#### Attitudes to healthcare

1. Learners work in small groups to respond to discussion prompts about attitudes towards healthcare (see Source Material 2.) Display prompts on a smart board for whole group discussion; print out in large font and stick on walls around the room for learners to circulate round and write responses; or print on small cards and give to small groups/pairs. During feedback, tease out reasons for different responses.

## Activity 4

### Finding advice for self-care

1. Elicit one or two tips for treating colds and flu. Model different ways of asking for and giving advice – “What should I do?”, “You should...”, “You could...”
2. Give out the quiz sheet (See Source material 3) and explain any unfamiliar vocabulary/terms (e.g. symptoms/spread).
3. Play the “colds and flu” video or give out the fact-sheet (see Additional materials). Learners listen or look for the answers to the questions.
4. Learners work in pairs or small groups to create new quiz sheets based on the videos and fact-sheet.

## Activity 5

### Symptoms and remedies

1. Divide a whiteboard or flip-chart sheet into two columns. Write Symptoms on one side and Remedies on the other. Select a symptom card from Source Material 4 and elicit potential home and traditional remedies. (E.g. cough – drink lots of water.) Give a different symptom card to pairs/small groups and ask them to brainstorm remedies.
2. Learners record suggestions using health “word flowers” (see p14 of the CC Activity Pack for Participatory Learning). Draw a flower with five or six petals.
3. Write a symptom in the centre of a flower. Learners add remedies to

petals. Ask small groups to swap flowers and see if they can add additional remedies.

4. Use the health flowers to drill and practise asking for and giving advice. “I have a cold. What should I do?” “You should...” “In my country, we usually...”

## Activity 6

### Using health services

This is a useful activity for learners due for release or those in community settings.

1. Print out copies of an NHS referral diagram (see Additional materials). Learners ask and respond to advice: “I have... Where should I go?” “You should go to...”

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Use picture cards alongside the “Everyday habits” cards.</li><li>• Change the terms on the “habits” cards to suit your group’s needs.</li><li>• Collect new vocabulary and create cards for learners to use as a model for writing practice. Write new words and phrases and their definitions on filing cards. Group these cards in themes, and use them to recycle new vocabulary in other contexts, and for revision.</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Encourage learners to work in same language pairs during the “Ideas tree” activity to get richer responses, but ensure written response is in English.</li><li>• Add additional symptom cards according to the needs/ age/demographic of your group.</li><li>• Use differentiated questioning to encourage further exploration of themes that emerge.</li></ul>

### Learner co-design and delivery

- Use the “Everyday habits” cards as a starting point for discussion about cultural differences. Are there habits/behaviours which are judged differently in the UK/learners’ home countries? Learners design their own sets of cards for discussing cultural influences/differences.
- Ask learners with medical knowledge to identify topics for future sessions.
- Learners compile a guide for others with tips for breaking bad habits.

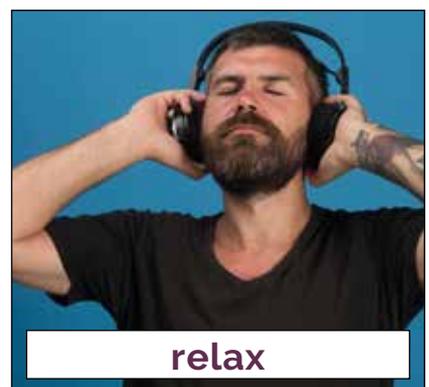
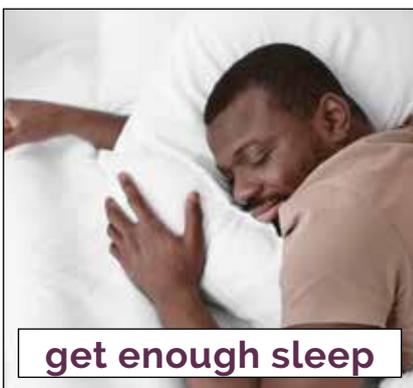
### Extension activities

- Learners create a diary to record their health habits, including an action plan.
- Invite a health professional to speak to learners about their health needs and treatment preferences.

## Source materials

### Source Material 1

#### Everyday habits cards



## Source Material 2

### Attitudes to health discussion prompt cards

**Doctors in the prison understand my health needs.**

**People smoke more in my home country.**

**It is hard to stay healthy in prison because...**

**There are a lot of overweight people in the UK.**

**I don't want to be treated by a doctor of a different gender.**

**I try traditional treatments before going to the doctor.**

**The weather in the UK makes me ill.**

**Three things that keep me healthy are...**

**We use different treatments in my home country.**

### **Source Material 3**

Colds and flu – video/fact-sheet questions

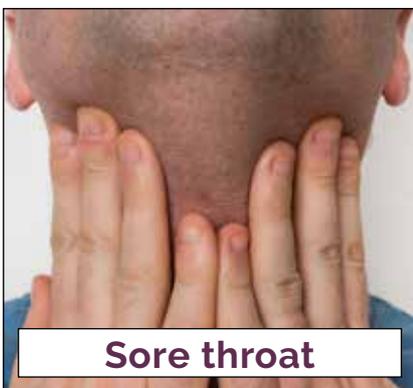
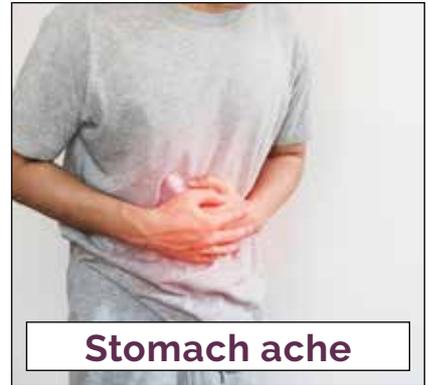
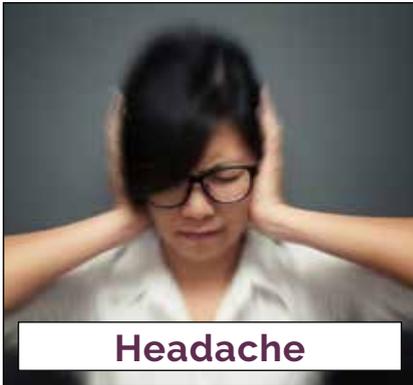
**How are colds and flu spread?**

**What are the symptoms of colds and flu?**

**What can you get from a pharmacy to help with the symptoms?**

**When should you see a G.P?**

**Source Material 4**  
**Symptoms cards**



# Eating well

## Overview:

In this unit learners will explore links between food and health. They will also develop the language to talk about food preferences, and consider ways in which the health content of food in prison can be improved.

### Entry 1

- Speak about food and listen to contributions of others (Sd/E1.1, Lr/E1.5)
- Listen and respond to questions about food (Lr/E1.4)
- Construct simple sentences about food preferences (Ws/E.1)

### Entry 2

- Follow the main points of discussions about food and make appropriate contributions (Sd/E2.1, Lr/E2.8)
- Respond to range of questions about food and eating habits (Lr/E2.5)
- Construct simple and compound sentences about food preferences (Ws/E2.1)

### Entry 3

- Make relevant contributions to discussions about food (Sd/E3.1)
- Plan and draft a text about a meal or food, writing in paragraphs (Wt/E3.1, Wt/E3.2)
- Use basic punctuation correctly (Ws/E3.3)

## Links to other Citizens' Curriculum capabilities

Health: Diet and exercise

Civic: Goals and action planning;  
cultural awareness

## Language points

These activities provide opportunities for teaching and reinforcing:

- Giving reasons - I like this because...; It reminds me of...
- Using adjectives - taste, texture, scent
- Use of present simple to describe food
- Countable and uncountable - "Apples are..." "Rice is..."

- Food-related vocabulary - record new vocabulary on a whiteboard and use for revision at the end of the session

## Additional materials needed

Two sets of A5 size cards with images of a wide variety of food – sweet, savoury, fresh, processed, cooked, drinks, spreads, snacks and sweets. Include ingredients as well as complete meals.

- Set 1: images of food that is commonly available in the canteen.
- Set 2: wide range of fresh and processed foods including those eaten in learners' home countries.

## Suggested Approach

### Activity 1

#### Starter – Yes/No questions

1. Spread out a selection of images (face-up) of food and drinks from the prison canteen. Secretly select a card from those on display.
2. Learners ask “yes/no” questions to guess the card. E.g “Is it a fruit?” “Is it cooked?”
3. List all the questions asked on a whiteboard. Correct grammar, and draw attention to capital letters and question marks. Turn cards upside down as they are eliminated.
4. When someone guesses the card correctly, they select a card. Repeat.

### Activity 2

#### Describing food

1. Use all the image cards you have for this activity. Show a picture of an apple. Write the sentence stem “Apples are ...” on a board and ask learners to work in pairs to find at least 3 words or phrases to finish the sentence. Prompt if necessary. “Are they salty?” “Are they expensive?” “Are they good for you?”
2. Repeat with an uncountable food type. “Rice is ...”
3. During feedback, record adjectives on a whiteboard under headings e.g. taste, texture, cost, nutrition.
4. Give small groups a set of adjective cards (Source Material 1) – add more cards using any adjectives generated during the previous stage.

Each group selects five food cards and writes five true statements and five false statements about them, e.g. “Apples are crispy and juicy.” “Porridge is crunchy and bitter.”

5. In pairs, learners swap statements and decide whether they are true or false. Learner 1 makes a statement “Apples are crispy and juicy.” Learner 2 responds “Yes, they are.” “Porridge is crunchy and bitter.” “No, it isn't. It's creamy and lumpy.”

### Activity 3

#### Food and feelings

1. Spread out all the image cards, including those from learners' home countries.
2. Ask learners to choose two picture cards each: one food item that they love; and one they hate. Ask them to write a statement to explain each choice.
3. Model the process using the statements generated in Activity 2. Write the original statement on a whiteboard in red, then add the additional phrases in a different colour. Draw attention to the change in capitalisation. I love apples because they are crispy and juicy. I hate porridge because it is creamy and lumpy.
4. Use the statements as a basis for creative writing exercises, e.g: Write a description of: the best meal you ever ate; your earliest memory of a special meal; a food that reminds you of childhood. (See Differentiation – Language Experience Approach).

## Activity 4

### Health benefits

1. Show learners the statement: "An apple a day keeps the doctor away". Elicit meaning (the link between food and health).
2. Display three headings on flip-charts around the room:
  - Healthy/Good for you
  - Not sure
  - Unhealthy/Bad for you
3. In small groups, learners discuss and categorise food cards.
4. Once all cards have been categorised, discuss the results, focussing on the "not sure" and "Unhealthy" categories. Draw out any cultural differences.
5. Elicit suggestions for how to make foods in these categories healthier, e.g. Breakfast cereals – choose low sugar; serve with skimmed milk.
6. In pairs, learners create posters with suggestions of how to create healthy versions of two foods from the "Not sure" category.

## Activity 5

### Healthy menus

1. Building on the ideas from Activity 4, learners create a "dream" menu for a week. Challenge them to include the following:
  - Breakfast, lunch and dinner options
  - Five portions of fruit and veg a day
  - At least three dishes from different cultures
2. Learners write to the canteen manager with suggestions for increasing the variety and nutritional content of meals. Provide writing frames for lower-level learners.

### Plenary:

Clear the board of new vocabulary and challenge learners to work in teams to recall and list all items. Award two points for each correctly remembered item, and deduct one point for spelling errors.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Activities 1 and 2: Make sets of word cards to match images. These can be used for matching and as a model for handwriting practice.</li><li>• Activity 3: Provide sentence stems as a writing frame to scaffold lower level learners. Generate texts using learners' own words. These texts can then be used for reading and writing practice. (Language Experience Approach).</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Activities 1 and 2: Ask differentiated follow-up questions during picture card activities: What does it make you think of? Can you describe the smell/taste?</li><li>• Activity 3: Provide extension questions for extended responses.</li></ul>

### Learner co-design and delivery

- Encourage learners to write additional cards for food that isn't represented on the cards. Find and print images based on their suggestions to add to the collection.
- Contact kitchen/garden staff within facility to increase diversity of food on offer.

### Extension activities

- Learners prepare and give presentations on their home cuisine.
- Learners share recipe and menu ideas from their home countries. Include suggestions for where to source hard-to-find ingredients in the UK.

## Source materials

### Source Material 1

#### Words to describe food

<b>salty</b>	<b>tender</b>	<b>fruity</b>
<b>spicy</b>	<b>crunchy</b>	<b>raw</b>
<b>sweet</b>	<b>sticky</b>	<b>healthy</b>
<b>tart</b>	<b>moist</b>	<b>ripe</b>
<b>savoury</b>	<b>crumbly</b>	<b>juicy</b>
<b>bitter</b>	<b>greasy</b>	<b>good for you</b>

# First aid

## Overview:

In this unit learners will develop their understanding of 'First Aid' and explore key concepts and language relevant to the topic, applicable to life inside and outside prison. Learners are encouraged to share their experiences of giving/receiving first aid and to discuss when to help. Activity 4 is based around a video although there is an alternative activity if it is not possible to show the video clip.

### Entry 1

- Speak and listen in simple exchanges relating to first aid and injuries (Sd/E1.1, Lr/E1.5)
- Obtain information from texts (Rt/E1.1b)
- Recognise some key words relating to first aid (Rw/E1.1a & 2a)
- Compose very simple text (Wt/E1.1)

### Entry 2

- Listen and contribute to discussions about first aid and injuries (Lr/E2.8, Sd/E2.1)
- Obtain information from texts (Rt/E2.1, Rs/E2.1)
- Recognise and decode key words (Rw/E2.2, Rw/E2.3)
- Construct simple and compound sentences (Ws/E2.1)

### Entry 3

- Listen and contribute to discussions about first aid and injuries (Lr/E2.8, Sd/E2.1)
- Obtain information from texts (Rt/E2.1, Rs/E2.1)
- Recognise and decode key words (Rw/E2.2, Rw/E2.3)
- Construct simple and compound sentences (Ws/E2.1)

### Links to other Citizens' Curriculum capabilities

- Health: Wellbeing, empathy and recognition, supporting others, using knowledge to problem-solve, understanding health terminology
- Civic: Communication skills, cultural awareness, negotiation

### Language points

- Key verbs, nouns and phrases relating to first aid, illnesses and injuries, e.g. 'get help' vs. 'call for help', 'a burn' vs. 'to be burnt', 'a weakness', 'to reassure someone'
- Structures such as present continuous, e.g. 'is choking/bleeding' 'is having a heart attack' and use of present simple in 'has a burn'
- Question forms (including intonation patterns)

- Present perfect, e.g. 'have you ever ...'
- Past simple and past continuous to describe experiences
- Use of modal verbs and 'should' in talking about the right thing to do in specific situations
- Pronunciation issues, e.g. 'ch' in 'choking', vowel sounds in 'heart' and 'burn', word stress, sentence stress and linking at the end of the session

### Additional materials needed

- Video clip <https://www.youtube.com/watch?v=OSsPfbup0ac>
- British Red Cross teaching resources <http://www.redcross.org.uk/en/What-we-do/Teaching-resources>
- British Red Cross website <http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Fast-first-aid-tips>
- First Aid Skills pack <https://www.redcrossfirstaidtraining.co.uk/What-we-do/Free-first-aid-skills-pack-employee-engagement.aspx>

## Suggested Approach

### Activity 1

#### What is first aid?

1. Introduce topic using the picture/word matching activity (Source Material 1) and check understanding of 'first aid'. (First aid is the first help that someone is given when they have an injury or sudden illness.) Discuss why it is important.

2. Use a 'Word Flower' technique to identify known vocabulary and phrases (see p14 of the CC Activity Pack for Participatory Learning).
3. Ask each group to display their work and report back.
4. Put the questions (Source Material 2) on separate cards. Give a set to each group to discuss. Alternatively, mix up the words in each question and ask learners to form the questions. Take feedback, noting key vocabulary.

### Activity 2

#### Giving first aid

1. Using the pictures of injuries (Source Material 1), ask learners to discuss how they could help in each situation. What would they do? Note the emergency phone number (999) outside prison and ask who they would call in prison.
2. Ask learners to find the pictures for 'bleeding' 'burn' 'heart attack' and 'stroke' and then read the text (Source Material 3) to put in the missing words. Feedback.
3. In pairs, learners research and write instructions for another injury, e.g. 'choking', 'asthma attack', 'not breathing' and/or design an information sheet about first aid or medical help in their institution which could be given to new offenders. Encourage use of visuals, colour and illustrations.

## Activity 3

### The bystander effect

#### Video option

- Introduce the activity: learners are going to watch a video of actors pretending to be injured or ill. They are in a public place and learners need to note down what people do or do not do to help. <https://www.youtube.com/watch?v=OSsPfbup0ac>
- Show the first 40 seconds of the video without the sound and establish the setting - busy cities and lots of people (New York and London).
- Use prediction techniques before watching, hand out the questions (Source Material 4) and play the video with sound from 0.40.
- Feedback. Were they correct in their assumptions before watching?
- Lead a discussion on being a bystander and why people do or do not want to get involved, relating this to their own experiences of life inside and outside prison.

#### Non-video option

- Use a 'problem posing' technique. Using the three pictures in Source Material 4, ask learners: 'What do you see in each picture?' 'What's happening?' 'What's wrong exactly?' 'Has this happened to you or anyone you know?' 'Why is it happening?' 'What do you think will happen next?'
- Lead a discussion on when/why people stop to help a stranger and introduce the term 'bystander'.

- Practise asking and answering questions about what they would do and encourage use of descriptive language (present simple), narrative tenses and conditional forms.

## Activity 4

### First aid quiz

- Introduce the activity (Source Material 5) and discuss learners' experiences of giving/receiving first aid. Before they start the quiz, tell the group there are eight questions and ask each pair to estimate how many they think they will get right.
- Depending on the group and their level, recap/check target vocabulary using the pictures in Source Material 1.
- Give out the quiz sheet (Source Material 5) and ask learners to complete it in pairs.
- Take feedback, encouraging learners to give reasons for their answers and to share personal experience of each situation. Did they get the number of questions right that they estimated beforehand?

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Use fewer pictures and words in the first activity, or use the pictures only.</li><li>• Adapt and/or simplify the texts, and use translation for key terms as necessary.</li><li>• Collect new vocabulary and create cards for learners to use as a model for writing practice and for revision.</li><li>• Use a 'language experience' approach to create a text about a learner's experience of giving or receiving first aid.</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Encourage learners to work in same language pairs during the 'word flower' activity to produce wider range of vocabulary (see p14 of the CC Activity Pack for Participatory Learning).</li><li>• Learners can explore other first aid skills (see <a href="http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid">http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid</a>).</li><li>• Learners write an account of an experience of giving or receiving first aid.</li></ul>

### Learner co-design and delivery

- Use the topic of 'first aid' and the British Red Cross to discuss cultural differences: Is first aid important in their country? Are there courses and information about it?
- Encourage learners with medical knowledge to share their skills and demonstrate some first aid techniques.
- Learners compile a first aid guide for others.

### Extension activities

- Invite a health professional to give a talk about first aid to the group (or to teach the group how to do chest compressions on a dummy).
- Learners take a first aid course (or online course).

## Source materials

### Source Material 1

Match the word with its meaning



**Source Material 2**  
Discussion cards

**Who can give first aid?**

**What first aid skills do you know?**

**Have you ever received first aid?**

**Have you ever given anyone first aid?**

### Source Material 3

What can you do to help?

Put in the missing words:

bleeding

burn

heart attack

stroke

Help someone who has a

1. Cool the  under cold running water for ten minutes.
2. After the  has cooled, cover it with cling film or a clean plastic bag.
3. Get help if necessary.

Help someone who is  a lot

1. Press on the wound to try and stop the
2. Call for help.
3. Keep pressing on the wound until help arrives.

When someone is having a

Look at the person -

1. Is there weakness on one side of their face?
2. Can they raise both arms?
3. Can you understand them when they speak?
4. Call for help.

Help someone who is having a

1. Call for help.
2. Check they are sitting in a comfortable position.
3. Reassure them while you wait for help to arrive.
4. Give them an aspirin if possible.

## Source Material 4

### Video clip



<https://www.youtube.com/watch?v=OSsPfbupoac>

Watch the video and answer the questions below:

#### First section: Peter wearing jeans

- What's wrong with Peter?
- What does he say?
- How long does he lie there until someone helps him?
- Why do people walk past?
- Why doesn't anyone help him?

#### Second section: Ruth

- What's wrong with Ruth (the woman)?
- How long does she lie there until someone helps her?
- Why do people walk past?
- What happens when the man stops to help her?

#### Third section: Peter wearing a suit

- What's wrong with Peter?
- How long does he lie there until someone helps him?
- Why does the woman stop to help him?
- Why do lots of people come to help him?

#### Discussion questions

- What is a bystander?
- If you saw someone lying on the ground, what would you do?

## Source Material 5

### First aid quiz

How much do you know about first aid?

Test your knowledge to find out.

**1. What should you do to help someone who is having an asthma attack?**

- a. Help the person sit in a comfortable position and take their medication.
- b. Help the person to stand and breathe into a paper bag.
- c. Advise the person to do some stretches and run around.

**2. If someone is bleeding from a wound, what can you do to help?**

- a. Let them bleed and talk to them.
- b. Put pressure on the wound.
- c. Give them an aspirin.

**3. What should you do if you think someone has broken a leg?**

- a. Ask them to stand on their leg to see if it hurts.
- b. Help them support their leg using a cushion or some clothes.
- c. Leave it for a while to see if the pain gets better.

**4. What should you do to help someone who has a burn?**

- a. Wrap the burn in cling film or a plastic bag.
- b. Wipe the burn with antiseptic wipes.
- c. Cool the burn under cold running water.

**5. What should you do to help someone who is choking?**

- a. Encourage them to breathe through their nose.
- b. Help them drink some water to remove the object.
- c. Hit them on their back between the shoulder blades.

**6. Which is the best thing to apply to a head injury to reduce swelling?**

- a. A bag of frozen vegetables, in a cloth.
- b. A wet cloth.
- c. A can of cold drink.

**7. Where would a person having a heart attack usually feel pain?**

- a. In their chest.
- b. In their stomach.
- c. In their legs.

**8. What should you find out if you think a person has swallowed poison or a harmful substance?**

- a. What they have taken, when and how much.
- b. What they have taken, when and where.
- c. What they have taken, when and why.

(based on First Aid Skills Pack, British Red Cross. <https://www.redcrossfirstaidtraining.co.uk/What-we-do/Free-first-aid-skills-pack-employee-engagement.aspx>)

# Becoming stronger

## Overview:

In this unit learners will identify factors that affect emotional health; develop vocabulary for talking about emotions; and explore coping strategies. The final activity focuses on reading and writing skills.

### Entry 1

- Make statements of fact about emotional health (Sc/E1.4)
- Obtain information from texts (Rt/E1.1b)

### Entry 2

- Express clearly statements of fact about emotional health (Sc/E2.3)
- Obtain information from texts (Rt/E2.1b)

### Entry 3

- Make contributions to discussions about emotional health (Sc/E3.1)
- Obtain specific information from texts (Rt/E3.8)

### Links to other Citizens' Curriculum capabilities

Health: Wellbeing; Mental health;  
Understand impact of health

Civic: Cultural awareness;  
Assertiveness

### Language points

These activities provide opportunities for teaching and reinforcing:

- Vocabulary – particularly adjectives for describing emotions: e.g. hopeful, optimistic, proud, surprised, excited, insulted, tense
- Word order- making statements and questions

### Additional materials needed

- <http://osiriseducational.co.uk/mindsets/famous-growth-mindsets/> - free downloadable poster featuring mini-biographies of Jack Andraka; Michael Jordan; Malala Yousafzai; JK Rowling; Thomas Edison and Bethany Hamilton
- Print out more information about famous successes from [https://simple.wikipedia.org/wiki/Main\\_Page](https://simple.wikipedia.org/wiki/Main_Page).

## Suggested Approach

### Activity 1

#### What makes a healthy person?

1. Give out large flip-chart sheets. In groups, learners draw a person. Explain – this is a healthy person. Learners add labels/images/diagrams to show how this person stays healthy (e.g. eats well; exercises daily). Use template from Source Material 1 if needed.
2. Allow ten minutes or so. Then ask learners to feedback three ideas from their discussion.
3. Learners return to their image, and circle strategies that are particularly important for mental/emotional health.
4. Sample feedback and demonstrate how to create a Venn diagram. Learners create their own diagrams showing strategies that are good for physical health; good for emotional health; and good for both.

### Activity 2

#### Talking about emotions

1. Write the sentence starters from Source Material 2 on flip-chart sheets around the room – one sentence starter per sheet.
2. Stand in front of one of the sheets and make a statement about the emotion: "I feel happy when... I listen to music."
3. Learners circulate around sheets and add examples of their own. Allow learners to select the emotions they feel comfortable talking about.

4. Learners complete sentence stems on Source Material 2. See Differentiation suggestions.

### Activity 3

#### Coping with difficult situations

1. Hand out sets of "emotions" cards (Source Material 3) and ask learners to arrange them in a line (on the floor or stuck on a wall) with the most negative emotion at one end and the most positive at the other. Clarify any differences in meaning as learners make decisions.
2. Read out a "Difficult situations" statement (Source Material 4) and ask learners to stand by the card that reflects how they would feel. Repeat with additional statements. Discuss any differences – and clarify that we all react differently to things.
3. Give out sets of "coping strategies" cards (Source Material 5) and ask learners to sort into "positive" and "negative" strategies.
4. In pairs, learners look again at the situations from Source Material 4 and identify a positive coping strategy for each situation. Take brief feedback, and highlight that different strategies work for different people.

### Activity 4

#### Mindset – dealing with setbacks

1. Search the internet to find images to match the biographies on <http://osiriseducational.co.uk/mindsets/famous-growth-mindsets/> Display one image and elicit what learners

- already know: Who is this? Why are they famous?
2. Display copies of the Mindset poster around the classroom. Give out Source Material 6. Learners match names with achievements, and check against the posters. (This activity could be done in small groups, with the names and achievement cut into cards for matching.)
  3. Allocate one "famous mind-set" to small groups. Learners write three

- questions about their allocated character, and write each question on a separate index card. Check each question and correct any errors in spelling or word order.
4. Collect the question cards, shuffle them, and share them around the group.
  5. Learners circulate around the posters to find answers to the questions.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"> <li>• Provide emoticon cards or images to illustrate the "emotions" cards.</li> <li>• Allow the use of first language to enable learners to work together to clarify meaning.</li> </ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"> <li>• Activity 2: The sentence starters can be changed to provide practice using different structures and tenses. E.g "I felt happy when..."; "I would be angry if..."; "When I'm anxious, I..."</li> <li>• Activity 4: Learners research other famous successes, and create questions based on texts. (Find and print source material from Simple English Wikipedia - <a href="https://simple.wikipedia.org/wiki/Main_Page">https://simple.wikipedia.org/wiki/Main_Page</a>)</li> </ul>

### Learner co-design and delivery

- Involve learners in translating mental health support materials that are available in the prison.
- Encourage discussion about different cultural reactions. Are some emotions more common in some countries? Is it OK for men to cry? Does shouting always mean someone is angry?

### Extension activities

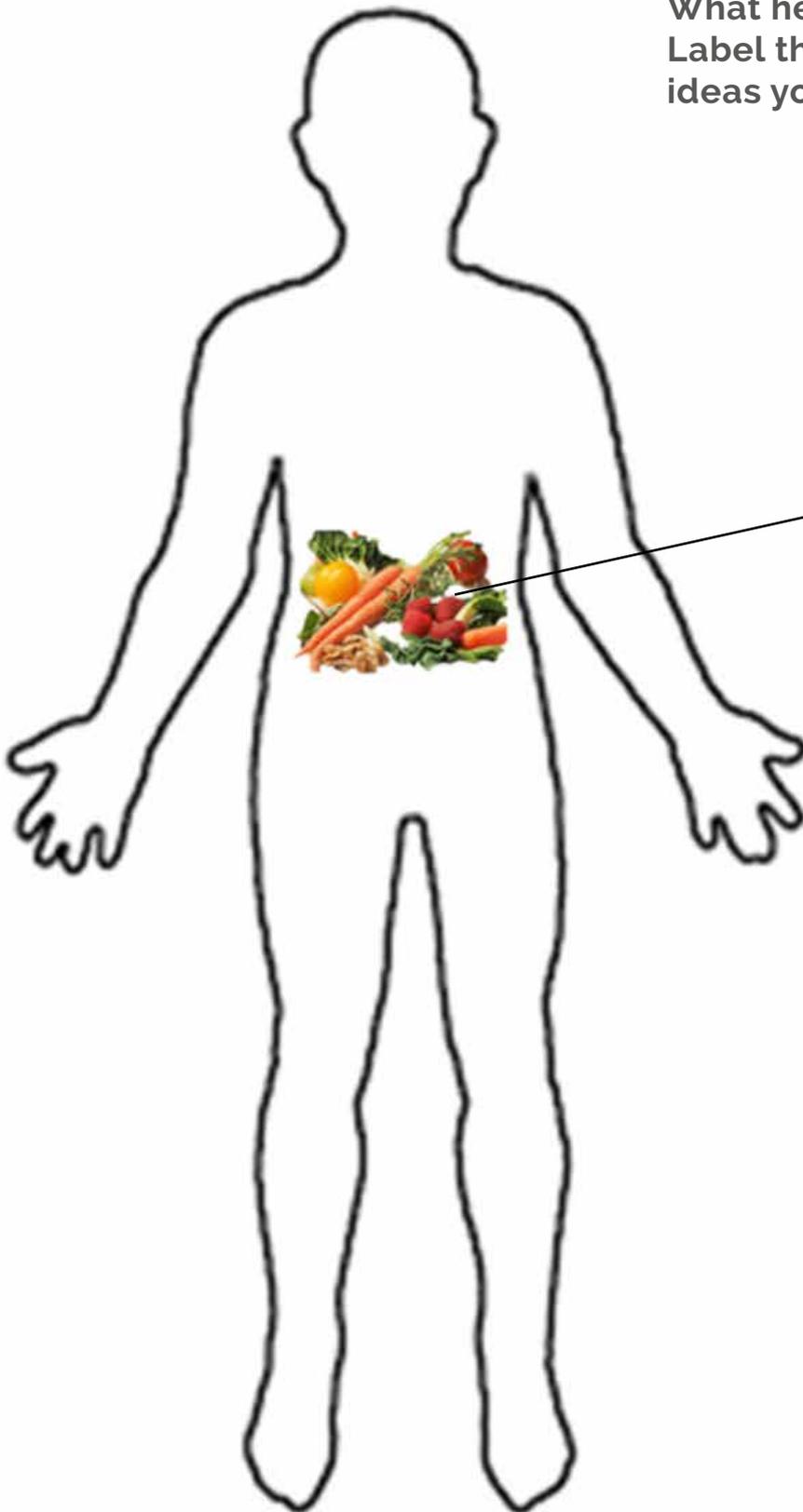
- Learners create their own "virtual First Aid checklist" with coping strategies that work for them. This could be shared with others, and used as a basis for peer support.
- Collect information about counselling or other mental health support that is available. Invite specialists to come and talk to groups, and to arrange follow-up appointments. Encourage learners to prepare questions beforehand.

## Source materials

### Source Material 1

#### Healthy mind, healthy body

What helps us stay healthy?  
Label the body with all the ideas you can think of.



E.g Eat lots of  
vegetables.

## Source Material 2

Complete the sentences

I feel happy when...

I feel excited when...

I feel angry when...

I feel sad when...

I feel bored when...

I feel anxious when...

I feel restless when...

**Source Material 3**  
Emotions adjectives

<b>afraid</b>	<b>amazed</b>	<b>content</b>	<b>irritated</b>
<b>angry</b>	<b>embarrassed</b>	<b>anxious</b>	<b>annoyed</b>
<b>disgusted</b>	<b>ashamed</b>	<b>eager</b>	<b>nervous</b>
<b>confused</b>	<b>relieved</b>	<b>lonely</b>	<b>scared</b>
<b>hopeful</b>	<b>optimistic</b>	<b>proud</b>	<b>surprised</b>
<b>excited</b>	<b>insulted</b>	<b>tense</b>	<b>terrified</b>
<b>thrilled</b>	<b>worried</b>		

## **Source Material 4**

### **Difficult situations**

**In pairs, talk about how you feel.**

**Ask...**

**How do you feel when...**

**... you lose at a game?**

**... you lose something?**

**... someone doesn't understand you?**

**... you meet someone for the first time?**

**... you have an argument?**

**... you have to do something you find hard?**

**... someone takes something of yours without asking?**

**Source Material 5**  
**Coping strategies**

<b>see a counsellor or nurse</b>	<b>eat</b>
<b>worry</b>	<b>ask for help</b>
<b>listen to music</b>	<b>hurt yourself</b>
<b>start a fight</b>	<b>talk to someone</b>
<b>write about it</b>	<b>fix the problem</b>
<b>think positively</b>	<b>exercise</b>
<b>blame someone else</b>	<b>smoke</b>
<b>watch tv</b>	<b>complain</b>
<b>do nothing</b>	<b>meditate</b>

## Source Material 6

Cut into cards for matching

Task 1: Match the name with the achievement.

<b>Jack Andraka</b>	<b>The youngest cancer researcher.</b>
<b>Thomas Edison</b>	<b>World renowned inventor.</b>
<b>Michael Jordan</b>	<b>The greatest basketball player, ever.</b>
<b>J.K. Rowling</b>	<b>Author of the Harry Potter series.</b>
<b>Bethany Hamilton</b>	<b>Pro-surfer who survived a shark attack.</b>
<b>Malala Yousafza</b>	<b>Youngest Nobel prize winner.</b>

# Managing stress

## Overview:

In this unit, learners will discuss and explore aspects of managing stress, including anxiety, depression, cultural differences, and self-help. The activities provide language skills practice and are relevant to life in prison as well as being transferable to other contexts.

### Entry 1

- Speak and listen in simple exchanges and discussions about stress (Sd/E1.1c, Lr/E1.4, Lr/E1.5)
- Read a short narrative (Rt/E1.1, Rt/E1.2)
- Recognise and decode some key words (Rw/E1.1a, Rw/E1.2a)
- Write a simple sentence (Ws/E1.1)

### Entry 2

- Follow the main points and make appropriate contributions to discussions about stress (Sd/E2.1, Lr/E2.5, Lr/E2.8a)
- Obtain information from texts (Rt/E2.1b)
- Recognise and decode key vocabulary (Rw/E2.2a, Rw/E2.3)
- Construct simple and compound sentences and use adjectives (Ws/E2.1, Ws/E2.2)

### Entry 3

- Follow and make relevant contributions to discussions about stress (Lr/E3.7, Sd/E3.1, Sd/E3.4)
- Obtain information from texts through detailed reading (Rt/E3.8)
- Recognise specialist key words (Rw/E3.1)
- Construct complex sentences using correct grammar (Ws/E3.1, Ws/E3.2)

### Links to other Citizens' Curriculum capabilities

- Health: Wellbeing, Mental Health, Supporting others, Using knowledge to problem-solve, Understanding health terminology
- Civic: Communication skills, Goals and action planning; Cultural awareness

### Language points

- Vocabulary related to stress – symptoms, causes, managing it, etc.
- Nouns and adjective forms, e.g. anxiety/anxious, depression/depressed, worry/worried, anger/angry
- Key structures, e.g. 'to feel ... (depressed/angry/upset/worried)' 'to suffer from ... (anxiety/depression/

anger management/concentration problems)

- Functions, e.g. agreeing, disagreeing, giving opinions, interrupting politely
- Modal verbs, particularly 'might' 'may' and 'can' to describe the effects of stress on your health
- Past simple and past continuous to describe stressful experiences
- Pronunciation issues, e.g. stress patterns, consonant cluster in 'anxious', vowel sounds in 'worried'

### Additional materials needed

- Learning and Work Institute 'Get Set for Success' tutor notes and worksheets, Unit 2.5

### Other useful resources

- Coping with Stress. A Special Addition to Staying Healthy: An English Learner's Guide to Health Care and Healthy Living. (Student) <http://www.floridaliteracy.org/books/StressSE.pdf>
- Coping with Stress. A Special Addition to Staying Healthy: An English Learner's Guide to Health Care and Healthy Living. (Teacher's Guide) <http://www.floridaliteracy.org/books/StressTE.pdf>

## Suggested Approach

### Activity 1

#### What is stress?

1. As learners arrive, play some 'relaxing music'. Discuss how it makes them feel and what comes into their minds when they hear it. Elicit the opposite of 'relaxed' - 'stressed': the

feeling of being under too much mental or emotional pressure.

2. Show the two pictures (Source Material 1) and discuss why the people look worried, anxious, angry, etc. What causes stress? Use this as an opportunity to elicit and identify key vocabulary for the session, including words/phrases they associate with the topic, e.g. 'being in prison', 'not seeing family', 'money worries', 'going to court', 'frustrated', etc. Give an example yourself such as 'I feel stressed when my car breaks down/I'm late for an interview'. Ask learners who feel comfortable to do so to share what causes them stress.
3. Ask learners to work in small groups with a large sheet of flipchart paper. In the centre, write 'signs of stress' and then brainstorm words and phrases associated with this, e.g. 'feel anxious', 'feel depressed', 'have sleeping problems', 'not want to eat', 'difficult to concentrate', 'worry all the time', 'lose my temper', 'drink too much', etc. Encourage them to draw pictures and images too.

### Activity 2

#### How does stress affect you?

1. Give out Source Material 2 and check understanding of the introductory text and vocabulary, particularly 'chronic stress' and the use of 'might' and 'can'.
2. Give out Source Material 3 and ask learners to work in small groups to put the symptoms into the correct

column. Encourage discussion and language of giving opinions, agreeing, etc.

3. During feedback, deal with any pronunciation issues.
4. Use Source Material 4, Word Cards, to practise collocations. Provide some blank cards for learners to add their own examples and link to Activity 3 Writing.

### **Suggested answers:**

Physical: Headaches, stomach aches, chest pain, high blood pressure, breathing problems, sleeping problems, skin problems, sweating. Emotional: Sadness, doubts, constant worrying, anger, fear, negative thoughts, confusion, no confidence, frustration. Behavioural: Crying, arguing, fighting, smoking/drinking too much, taking drugs, eating problems, nervous habits (nail biting, pacing), cannot relax, cannot concentrate, missing work, buying things you don't need.

## **Activity 3**

### **Writing**

1. Introduce the writing activity using Source Material 5. This provides an opportunity for consolidation and for learners to practise writing at their own level.
2. Depending on your group, decide whether it is appropriate for learners to share what they have written.

## **Activity 4**

### **How to manage stress**

1. Create an 'ideas tree' with 'How to manage stress' written on the trunk. Ask learners to work in pairs or small groups to write tips and ideas on the branches.
2. If learners are having difficulty thinking of suggestions, give them Source Material 6 and ask them to choose three or four ideas that they think would be useful and write them on the tree. Display their 'trees' around the room so that learners can see all the ideas.
3. Use Source Material 6 for a follow-up discussion of good and bad ways of coping with stress. If appropriate, learners can talk about which points they identify with. Learners can create posters based on their discussion.
4. Ask learners to draw up an action plan which details who can offer support and where they can get support from, including professional services both inside and outside prison.
5. End session with a song!

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Use Source Material 1 for 'describing someone'. Learners can practise describing the people in the pictures.</li><li>• Limit the number of new words introduced and provide pictures for a matching activity.</li><li>• Source Material 2: Use pictures, simplify the text and limit the number of new words.</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Activity 4: Give out Source material 6 with the suggestions mixed up. Ask learners to sort them into 'good' and 'bad' ways of coping with stress.</li><li>• After Activity 4: Role play asking for and giving advice on what to do about stress, e.g. 'I'm worried all the time and I can't sleep. What can I do?' 'You could...' 'If I were you, I'd...' 'Why don't you try...'</li><li>• Pairs play 'hangman' with new vocabulary.</li></ul>

### Learner co-design and delivery

- Learners create a poster about symptoms of stress in their institution, with suggestions for how to manage it and information on professional support. (Link to Learning and Work Institute 'Get Set for Success' tutor notes and worksheets, Unit 2.5)

### Extension activities

- Invite a health professional to speak to learners about mental health issues and possible treatments and support.
- Ask learners to make a list of common stressful situations, e.g. moving house, having a baby, starting a new job, being in debt, going to court, being in prison, being released. Write each one on a separate note card or sticky note. Learners then order the stresses from the most stressful to the least stressful. Learners can compare and note that what is most stressful for one person might not be as stressful for someone else. Using the cards/sticky notes, ask learners to categorise how they would cope with each stress: 1) accept it, 2) avoid it, 3) change it, or 4) change how they think about it.

## Source materials

### Source Material 1



NOTES:



NOTES:

## Source Material 2

How can stress affect your health?

Stress can hurt your health. The first symptoms are often small - you might have more headaches, you might have stomach aches or you might have problems sleeping. You might get a lot of colds. Over time the symptoms can get worse. You can get very sad, sick or depressed. The effects of stress can be dangerous. Chronic stress can lead to high blood pressure, heart disease, strokes and diabetes. If you are pregnant, it can even affect your baby. The baby may come early.

Stress can also affect your thinking and your behaviour. These symptoms interact and affect each other.

Look at the symptoms below and decide if they are physical, emotional or behavioural.

Then put each word or phrase into the correct column in the table. Add your own ideas too.

- Stomach aches ● Missing work ● Buying things you don't need ●
- Crying ● Upset stomach ● Sadness ● High blood pressure ●
- Constant worrying ● Anger ● Fear ● Cannot relax ●
- Chest pains ● Cannot concentrate ● Skin problems ●
- Breathing problems ● Drinking or smoking too much ●
- Fighting ● Taking drugs ● Sweating ● Sleeping problems ●
- Negative thoughts ● Cannot make choices ● Headaches ●
- Confusion ● Nervous habits (e.g. nail biting) ● No confidence ●
- Eating problems ● Arguing ● Frustration ●

### Source Material 3

<b>Physical</b> (physical symptoms)	<b>Emotional</b> (thoughts and feelings)	<b>Behavioural</b> (actions)

## Source Material 4

<b>upset</b>	<b>stomach</b>
<b>sleeping</b>	<b>problems</b>
<b>negative</b>	<b>thoughts</b>
<b>nervous</b>	<b>habits</b>
<b>chest</b>	<b>pains</b>

## Source Material 5

Write about a time you felt stressed

### 1. What caused the stress?

I felt stressed when .....

.....

.....

.....

### 2. How did it affect you?

I knew I was stressed because I.....

.....

.....

.....

### 3. What did you do about it?

.....

.....

.....

.....

## Source Material 6

### Good ways to cope with stress

- **Keep active - exercise is good for the body.**
- **Replace negative thoughts with positive 'self-talk' or meditation.**
- **Use a problem-solving approach.**
- **Accept the things you cannot change.**
- **Do something relaxing, like deep breathing, stretching, listening to music, drawing pictures, writing a story or a poem, or reading a book.**
- **Learn more about stress to help you cope better.**
- **Learn something new – attend a class or training course.**
- **Write in a journal to help you think about your feelings.**
- **Focus on one thing at a time.**
- **Talk to family and friends.**
- **Be a friend to others.**
- **Ask for help – prison or healthcare staff, chaplain or religious leader.**

### Bad ways to cope with stress

- **Eat too much or too little**
- **Smoke a lot**
- **Gamble**
- **Spend too much money**
- **Drink alcohol**
- **Take drugs**
- **Watch a lot of TV**
- **Stay away from others**
- **Sleep too much**
- **Take out stress on others (blaming, arguing, fighting)**

# Managing visits and relationships

## Overview:

In this unit learners will discuss how visits are organised and explore how they can create and maintain positive relationships with those around them. Learners are encouraged to share their knowledge and experiences as well as develop relevant language skills. Activity 1 includes an optional video and writing activity.

### Entry 1

- Ask questions and talk about visits and relationships (Sc/E1.3, Sc/E1.4, Sd/E1.1)
- Read and decode some key words (Rw/E1.1a, Rw/E1.2a)
- Write a simple text with sentences (Wt/E1.1, Ws/E1.1, Ww/E1.1)

### Entry 2

- Ask questions, express views and opinions about visits and relationships (Sc/E2.2, Sc/E2.3, Sd/E2.1)
- Recognise and decode key vocabulary (Rw/E2.2, Rw/E2.3)
- Write a simple text with simple and compound sentences (Wt/E2.1a, Ws/E2.1)

### Entry 3

- Ask questions, express views and opinions about visits and relationships (Sc/E3.3b, Sc/E3.4a, Sd/E3.1)
- Recognise specialist key vocabulary (Rw/E3.1)
- Plan, draft and organise writing using complex sentences (Wt/E3.1, Wt/E3.2, Ws/E3.1)

### Links to other Citizens' Curriculum capabilities

Health: Emotional intelligence, empathy and recognition, using knowledge to problem-solve

Civic: Communication skills, teamworking, cultural awareness

### Language points

- Vocabulary related to visits and relationships
- Question forms (including intonation patterns)
- Use of past tenses to describe experiences
- Adjectives – positive and negative – to describe relationships
- Prefixes – 'un' 'in' and 'dis'
- Pronunciation issues, e.g. stress patterns in multisyllabic words

## Additional materials needed

- CC Activity Pack for Participatory Learning
- Get Set for Success, Unit 3 Managing relationships

## Other useful resources

- Requesting a visit <https://www.gov.uk/staying-in-touch-with-someone-in-prison/visiting-someone-in-prison>
- Staying in touch with someone in prison <https://www.gov.uk/staying-in-touch-with-someone-in-prison>
- Offender families helpline - visits <http://www.offendersfamilieshelpline.org/index.php/visits/>
- Video of child talking about visiting father in prison <https://www.youtube.com/watch?v=EQkEgmKzgu0> org/books/StressTE.pdf

## Suggested Approach

### Activity 1

#### Sharing knowledge about visits

1. Use a 'card cluster' activity to pool knowledge and create a group narrative about prison visits. Give each learner three pieces of card (or sticky notes) and ask them to write three different things they know about visits, one thing on each card - information, opinion or personal experience. Cluster the cards based on similar themes and add more if they wish. (see p11 of the CC Activity Pack for Participatory Learning).
2. Encourage learners to explain what they have written and to ask and answer questions. Check learners

include: visiting orders, the different ways someone can request a visit, how many visitors can come at the same time, where to find information about visits, ID requirements, security, children visiting, etc.

3. List key words and phrases on the board, correcting grammar and pronunciation as relevant.
4. Finally, produce a group 'language experience' text based on the cards, with each learner producing one sentence. The resulting text can be used for reading and writing practice. Higher level learners can create their own texts.

### Optional video and writing activities

Listen to a child talking about visiting her father in prison, security procedures and family visits (<https://youtu.be/EQkEgmKzgu0>). The video can be used for listening comprehension practice and discussion. Follow up activity: write a letter to your visitor explaining what to expect when they arrive at the prison, what ID they need to bring, and the security procedures.

### Activity 2

#### Questions and answers about staying in touch

1. Elicit questions about staying in touch with friends or family while they are in custody. Cluster the questions into themes (e.g. writing letters, email, internet, phone calls, sending money) and identify a main question for each. Write each question at the top of a flipchart

- sheet, e.g. How often can I phone my wife/husband/...? Can I send an email? How can my friend send me money? Do prison officers read my letters? Where can I get information about...?
2. Practise questions forms, including intonation.
  3. Put each flipchart sheet on a different table. Divide learners into pairs or small groups and ask each group to go to a table and add short answers the question.
  4. Display all the sheets and discuss the information shared. Identify any gaps (see <https://www.gov.uk/staying-in-touch-with-someone-in-prison> )

### Activity 3

#### Social relationships

1. Follow on from Activity 2 by asking learners: Why is it important to stay in touch with friends and/or family? Which other people do you see or speak to every day? Introduce the term a 'social relationship' (a connection between two or more people) and give a couple of examples, e.g. 'I see my partner and children every day, I see my work colleagues most days, I don't see my parents very often...' Lead a discussion on the different relationships they have in their life – with family, friends, work colleagues, staff in prison, etc. Use pictures to illustrate different relationships if possible.
2. Give out Source Material 1 and ask learners to fill in the boxes with the people they see in those contexts.
3. Discuss the differences between these relationships. Ask 'Do you have the same relationship with a family member as with someone you work with?' and clarify that some relationships are long-lasting and others are very brief. Give a couple of examples and then elicit learner examples.
4. Establish that some relationships are positive, others can be negative and the quality of interpersonal relationships can have an impact on our mental health.
5. Elicit from the group words they associate with a positive relationship and write these on the board, e.g. helpful, kind, etc.
6. Give out Source Material 2, check pronunciation and understanding of the target vocabulary. Mark the stress on multisyllabic words. Ask learners to circle the positive adjectives in blue and the negative words in red. Then ask learners to draw a line to match words with opposite meanings. Use the material to make word cards too. (Suggested answers: patient – impatient, mean – generous, helpful – unhelpful, honest – dishonest, suspicious – trusting, sympathetic – unsympathetic, tolerant – intolerant, kind – unkind/mean, abusive – respectful.) Focus learners' attention on how antonyms are formed using prefixes ('un' 'in' and 'dis') and compare this to how antonyms are formed in their language.

7. Play a word game: put learners into small groups with a set of word cards, face down on the table. Learners take turns selecting a card, do not show it to the others and act out the word which the others have to guess. The first person to guess the word correctly takes the card and the winner is the person with the most cards.
  8. As a follow up activity, ask learners to write one or two sentences about a positive relationship they have had using some of the words from Source Material 2. Read sentences aloud around the class and ask learners to vote for the best sentence. Select sentences to write up on the board and invite peer correction.
4. Feedback and discuss the reasons for their choice of answers.
  5. Learners can create their own roleplays – one positive and one negative – and act them out. The group decides which role play is the best.

## Activity 4

### Positive social relationships

1. Write the words 'passive' 'aggressive' and 'assertive' on the board and use pictures if possible to illustrate the meanings. Ask learners which word is the best description for a positive social relationship (assertive). Why? What happens when people are aggressive or passive? See Get Set for Success, Unit 3 Managing relationships for more information.
2. Lead a discussion on what makes a positive social relationship, e.g. good communication skills.
3. Ask learners to work in pairs with Source material 3 – Role play. They should choose the best response, and practise asking and answering questions.

## Additional notes for delivery

<b>Beginners/ beginner readers</b>	<ul style="list-style-type: none"><li>• Activity 1: Learners can draw pictures instead of writing words. Use the language experience text for further practice activities, e.g. gap fill, matching, spelling, handwriting, etc.</li><li>• Activity 3: Select five or six word cards which can be used for word recognition practice and as a model for handwriting practice. Provide sentence stems to scaffold lower level learners.</li></ul>
<b>Higher level learners</b>	<ul style="list-style-type: none"><li>• Encourage learners to work in same language pairs during discussion of social relationships, to support vocabulary development</li><li>• Activity 3: give learners extra cards to write their own adjectives and antonyms</li><li>• Learners write a letter to a visitor explaining what to expect when they arrive at the prison, what ID they need to bring, and the security procedures.</li><li>• Use differentiated questioning to encourage further exploration of the topics and provide practice of conditional forms.</li><li>• Activity 4: Learners create their own drama scenario of a positive or negative relationship and practise in pairs or three's. Share how they felt at the end.</li></ul>

### Learner co-design and delivery

- Encourage learners to write additional cards for adjectives in Source Material 2, working together to find antonyms.
- Learners can make a poster to illustrate positive relationships.
- Learners can find out about family visits in their institution.

### Extension activities

- Invite a professional to give a talk about abusive relationships.
- Learners can attend a course on improving their communication skills.
- For higher level learners, use some of the materials from Get Set for Success, Unit 3 Managing relationships.

## Source materials

### Source Material 1

#### Different relationships

What are the different relationships you have in these different places?

**In prison**

**At home**

**At work**

**In the community**

## Source Material 2

### Words to describe relationships

<b>patient</b>	<b>mean</b>	<b>helpful</b>
<b>honest</b>	<b>suspicious</b>	<b>generous</b>
<b>sympathetic</b>	<b>tolerant</b>	<b>kind</b>
<b>unhelpful</b>	<b>dishonest</b>	<b>abusive</b>
<b>intolerant</b>	<b>unkind</b>	<b>impatient</b>
<b>respectful</b>	<b>trusting</b>	<b>unsympathetic</b>

## Source Material 3

### Role play

Scenario and question	Your response to the question
<p>You are with a friend and you are very hungry. There is some cake on the table. Your friend asks:</p> <p><b>Would you like the last piece of cake?</b></p>	<ul style="list-style-type: none"><li>a. <b>Oh no, you take it.</b></li><li>b. <b>I'd like it but would you like some too.</b></li><li>c. <b>You're getting too fat so I'll have it.</b></li></ul>
<p>You are sharing a room in a hostel. You are not happy that your roommate wants to smoke a cigarette. He says:</p> <p><b>Is it OK if I light up?</b></p>	<ul style="list-style-type: none"><li>a. <b>That's okay, I'll get the ashtray.</b></li><li>b. <b>I want to keep the room clean, so I would prefer you not to.</b></li><li>c. <b>Do you want to give me lung cancer?</b></li></ul>
<p>Your work colleague suggests a new way of doing something but you think it would be too difficult. Your colleague asks:</p> <p><b>Do you think my suggestion is a good idea?</b></p>	<ul style="list-style-type: none"><li>a. <b>Yes, it's a great idea.</b></li><li>b. <b>Is there a way of making it less difficult?</b></li><li>c. <b>That won't work at all. It's better to do the same as before.</b></li></ul>

## Links to other useful resources

British Council ESOL Nexus: <https://esol.britishcouncil.org>

Citizens' Curriculum Activity Pack for Participatory Learning: [www.learningandwork.org.uk/wp-content/uploads/2017/07/LW-Citizen-Curriculum-Activity-Pack-FINAL.pdf](http://www.learningandwork.org.uk/wp-content/uploads/2017/07/LW-Citizen-Curriculum-Activity-Pack-FINAL.pdf)

Citizens' Curriculum Guide to Non-Directive Coaching: [www.learningandwork.org.uk/wp-content/uploads/2017/08/LW-Coaching-Report-V6-13.7.2017.pdf](http://www.learningandwork.org.uk/wp-content/uploads/2017/08/LW-Coaching-Report-V6-13.7.2017.pdf)

More information about the Citizens' Curriculum: [www.learningandwork.org.uk/citizens-curriculum](http://www.learningandwork.org.uk/citizens-curriculum)

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