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# CURRICULUM

## Lesson Plans

### MODULE 3 – Prosocial Responses

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# Content

<b><i>Lesson 1: Prosocial responses (a)</i></b> .....	<b>2</b>
MODULE 3. Lesson 1: Activity 1 .....	4
MODULE 3. Lesson 1: Activity 2 .....	4
MODULE 3. Lesson 1: Activity 3 .....	7
MODULE 3. Lesson 1: Activity 5 .....	8
MODULE 3. Lesson 1: Activity 6 .....	11
MODULE 3. Lesson 1: Activity 6 .....	12
<b><i>Lesson 2: Prosocial responses (b)</i></b> .....	<b>13</b>
MODULE 3. Lesson 2: Activity 1 .....	15
MODULE 3. Lesson 2: Activity 2 .....	15
MODULE 3. Lesson 2: Activity 3 .....	17
MODULE 3. Lesson 2: Activity 4 .....	17
MODULE 3. Lesson 2: Activity 5 .....	19
MODULE 3. Lesson 2: Activity 6 .....	22
MODULE 3. Lesson 2: Activity 7 .....	23
<b>APPENTICES</b> .....	<b>25</b>
Appendix 1. ....	25
Appendix 2. ....	26
Appendix 3. ....	27
Appendix 4. ....	29
Appendix 5. ....	31
Appendix 6. ....	32
Appendix 7. ....	33

## Lesson 1: Prosocial responses (a)

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Lesson title	Prosocial responses (a)
<b>Objectives</b>	<p><b>The objectives of Lesson 1 are to:</b></p> <ul style="list-style-type: none"><li>• Introduce committed action and revision of values</li><li>• Explore value-based actions for each group member</li><li>• Introduce prosocial behaviours</li><li>• Develop prosocial actions in the workplace</li><li>• Identify internal barriers for committed actions and prosocial acts</li></ul>
<b>Week</b>	Week 1
<b>Duration</b>	1.5 hours
<b>Key terms</b>	Committed Actions Prosocial Behaviours Civic values in workplace Internal barriers
<b>Learning outcomes</b>	<p><b>With the completion of Lesson 1 participants will be able to:</b></p> <ul style="list-style-type: none"><li>✓ Refer what committed action is.</li><li>✓ State the difference between values and ongoing commitment to valued actions.</li><li>✓ Describe prosocial behaviours at work.</li><li>✓ Identify their internal barriers.</li><li>✓ Develop skills to plan a committed action related to values and work.</li></ul>

<b>Learning methods</b>	<p><b>Individual reflection</b></p> <p><b>Group activity</b></p> <p><b>Group discussion</b></p>
<b>Evaluation</b>	<b>Continuous performance evaluation</b>
<b>Reference</b>	<p>Woodward, L. (2017). ACT on your recovery manual. Retrieved from <a href="https://contextualscience.org/files/ACT%20on%20Your%20Recovery%20Manual%202017.pdf">https://contextualscience.org/files/ACT%20on%20Your%20Recovery%20Manual%202017.pdf</a>.</p> <p>Amrod, J., &amp; Hayes, S. C. (2013). ACT for the incarcerated. <i>Forensic CBT: A handbook for clinical practice</i>, 43-65.</p> <p>McKay, M., Wood, J. C., &amp; Brantley, J. (2019). <i>The dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance</i>. New Harbinger Publications.</p>


Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	Discussion
<b>MODULE 3. Lesson 1: Activity 1</b>			
Brief Check-In and Review of Between Session Work	10 min	<p><b>Purpose:</b> To reflect on listening skills in the workplace and practice different types of communication related to active and empathic listening as discussed in the previous session.</p> <p><b>Procedure:</b></p> <p>The facilitator will explore and revisit the context of the previous lesson. In case participants completed the exercises or familiarised themselves with the exercises, they are encouraged to share their thoughts with the group.</p> <p>Possible questions/points to start the session/discussion with are:</p> <ul style="list-style-type: none"> <li>• Reflection on the previous session.</li> <li>• Did you practice some listening skills?</li> <li>• Did you face any difficulties or challenges that you would like to discuss?</li> </ul> <p><b>Summary:</b></p> <p>This section offered a review of the previous session's learning.</p>	Question and discussion
<b>MODULE 3. Lesson 1: Activity 2</b>			
★ Committed Action	30 min	<p><b>Purpose:</b></p> <p>Introduction of committed action and differentiation from values.</p>	Group discussion and group activity

Steps	Duration	Description	Resources, activities & materials
<p><b>Psychoeducation and Group Activity</b></p>		<p><b>Procedure:</b></p> <p>The facilitator introduces and explains the term “<b>Committed Actions</b>”, using an example.</p> <p>Facilitator: “We spoke about values in previous sessions. Values are like our direction. They lead the way like a lighthouse in the dark. But we still need to know how to behave and what to do in each moment. What steps to take Today, we will talk about choosing those actions, and we call this Committed action. It is committed because it is true to our chosen values, and it is action because, well... it is what we do!!”</p> <p>The facilitator can ask the participants if they can recall any values related to the workplace from lessons 1 and 2.</p> <p>The facilitator shows a list of values: Trust, Loyalty, Security, Friendship, Communication etc.</p> <p><b>Facilitator uses a flip chart to explain how values lead to committed actions.</b></p> <p><b>Facilitator’s example:</b> If our value is trust, how can we commit to trusting others, and others to trust us?</p> <p><b>Value:</b> Trust</p> <p><b>Committed Actions:</b> Doing my job on time. Ask for help if I am struggling to do the job.</p> <p><b>Lack of Committed Actions:</b> Doing all. Doing nothing.</p> <p>The facilitator also introduces the term ‘<b>Lack of Committed Actions</b>’.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Facilitator: “Although we may know what is important to us, our values, we sometimes still act in ways that are not in line with them. We avoid what is important, ignore it, or waste our energy on irrelevant things. In prison, due to the lack of opportunities, it is easy to choose actions that are not personally significant; we lose our direction”.</p> <p>The facilitator can ask the participants: “What did you do that got you into trouble? Have you ever avoided something significant to you?”</p> <p><b>Possible Responses:</b></p> <p>“I acted without thinking.”</p> <p>“I do things without caring about what happens to myself or others”.</p> <p><b>Some other examples:</b></p> <p>“I want to sleep all the time.”</p> <p>“I do not want to go to the prison school. What can you learn here that you do not already know?”</p> <p>The facilitator then asks: <i>Do those statements sound familiar to you?</i></p> <p>The facilitator then explains: <i>These actions may help to express a passing feeling, but they don’t lay the groundwork for life after prison. What other behaviours in prison keep you away from your values?</i></p> <p>Facilitator: <i>Now we can discuss how we can stick to our committed actions, even when it is hard.</i></p> <p>The facilitator focuses on the process of committed actions and proceeds providing strategies as instructed in</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>HANDOUT 1 - BUILDING COMMITMENT ACTIONS HANDOUT 1 (Appendix 1).</p> <p>After the completion of both handouts the facilitator asks: <b>In what way are these exercises helpful?</b></p> <p><b>Summary:</b></p> <p>In this section participants understand the difference between values and actions and create personal committed action plans.</p>	
<b>MODULE 3. Lesson 1: Activity 3</b>			
<b>Committed Action Path</b>	<b>15 min</b>	<p><b>Purpose:</b> Design a pathway for individuals to align their values with committed actions and goals.</p> <p><b>Procedure:</b> The facilitator shows a list of values: Trust, Loyalty, Security, Friendship, Communication etc.</p> <p>The facilitator assists participants in identifying their core values and collaborates with them to design the steps leading to committed goals. An example of this process can be found on HANDOUT 2 - COMMITTED ACTION PLAN (Appendix 2).</p> <p><b>Summary:</b> Participants learn to align their actions with their values, facilitating personal growth and fulfilment as they work towards achieving their committed goals.</p>	<b>Group discussion and group activity</b>



Steps	Duration	Description	Resources, activities & materials
Redirect our committed actions	10 min	<p><b>Activity 4</b></p> <p><b>Purpose:</b></p> <p>To acknowledge when action is not related to values and consider a redirection plan.</p> <p><b>Procedure:</b></p> <p>Participants are asked to use the REDIRECTION OF COMMITTED ACTION - HANDOUT 3 (Appendix 3) to engage in a committed action redirection exercise.</p> <p>“If you lose your direction to the committed actions, write down or think of some helpful ideas to find your way back (see co for more instructions, Appendix 3).”</p> <p><b>Summary:</b></p> <p>It is common to lose sight of our valued path, highlighting the importance of having a clear plan to get back on track when this happens.</p>	Individual Activity
<b>MODULE 3. Lesson 1: Activity 5</b>			
 Psychoeducational for Prosocial	20 min	<p><b>Purpose:</b></p> <p>To introduce the concept of prosocial behaviour and the benefits of this approach.</p> <p><b>Procedure:</b></p> <p>The facilitator explains the term “<b>Prosocial Behaviours and Responses.</b>” Similar to committed actions, Prosocial behaviours are actions that benefit us, others and society.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>They play a significant role in:</p> <ul style="list-style-type: none"> <li>• Maintaining healthy relationships at work</li> <li>• Building a strong support system and enhancing opportunities to get help when needed.</li> <li>• Building a positive image as an active citizen.</li> </ul> <p>Some examples of prosocial behaviours are:</p> <ol style="list-style-type: none"> <li>a) The head of a company decides to hire vulnerable populations such as disabled people.</li> <li>b) A manager gives a Christmas gift to his employees.</li> <li>c) Helping a colleague to finish their work because they are struggling.</li> </ol> <p><b>Instruction:</b> The facilitator offers instructions based on the PROSOCIAL ACTS/BEHAVIOURS AT THE WORKPLACE - HANDOUT 4 (Appendix 4).</p> <p>In pairs, participants will get a card. Using this card, participants will brainstorm ways to act prosocially. They can share their ideas with the whole group.</p> <p><b>Helping a Colleague:</b> When an employee helps a co-worker who is struggling with a task or facing a challenge, it is a prosocial action. For example, helping a co-worker meet a deadline, providing training, or offering feedback to improve their work.</p> <p><b>Volunteering for Extra Work or Projects:</b> Employees who voluntarily take on additional work or contribute to projects outside their primary responsibilities demonstrate prosocial behaviour. They put the team's needs above their own to achieve collective goals.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>Acknowledging and Recognizing Others' Achievements:</b> Employees who genuinely acknowledge and celebrate the accomplishments of their co-workers contribute to a positive and supportive work culture. Recognizing the efforts of others encourages collaboration and motivation.</p> <p><b>Promoting Inclusivity and Diversity:</b> Employees who actively support and promote inclusivity and diversity initiatives in the workplace engage in prosocial behaviour. This includes respecting different perspectives, advocating for underrepresented groups, and creating an inclusive environment.</p> <p><b>Initiating Social Activities:</b> Organizing social events or team-building activities that help colleagues' bond and strengthen their relationships exemplify prosocial actions. These activities can enhance team cohesion and morale.</p> <p><b>Consistently Meeting Commitments:</b> Employees display prosocial behaviour when they consistently fulfil their commitments and obligations to the team and organization. This reliability and dependability contribute to a positive work environment.</p> <p><b>Acting Ethically and Honestly:</b> Demonstrating ethical behaviour and acting with honesty and integrity in all interactions are essential prosocial actions. Trust and respect among co-workers are fostered when everyone upholds high ethical standards.</p> <p><b>Facilitator:</b> In general, prosocial actions in the workplace promote a positive work environment, strengthen team dynamics, and contribute to the overall success and well-</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>being of the organization and its employees. Following the discussion, the facilitator highlights that committed action and the decision of prosocial action does not guarantee the outcomes, and it does not immediately remove external barriers. What it does, is empowering the person to move forward in a positive direction with the history they have. The purpose of the current session is to determine what actions and prosocial actions the inmate is willing to commit to both before release, and within brief time frames after release, and foster chosen work values.</p> <p><b>Summary:</b></p> <p>This section reviewed some prosocial actions in the workplace and discussed how they relate to positive feelings.</p>	
<p><b>MODULE 3. Lesson 1: Activity 6</b></p>			
<p>★ <b>Committed Actions, Prosocial behaviours, and Values</b></p>	<p><b>15 min</b></p>	<p><b>Purpose:</b></p> <p>To identify committed actions and prosocial acts in work-related situations through scenarios.</p> <p><b>Procedure:</b></p> <p>The facilitator offers instructions based on the SCENARIOS AND COMMITTED/PROSOCIAL ACTS HANDOUT 5 (Appendix 5).</p> <p>Facilitator: “Read the scenarios and identify the intention and the committed or prosocial acts based on personal values”. Finally, participants can discuss examples of committed or prosocial acts on each topic.</p>	<p><b>Group Discussion and Scenarios</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p><b>Scenario 1:</b> General Scenario - finding a job.</p> <p><b>Scenario 2:</b> Connection with co-workers or other inmates.</p> <p><b>Scenario 3:</b> Connection with a manager/boss.</p> <p><b>Summary:</b></p> <p>This exercise continues to reinforce the recognition of prosocial actions in the workplace.</p>	
<b>MODULE 3. Lesson 1: Activity 6</b>			
<b>Conclusion / questions</b>	<b>5 min</b>	<p><b>Purpose:</b> To encourage reflection on what has been important or personally relevant in this group session.</p> <p><b>Homework:</b> Think and write down any obstacles that you might come across when you try to practise prosocial behaviour and committed actions.</p> <p><b>Summary:</b></p> <p>Participants will reflect on what has been important or personally relevant in this group session and complete homework regarding barriers/obstacles of their prosocial and committed actions.</p>	<b>Key points and Homework</b>

## Lesson 2: Prosocial responses (b)


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Lesson title	<b>Prosocial responses (b)</b>
<b>Objectives</b>	<p><b>The objectives of Lesson 2 are to:</b></p> <ul style="list-style-type: none"> <li>Repeat the work values and prosocial actions in the workplace.</li> <li>Identify external challenges/barriers when applying valued committed actions in the workplace.</li> <li>Develop skills to act prosocially in a demanding working environment.</li> </ul>
<b>Week</b>	Week 1
<b>Duration</b>	1.5 hours
<b>Key terms</b>	<p><b>External Barriers for prosocial acts</b></p> <p><b>Prosocial responses</b></p>
<b>Learning outcomes</b>	<p><b>With the completion of Lesson 2 participants will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Identify any potential challenges in the workplace and develop a plan to overcome these challenges.</li> <li>✓ Develop prosocial responses at work.</li> <li>✓ Understand that the work environment is challenging for prosocial behaviours, but it is our decision to stick to our work values and to act prosocially.</li> </ul>
<b>Learning methods</b>	<p><b>Individual reflection</b></p> <p><b>Group activity</b></p> <p><b>Group discussion</b></p>
<b>Evaluation</b>	<b>Continuous performance evaluation</b>

**References**

LeJeune & Luoma (2019). Valuing in Therapy. New Harbinger.

Woodward, L. (2017). ACT on your recovery manual. Retrieved from <https://contextualscience.org/files/ACT%20on%20Your%20Recovery%20Manual%202017.pdf>

Steps	Duration	Description	Resources, activities & materials
<b>Brief settling into the session</b>	<b>5 min</b>	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	<b>Discussion</b>
<b>MODULE 3. Lesson 2: Activity 1</b>			
<b>Brief Check-In and Review of Between Session Work</b>	<b>10 min</b>	<p><b>Purpose:</b></p> <p>To reflect on the committed and prosocial actions in the workplace and identify the internalizing and externalizing barriers that may prevent individuals to act prosocially at work.</p> <p><b>Procedure:</b></p> <p>Reflecting on the concerns that may arise when acting prosocially in the workplace, considering the homework of the previous lesson as a guide.</p> <p><b>Summary:</b></p> <p>Participants will reflect on the committed and prosocial actions in the workplace and identify the internalizing and externalizing barriers.</p>	<b>Question and discussion</b>
<b>MODULE 3. Lesson 2: Activity 2</b>			
 <b>Metaphor</b>	<b>15 min</b>	<p><b>Purpose:</b></p> <p>To use metaphors as a learning tool.</p> <p><b>Procedure:</b></p> <p>The facilitator offers instructions based on the MOUNTAIN METAPHOR - HANDOUT 6 (Appendix 6).</p>	



Steps	Duration	Description	Resources, activities & materials
		<p>The following metaphor can be printed on a card. The goal of the facilitator is to read in a slow pace, emphasizing the questions, using pauses, and providing time to the participants to reflect.</p> <p>The facilitator reads out loud the following metaphor:</p> <p>I'd like to offer a way of thinking about engaging in these directions. Who has ever seen a mountain path go straight up a mountain? They don't, do they? No, they tend to wind around depending on the terrain. Sometimes, these mountain paths lose height. In those moments, we notice we are facing the wrong way. What thoughts and feelings might we notice in these moments? Maybe thoughts like, 'I'm failing', 'I'll never succeed', 'Maybe I'm not cut out for achieving this!' We might notice emotions such as regret, anxiety, sadness, or frustration.</p> <p>And the facilitator asks: What might we notice ourselves doing when we get hooked by all this mental chatter? Maybe giving up on the goal itself? Maybe giving up on our valued direction? But from a distance, we can see that losing height is the only way to get to the top.</p> <p>The facilitator asks:</p> <ul style="list-style-type: none"> <li>• What values do you consider meaningful in the workplace? (offering, working hard, learning)</li> <li>• What are your work goal(s)?</li> </ul> <p>Then the facilitator says: "So although we set our path (values) and we have a goal (getting a job) we may still come across obstacles on the way".</p>	

Steps	Duration	Description	Resources, activities & materials
		<ul style="list-style-type: none"> <li>Have you noticed any concerns about finding or maintaining a job after your release?</li> </ul> <p><b>Summary:</b></p> <p>This story provides a visual metaphor to help participants identify actions around personal values and difficulties in finding and maintaining a job.</p>	
<b>MODULE 3. Lesson 2: Activity 3</b>			
<p>✦</p> <p><b>Up the mountain: Identify barriers, negative thoughts, and emotions</b></p>	<p><b>15 min</b></p>	<p><b>Purpose:</b> To identify challenges whilst committing to values and prosocial acts.</p> <p><b>Procedure:</b></p> <p><b>Activity 1:</b> Write down any challenges that you might face whilst riding your bike up the mountain (Appendix 6). The mountain top represents a personally important value related to work. Identify worries and concerns.</p> <p><b>Summary:</b></p> <p>In this exercise participants are encouraged to acknowledge and accept that the path towards values is difficult and that it requires perseverance.</p>	<p><b>Group Activity</b></p>
<b>MODULE 3. Lesson 2: Activity 4</b>			
<p>✦</p> <p><b>Psychoeducation</b></p>	<p><b>15 min</b></p>	<p><b>Purpose:</b> To identify the different types of responses in challenging situations.</p> <p>a) immediate response (act impulsively, without thinking)</p> <p>b) prosocial response (act after thinking).</p>	<p><b>Group Discussion and Activity</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p><b>Procedure:</b></p> <p>Facilitator: <i>When we have intense emotions and concerns most of the time we act impulsively, without thinking. This impulsive way of behaving interrupts our intentions to act prosocially. When we identify our impulses, we can stop ourselves, think, and then react based on our values and committed actions.</i></p> <p>The facilitator offers instructions based on the ACT IMPULSIVELY VS ACT PROSOCIALY HANDOUT 7 (Appendix 7).</p> <p>Facilitator: <i>In the following table there are some challenging interpersonal situations that often overwhelm us and push us to act impulsively. In groups, you can identify the impulsive act and the prosocial act for each situation.</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>➤ A rejection from a job: self-destructive action/ thank the interviewer for the opportunity and try again.</li> <li>➤ Underestimating your abilities: shout at them/ ask for meaningful feedback.</li> <li>➤ Receiving negative feedback: storm out/ ask for help on how to improve.</li> <li>➤ Not appreciating your effort at a job: leave the job/ find ways to communicate the effort and the achievements.</li> </ul> <p><b>Summary:</b></p> <p>This task allows participants to distinguish between impulsivity and prosocial behaviour.</p>	

Steps	Duration	Description	Resources, activities & materials
<b>MODULE 3. Lesson 2: Activity 5</b>			
<b>External Challenges and Barriers in the workplace</b>	<b>15 min</b>	<p><b>Purpose:</b> To discuss with the participants the most common challenges and concerns for inmates/ex-inmates in finding and maintaining jobs after their release. To further discuss any other external barriers at work that may prevent us from acting or wanting to act prosocially.</p> <p><b>Procedure:</b></p> <p>The facilitator offers instructions based on the BARRIERS IN SEARCHING FOR AND MAINTAINING A JOB HANDOUT 8 – Part 1 (Appendix 8).</p> <p>Facilitator opens a discussion about inmates' concerns or negative previous experiences when searching for a job.</p> <p>The facilitator proceeds with a brainstorming exercise on external challenges and barriers when searching for and maintaining a job after release.</p> <p>The facilitator can ask:</p> <ul style="list-style-type: none"> <li>• Can we now share some worries or negative experiences while searching for a job after release?</li> <li>• How challenging can finding a job after release be?</li> <li>• Could you mention some of the challenges in searching for a job?</li> <li>• Imagine that you find a job. Are there any challenges/obstacles in maintaining the job?</li> </ul> <p><b>Note to the Facilitator:</b> Allow the participants to brainstorm freely. If they do not cover the following</p>	<b>Group Discussion/Activity</b>

Steps	Duration	Description	Resources, activities & materials
		<p>challenges/barriers you can introduce them casually in the discussion.</p> <p><b>List of challenges/barriers:</b></p> <p>Ex-inmates face various challenges when reentering the workforce after incarceration. These challenges can significantly impact their ability to find and maintain employment. Some of the common challenges in the workplace for ex-prisoners include:</p> <p><b>Employment Discrimination:</b> Many employers are hesitant to hire individuals with criminal records due to concerns about safety, liability, and potential negative perceptions from customers or other employees.</p> <p><b>Limited Job Opportunities:</b> Ex-prisoners often face restricted access to job opportunities, especially in certain industries or professions that have strict regulations or background check requirements.</p> <p><b>Skills and Education Gap:</b> During their time in prison, ex-prisoners might not have had access to skill-building or educational programs. As a result, they may lack relevant job skills and qualifications required in the job market.</p> <p><b>Stigma and Social Rejection:</b> Ex-prisoners may encounter stigma and social rejection from coworkers or employers, which can create a hostile work environment and hinder their chances of successful reintegration.</p> <p><b>Lack of Support Services:</b> Many ex-prisoners struggle to find adequate support services, such as counseling,</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>mentorship, or job placement assistance, which are crucial for their successful reintegration into the workforce.</p> <p><b>Legal Restrictions:</b> Some states/countries have laws and regulations that restrict certain job opportunities for individuals with criminal records, limiting their options even further.</p> <p><b>Transportation and Housing Barriers:</b> Ex-prisoners may face challenges with transportation and housing, which can affect their ability to maintain steady employment and attend job interviews.</p> <p><b>Coping with Work Stress:</b> Reentering the workforce can be overwhelming and stressful for ex-prisoners, especially if they have been out of the job market for an extended period. Coping with the demands and pressures of a new job can be challenging.</p> <p><b>Disclosure Dilemma:</b> Deciding whether to disclose a criminal record during the job application process is a difficult decision for ex-prisoners. While honesty is essential, it can also lead to potential discrimination.</p> <p><b>Personal and Family Challenges:</b> Rebuilding relationships with family members and navigating personal challenges, such as reestablishing custody of children, can impact ex-inmates' ability to focus on work-related responsibilities.</p> <p><b>Workplace Reentry Programs:</b> The lack of effective workplace reentry programs can hinder ex-prisoners from</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>smoothly transitioning into employment and obtaining the necessary support and resources.</p> <p><b>Summary:</b></p> <p>Participants will discuss the most common challenges and barriers for inmates/ex-inmates in finding and maintaining jobs after their release.</p>	
<p><b>MODULE 3. Lesson 2: Activity 6</b></p>			
<p><b>Overcoming internal and external barriers and acting prosocially</b></p>	<p><b>15 min</b></p>	<p><b>Purpose:</b></p> <p>After the identification of external and internal barriers that make it hard for participants to find and maintain jobs, we continue by discussing how we can address these barriers in a prosocial way.</p> <p><b>Procedure:</b></p> <p>The facilitator offers instructions based on the BARRIERS IN SEARCHING FOR AND MAINTAINING A JOB HANDOUT 8 – Part 2 (Appendix 8).</p> <p>The purpose here is to encourage the participants to acknowledge and accept that the barriers could very well show up even if they begin to act prosocially. The facilitator needs to acknowledge these barriers and guide the participants in finding an alternative and prosocial solution to overcome these.</p> <p>Remind participants that committing to action does not guarantee outcomes, and it does not immediately remove external barriers. What it does is empowering the person</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>to move forward whilst accepting that their past cannot be changed.</p> <p>Facilitator: <b>Below are some barriers you can encounter while trying to find, or keep, a job after your release. Think about the barrier and try to find a prosocial act.</b></p> <p><b>Note to the Facilitators:</b> After the completion of the BARRIERS IN SEARCHING FOR AND MAINTAINING A JOB HANDOUT 8 – Part 2, the facilitator encourages the participants to discuss their responses with the group to identify similar behavioural patterns.</p> <ul style="list-style-type: none"> <li>• <b>Have you identified any similar prosocial responses?</b></li> <li>• <b>How important is it for you to act prosocially?</b></li> <li>• <b>What support you might need to act prosocially?</b></li> </ul> <p><b>Summary:</b></p> <p>Acknowledging that engaging in prosocial behaviour is not the sole solution to overcoming all obstacles, but it rather serves as a solid foundation for making progress.</p>	
<b>MODULE 3. Lesson 2: Activity 7</b>			
<b>Conclusion / questions</b>	<b>5 min</b>	<p><b>Purpose:</b> To reinforce the key points of the lesson and ensure that participants have a clear understanding of the material. By encouraging participants to ask questions, the facilitator promotes active engagement and addresses any uncertainties. The take-home message serves as a reflective exercise, requiring participants to distil their understanding and formulate a plan for overcoming barriers to reaching their goals.</p>	<b>Key points</b>



Steps	Duration	Description	Resources, activities & materials
		<p><b>Procedure:</b></p> <p>The facilitator reviews and emphasizes the key points of the lesson or training session.</p> <p>Participants are encouraged to ask questions for clarification or further elaboration on the content.</p> <p>Each participant is tasked with writing a take-home message. This message should focus on how they plan to manage or overcome any barriers hindering their progress toward their goals.</p> <p>Participants may be given the option to share their take-home messages with the group, fostering a collaborative and supportive learning environment.</p> <p><b>Summary:</b></p> <p>This activity is designed to consolidate learning by prompting participants to articulate their understanding of the material through the creation of a take-home message.</p>	

# APPENTICES

## Appendix 1

### HANDOUT 1: BUILDING COMMITMENT ACTIONS

#### Strategies on Building Committed Actions:

- Build a committed action plan to have an expanded vision across time and place (e.g. long-term).
- Design or think one step at a time.
- Build awareness of possible risks.
- Focus on the present moment and not on over-thinking about the future. You can ask yourself; what could be my next step now? Avoid thinking how you can continue in a year (focus on the now).
- Try to find what keeps you from following the commitment actions (e.g., repetition of previous non-helpful behaviours).
- Focus on long-term results.
- Try to avoid repetition of unhelpful behaviours.

## Appendix 2

### HANDOUT 2: COMMITTED ACTION PATH

**Instructions:** Below is a list of workplace values we discussed in lessons 1 and 2.

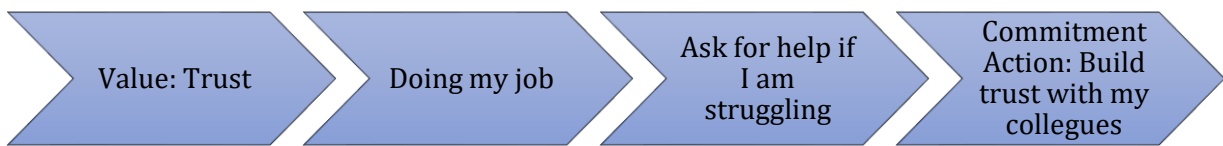
Values list:

<b>Trust</b>	<b>Loyalty</b>	<b>Security</b>	<b>Communication</b>	<b>Commitment</b>	<b>Respect</b>
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In your group, use this list to select one value, and discuss the steps you follow to get to your committed actions.

- Please discuss the value, the final committed actions, and the in-between steps.

You can see the example below.



Your Committed Action Path:

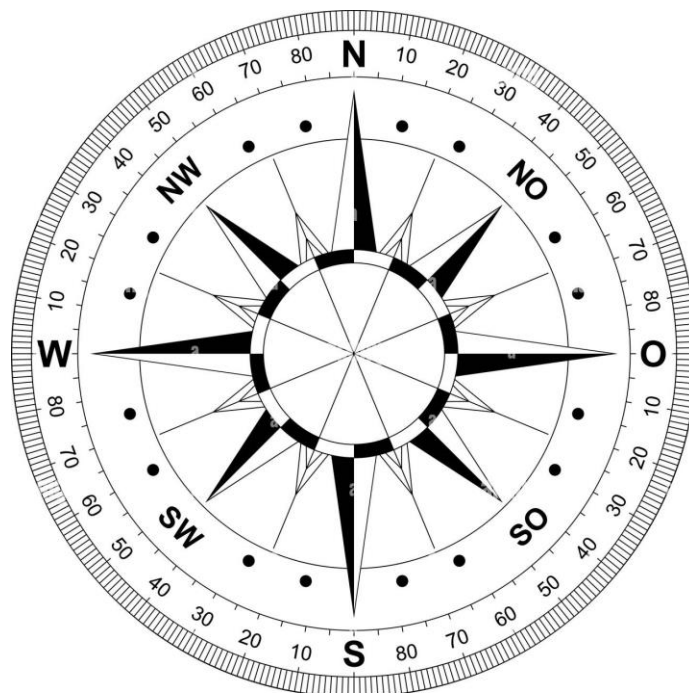


## Appendix 3.

### HANDOUT 3: REDIRECTION OF COMMITTED ACTION

**Exercise 2:** Choose one value domain. Write down some ideas of how to redirect to the related committed actions if you lose direction to them.

1.



4.

2.

alamy

Image ID: 2802649  
www.alamy.com

3.

## Appendix 4

### HANDOUT 4: PROSOCIAL ACTS/BEHAVIOURS AT THE WORKPLACE

**Instructions:** In pairs, you will GET a card. You can brainstorm ways of acting prosocially at work using this card. You can then share your ideas with the group.

<b>Helping a Colleague</b>	<b>Acting Ethically and Honestly</b>	<b>Volunteering for Extra Work or Projects</b>
<b>Consistently Meeting Commitments</b>	<b>Acknowledging and Recognizing Others' Achievements</b>	<b>Promoting Inclusivity and Diversity</b>
<b>Initiating Social Activities</b>		

## Appendix 5

### HANDOUT 5: SCENARIOS AND COMMITTED/PROSOCIAL ACTS

**Instructions:** Read the following scenarios and identify the intention and the committed or prosocial acts. Think about additional actions that you could engage in.

#### **Scenario 1: General Scenario – finding a job**

John is soon being released from prison. He has to find a job immediately after his release. He has a diploma as a car mechanic and in prison has attended vocational training in air-conditioning services. He asked his brother to send his CV to some related job positions.

**Intention:**

**Committed action or Prosocial act:**

**What other committed actions can you engage in?**

#### **Scenario 2: Connection with co-workers or other inmates**

The inmate cooking with you in the kitchen struggles with a family issue. You support him emotionally and discuss with him for many hours. Additionally, you cover some of his duties in the kitchen.

**Intention:**

**Committed action or Prosocial act:**

**What other committed or prosocial actions can you engage in?**

### **Scenario 3: Connection with manager/boss**

You are at work and you have a big disagreement with your boss. You are very angry at him, but you want to show respect, so you decide to try to listen to his point of view and find a solution.

**Intention:**

**Committed action or Prosocial act:**

**What other committed or prosocial actions can you engage in?**

## Appendix 6

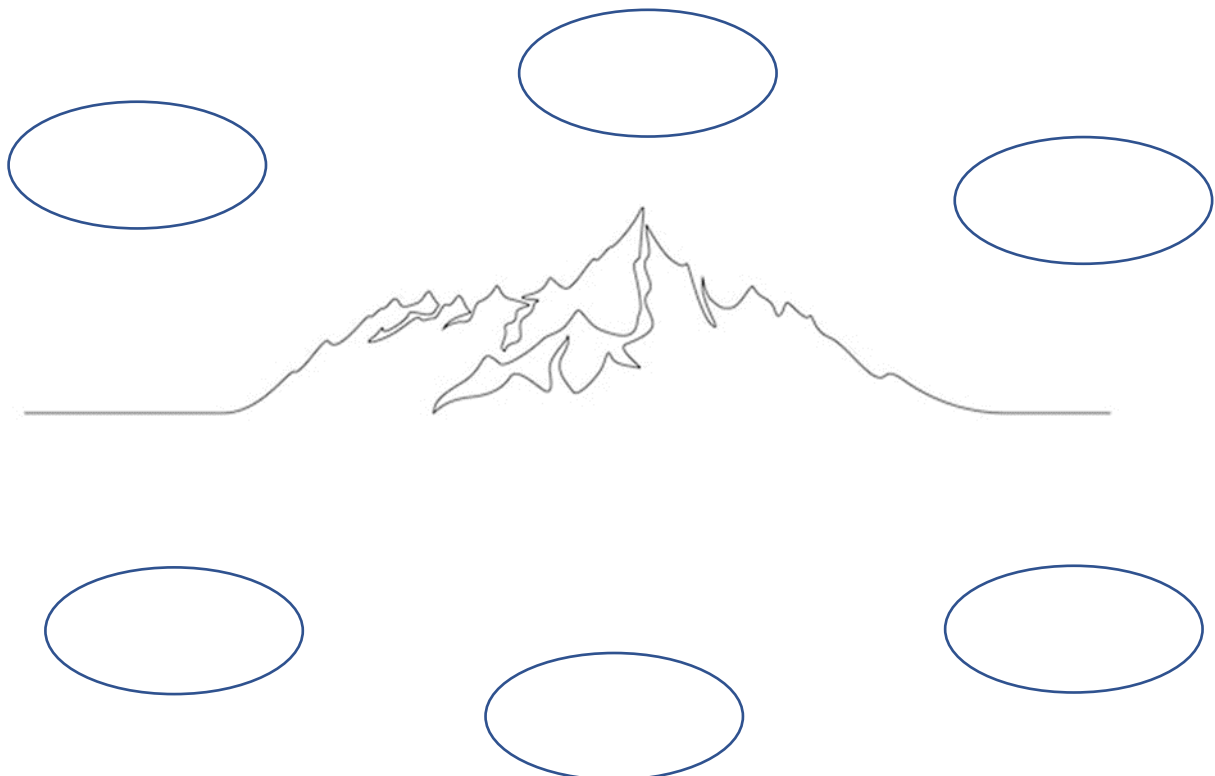
### HANDOUT 6: MOUNTAIN METAPHOR

#### Card for Metaphor - Up to the Mountain

*I'd like to offer a way of thinking about engaging in these directions. Who has ever seen a mountain path go straight up a mountain? They don't, do they? No, they tend to wind around depending on the terrain. Sometimes, these mountain paths lose height. In those moments, we notice we are facing the wrong way. What thoughts and feelings might we notice in these moments? Maybe thoughts like, 'I'm failing', 'I'll never succeed', 'Maybe I'm not cut out for achieving this!' We might notice emotions such as regret, anxiety, sadness, or frustration.*

**Metaphor:** Riding your bike up to the mountain but facing some obstacles and worries in your ride up to the peak of the mountain.

**Instructions:** In the following diagram, write all your concerns, negative thoughts, emotions, and any other obstacles that you might face in your work-related valued path.





## Appendix 7

### HANDOUT 7: ACT IMPULSIVELY VS ACT PROSOCIALLY

**Instructions:** In the following table, there are some challenging interpersonal situations often overwhelming us and making us acting impulsively. In groups, you can think of the impulsive act and the prosocial act for each situation.

<b>Challenging Situation</b>	<b>Impulsive Act</b>	<b>Prosocial Act</b>
A rejection from a job (inside and outside of prison).		
Someone underestimates your abilities.		
You received negative feedback for something important.		
Someone did not appreciate your effort at your job.		

## Appendix 8

### HANDOUT 8 – Part 1: BARRIERS IN SEARCHING FOR AND MAINTAINING A JOB

**Identify any worries/concerns about, or barriers in, searching and maintaining a job after release.**

**Instructions:** List all possible barriers in, and concerns about, finding and maintaining a job after release (This activity can also be done orally).

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

## **HANDOUT 8 – Part 2: BARRIERS IN SEARCHING FOR AND MAINTAINING A JOB**

Identify internal and external barriers and keep going with prosocial behaviour. How can we overcome these barriers through prosocial actions?

**Instructions:** Below are some barriers you can encounter while trying to find or keep a job after your release. Think about the barriers and try to find a prosocial act for each.

**Barrier #1:** You feel confused. You struggle with different emotions, and you cannot decide whether you want to have the same illegal job that you had before imprisonment or to apply for a new type of job that is legal.

**Type of Barrier:**

**Prosocial Act:**

**Barrier #2:** It is likely that future employers will stigmatize you as an “ex-inmate,” and you will not find a job. However, prison social affairs can recommend to you a suitable job position after your release.

**Type of Barrier:**

**Prosocial Act:**

**Barrier #3.** Imagine that you are released, and you find a job. However, you struggle to be on time at your job since you want to sleep more in the morning.

**Type of barrier:**

**Prosocial Act:**