Inmates Teaching Inmates
Developing and Enhancing Soft Skills in a Prison Setting

“The old saying, ‘Nothing Teaches Like Success,’ has been my guiding principle, and I hope, my legacy.”

~Dr. John McKee, Founder, Pace Learning Systems
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Inmates Teaching Inmates
Developing and Enhancing Soft Skills in a Prison Setting

Workshop Overview

1. Introduction
2. What Are Soft Skills?
3. Life Skills 25 - Soft Skills Curriculum
4. Folsom State Prison Life Skills Program
5. Lessons Learned from Folsom - Inmates Teaching Inmates Soft Skills
6. Next Steps
What is meant by "soft skills"?

Soft skills are a cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterize relationships with other people.

They contrast with and complement "hard" or technical skills, which are generally easily quantifiable and measurable.

Sociologists may use the term soft skills to describe a person's "EQ" or "Emotional Intelligence Quotient."
ODEP's "Skills to Pay the Bills" focuses on six key soft skill areas:

1) Communication, 2) enthusiasm and attitude, 3) teamwork, 4) networking, 5) problem solving and critical thinking, and 6) professionalism.

Employer surveys identify communication skills, relationship skills, working in teams, demonstrating work ethic, goal orientation, planning and time management, and even "following instructions."
In a recent study, soft skills such as listening and communicating effectively, being positive, managing conflict, accepting responsibility, working well with others, managing time, and accepting criticism are estimated to be worth at least £88 billion ($124.1 billion) in ‘Gross Value Added’ to the UK economy.” This amounts to around 6.5% of the economy as a whole.”
How to teach soft skills?

1. Strategies for teaching the skill (understanding and awareness)

2. Strategies for developing the skill

Four Steps for Teaching the Skill (Understanding and Awareness)

Step 1: Teach the concept: definitions and basic understanding.

Step 2: Demonstrate the concept (model the behavior or skill).

Step 3: Have students demonstrate the concept.

Step 4: Provide feedback and practice.
Four Strategies for Developing the Skill

Strategy 1: Journal activities
Strategy 2: Group/peer discussion
Strategy 3: Individualized feedback and self-improvement planning
Strategy 4: Long-term practice

Life Skills 25 Lesson Materials

25 Titles in 3 Series:
Self-Development, Achieving Personal Goals, and Interpersonal Skills

- student lesson
- application worksheets
- journal-style materials
- group and individual assignments
Life Skills 25 Teacher Materials

Instructor’s Manual:
- motivation (rationale)
- list of resources
- step-by-step suggested instructional activities
- end-of-lesson assessments
- slide masters

Evaluation and Management Materials:
- self-efficacy scales
- performance evaluation activities and observational performance scales

The Folsom State Prison Life Skills Program
The Folsom State Prison Life Skills Program

Soft Skills Teaching Strategy (from the inmates’ perspective)

- Beginning with the End in Mind
- Knowing the Material
- Leadership (and Confidence)
- Transparency (Emphasizing the "Peer" in Peer Tutor)
- Cohesive Facilitating
- Effective Speaking and Effective Listening
- Work Style

The Folsom State Prison Life Skills Program

Facilitator Selection Process

- Prospective facilitators identified from students who are:
  - candid/open, honest, and humble
  - show depth and clarity in assignments
  - have natural speaking ability
  - remain disciplinary free
- Facilitators are selected based on the diversity of the general population
The Folsom State Prison Life Skills Program

Facilitator Training
• Interview
• Effective speaking techniques
• Co-facilitating techniques
• Homework tracking and feedback
• Rehearsal of class presentations
• Strategies for managing "over-engaged" and "under-engaged" students
• Time management

A Typical Class at FSP

• Twelve students who have been interviewed and screened; a diverse group of cultures
• Three trained inmate facilitators, sometimes including a facilitator in training
• Class meets for 2 hours at a time
• Classes run twice per week in the evenings, for 13 weeks
• Two institution staff members giving oversight
• Students attend voluntarily, during "ILTA" (Inmate Leisure-Time Activity)
The Folsom State Prison Life Skills Program

The Educator's Role:
- Visionary
- Sponsor
- Course Manager
- Mediator
- Evaluator

Setting Up a Program in Your Institution

- Create a formal mission statement and by-laws (California requirement)
- Find a sponsor (staff) who will oversee the program
- Secure funds for materials
- Locate a safe space for class
- Prepare a complete proposal to the Warden:
  - What the program is about
  - What the program teaches and why it is unique
  - Where in the institution and when the program will be taught
  - Why the program is needed and how it benefits the population and the institution
Questions to Consider

• Should inmates be permitted to facilitate the program, or will facility staff facilitate?

• Should attendance be mandatory or voluntary?

• Where will the class meetings take place, and is the environment safe?

• How can the program ensure a cohesive group of facilitators with diverse backgrounds?

Questions to Consider

• How should the program be scheduled to coordinate with the available time facilitators have?

• How can the program be arranged so it does not interfere with formal education programs at the facility?

• What is the level of education, educational background, and level of personal development of the program’s proposed facilitators?

• How can team projects or ongoing activities be developed, in order to maintain morale/motivation throughout the 13-week program?
Why does the program work, from the facilitators' perspective?

- It does not focus on the negative, as so many programs do
- Replaces old/destructive habits with positive skills and habits
- Concepts taught are the building blocks for awareness and improvement of self-development
- Concepts are simple to grasp and are intertwined or dependent on others
- Provides a safe environment to interact, question, permit and try change

Why does the program work, from the facilitators' perspective?

- Inmate facilitators can assist and provide a safe place by sharing their stories and how they have changed
- Targets the development of interpersonal skills needed to experience small social success on a daily basis
- Focuses on how to initiate and develop positive relationships, remain disciplinary free, and get involved in other self-help programs
- Facilitators make themselves available to students to assist and advise them, as students begin to practice and develop new habits in and out of class
- Facilitators have become leaders and are passionate about being of service to others
What behavior changes have been observed?

1. Increased confidence in public speaking
2. Increased emotional vocabulary
3. Less guarded/increased trust
4. Increase in effective listening
5. Zero profanity
6. Increased critical thinking skills
7. More reflective

Good things are happening...

• Wait list of over 200 to enter class
• Participants/facilitators develop relationships outside of class (closing cultural gaps)
• Participants recommend friends to take the class (opposed to hanging on the yard during leisure time, around negative influences).
• Participants become comfortable with being called by their real name (opposed to gang names that most prefer in this environment)
• Participants ask for help finding other resources to continue their growth (opposed to not asking, out of concern of being laughed at or labeled).
• Participants interact more (opposed to their initial limitations that may be race or cultural related).
• Participants begin to challenge facilitators for more (opposed to "passing the time" in class).
Good things are happening...

Effectiveness!

This program has seen 10 facilitators achieve suitability for Board.

The Folsom Life Skills Program is highly recommended by the Board of Parole.

Dedication

This workshop is dedicated to the facilitators and participants in the Pace Life Skills program at Folsom, and to their sponsor, Judith Ann Bishop.

We are forever grateful to all who have helped put this life-changing program in place and who continue to support and improve it. Our appreciation to the facilitators, participants, Judith Ann Bishop (Pace Life Skills Sponsor, Inmate Assignment), Carl Siegler (Community Resource Manager), Warden R.J. Rackley and Warden R. Hill.
What's next?

Next Steps for Folsom

- Replication of the FSP Life Skills Program
- Community Outreach via Online Meetings
- Facilitator’s Manual Part 2

- Folsom State Prison, Represa, CA - “The East Gate”

Get Involved

- Sign up for our contact list to stay informed of new developments with the FSP Life Skills Project.

- Visit https://pacelearning.com/research to obtain a full-text copy of the Facilitator’s Manual

- Attend a webinar with the inmate facilitators, sharing their thoughts and ideas (schedule to be determined).

- Contact Dr. McKee to get help, if you are interested in replicating the Folsom program.
Thanks for joining us!

Contact:
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Special Thanks to Judith Ann Bishop and The Folsom Life
Skills Facilitators!

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Together, we can break
the cycle of failure

Family Illiteracy

Illiteracy,
Delinquency,
Incarceration

School Dropouts
Life Skills 25 - Self-Development

Lesson 1 – Self-Concept
Defining self-concept and related terms
Describing the role of self-concept in one’s life
Identifying strategies for developing a positive self-concept

Lesson 2 – Self-Esteem
Defining self-esteem
Explaining the importance of self-esteem in everyday life
Analyzing elements of one’s own self-esteem
Identifying strategies for increasing self-esteem

Lesson 3 – Self-Confidence
Defining self-confidence and related terms
Identifying the origins of self-confidence
Identifying strategies for building self-confidence
Identifying strategies for maintaining self-confidence

Lesson 4 – Dealing with Emotions
Defining common emotions
Identifying common negative emotions
Identifying strategies for dealing with negative emotions

Lesson 5 – Dealing with Conflict
Defining conflict and related terms
Identifying the origins of conflict and the situations in which conflict commonly occurs
Enumerating reasons for dealing with conflict
Identifying strategies for resolving conflict

Lesson 6 – Dealing with Stress
Defining stress
Identifying the causes of stress
Explaining how the body responds to stress
Identifying strategies for handling stress
Identifying ways to prevent stress

Lesson 7 – Dealing with Criticism
Defining criticism
Explaining the appropriate attitude toward criticism
Identifying the effects of criticism
Explaining destructive criticism
Guidelines for handling criticism constructively
Identifying guidelines for offering constructive criticism to others

Lesson 8 – Dealing with Failure
Identifying the consequences of failure
Identifying the causes of failure
Identifying the negative effects of failure
Identifying areas of life in which one might fail
Explaining how negative self-talk contributes to failure
Identifying strategies to avoid negative self-talk
Enumerating the steps to take when one fails
Identifying strategies to reduce the impact of failure

Life Skills 25 - Achieving Personal Goals

Lesson 9 – Identifying Interests
Defining interest and related terms
Explaining the role of interests in a happy life
Explaining the basis upon which one identifies interests
Enumerating one’s leisure interests
Enumerating one’s educational interests
Enumerating one’s occupational interests

Lesson 10 – Setting Priorities
Defining priorities and related terms
Explaining the importance of setting priorities in life
Identifying common priorities
Identifying and rank one’s own priorities

Lesson 11 – Setting Goals
Defining goals and related terms
Explaining the importance of setting goals
Setting long-term goals
Setting short-term goals

Lesson 12 – Making Decisions
Defining decision
Explaining the nature of decisions
Explaining the importance of decisions relating to everyday life
Identifying the pitfalls that result in poor decisions
Enumerating the steps in the decision-making process

Lesson 13 – Solving Problems
Defining problem and related terms
Explaining the nature of problems
Enumerating the steps in the problem-solving process
Life Skills 25
Soft Skills Objectives Listing

Lesson 14 – Planning
Defining plan and planning
Enumerating the steps in the planning process
Identifying the components of an action plan
Developing an action plan regarding one’s finances

Lesson 15 – Managing Time
Defining time management and related terms
Explaining the importance of time management
Enumerating the advantages of good time management
Identifying the principles of good time management
Explaining common methods of time management

Lesson 16 – Clear Thinking
Defining clear thinking and related terms
Explaining the importance of clear thinking
Enumerating the steps in the process of thinking clearly
Identifying common errors in reasoning or judgment
Guidelines for accurately evaluating information
Guidelines for achieving results-oriented thinking

Lesson 17 – Systems Thinking
Defining system and related terms
Enumerating practical examples of systems
Designing a hypothetical system
Explaining how the concept of systems affects thinking

Life Skills 25 - Interpersonal Skills

Lesson 18 – Effective Listening
Explaining the importance of listening
Identifying effective listening practices
Identifying techniques for effective listening
Assessing one’s own listening habits
Explaining the advantages of good listening skills

Lesson 19 – Effective Speaking
Identifying barriers to effective speaking
Enumerating the steps for preparing to speak
Enumerating the guidelines for effective speaking
Demonstrating effective speaking

Lesson 20 – Being Assertive
Defining assertiveness
Comparing aggressive, passive, and assertive behavior
Identifying personal rights to be protected
Explaining principles of behavior
Identifying strategies to become more assertive

Lesson 21 – Relating to People
Explaining the importance of relationships
Explaining how relationships are built
Describing the characteristics of a positive person

Lesson 22 – Giving Directions
Explaining the importance of directions
Identifying the characteristics of good directions
Explaining how to give clear, accurate, concise oral directions for location and procedure
Explaining how to prepare clear, accurate, concise written directions for location and procedure

Lesson 23 – Following Directions
Explaining the importance of following directions correctly
Following oral directions correctly
Following written directions correctly

Lesson 24 – Identifying Work Styles
Defining work style
Explaining the importance of work style
Identifying work styles found in the workplace
Advantages of matching work styles to one’s occupation
Analyzing aptitude test results to determine work style

Lesson 25 – Working Well with Teams
Understanding what a team is
Teamwork and synergy
Team leadership
Designing/constructing teams
Qualities/characteristics of an effective team member
**To the Instructor:** This is a subjective observation of 25 soft skills. Some of these skills are difficult to measure so just use your best judgement. You may use the descriptors provided for each skill to help as you consider this student. For each skill, check the rating that best describes this student.

<table>
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<tr>
<th>Lesson</th>
<th>Skill Name and Descriptors</th>
<th>Ratings</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>Self-Concept: Uses positive self-talk; shows perseverance in work or learning activities; shows few problematic behaviors; has a neat physical appearance.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
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<tr>
<td>2</td>
<td>Self-Esteem: Shows respect toward self and others; shows awareness of accomplishments; admits mistakes; shows ability to accept criticism; has a neat physical appearance.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
</tr>
<tr>
<td>3</td>
<td>Self-Confidence: Shows pride in self and abilities; indicates a strong desire to do something or be someone; shows determination and willingness to face difficult tasks; shows optimism.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
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<tr>
<td>4</td>
<td>Dealing with Emotions: Demonstrates thinking before acting or speaking; verbalizes emotions in a controlled manner.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
</tr>
<tr>
<td>5</td>
<td>Dealing with Conflict: Gathers information first; focuses on the issues involved; shows willingness to compromise; controls voice and words; withdraws if needed.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
</tr>
<tr>
<td>6</td>
<td>Dealing with Stress: Identifies stressors; identifies and applies healthy de-stress methods (dependent on individual); identifies resources for help; displays limited negative physical reactions.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
</tr>
<tr>
<td>7</td>
<td>Dealing with Criticism: Demonstrates effective listening skills; makes effort to correct the problem; identifies constructive vs. destructive; ignores or responds calmly to destructive criticism; identifies validity of and reasons for criticism; gives constructive criticism.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
</tr>
<tr>
<td>8</td>
<td>Dealing with Failure: Identifies and accepts failures; identifies causes for personal failures and takes responsibility; does not repeat mistakes; uses positive self-talk; seeks assistance when necessary.</td>
<td>Satisfactory ___ Unsatisfactory ___ Unknown ___</td>
</tr>
<tr>
<td>Lesson</td>
<td>Skill Name and Descriptors</td>
<td>Ratings</td>
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<tr>
<td>9</td>
<td>Identifying Interests</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Names or lists a variety of interests across categories including leisure, learning, and work.</td>
<td></td>
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<tr>
<td>10</td>
<td>Setting Priorities</td>
<td>Satisfactory</td>
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<tr>
<td></td>
<td>Identifies interests and goals, and ranks by level of importance; priorities show balance across home/family, school/work, and community.</td>
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<td>11</td>
<td>Setting Goals</td>
<td>Satisfactory</td>
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<tr>
<td></td>
<td>Clearly expresses long-term goals; breaks down long-term goals into appropriate short-term goals; breaks down short-term goals into clear steps/objectives; shows understanding of time frames related to goals.</td>
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<tr>
<td>12</td>
<td>Decision Making</td>
<td>Satisfactory</td>
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<tr>
<td></td>
<td>Gathers related information first; identifies alternatives and their outcomes; acts on decisions or judgments; evaluates success of past decisions; priorities and goals are reflected in decisions.</td>
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<td>13</td>
<td>Solving Problems</td>
<td>Satisfactory</td>
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<td>Demonstrates decision-making skills in solving problems; Correctly identifies the problem and its cause; separates problems (causes) from symptoms (effects); lists and evaluates multiple possible solutions; selects and implements a solution; if a solution is suboptimal, makes adjustments and shows persistence solving problems.</td>
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<td>14</td>
<td>Planning</td>
<td>Satisfactory</td>
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<td></td>
<td>Identifies goals and objectives; identifies resources needed to complete objectives; outlines clear steps (actions) to be taken; establishes and adjusts timelines; evaluates plans and makes appropriate adjustments; identifies and prepares for contingencies.</td>
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<td>15</td>
<td>Managing Time</td>
<td>Satisfactory</td>
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<td></td>
<td>Identifies goals and objectives and the time needed to achieve them; identifies time wasters; distinguishes between required or optional activities; prioritizes activities by time and importance; identifies personal needs for time management (tools and resources).</td>
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<tr>
<td>16</td>
<td>Clear Thinking</td>
<td>Satisfactory</td>
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<tr>
<td></td>
<td>Demonstrates control of emotions, thoughts, and words; checks and incorporates facts from different sources; can identify emotions, mind-sets, and perspectives that interfere with reasoning; avoids jumping to conclusions; identifies source and purpose of information.</td>
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<tr>
<td>17</td>
<td>Systems Thinking</td>
<td>Satisfactory</td>
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<tr>
<td></td>
<td>Identifies the different components in systems, and how components work together to achieve a system’s purpose; applies the six steps of system design; identifies abstract systems.</td>
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<tr>
<td>Lesson</td>
<td>Skill Name and Descriptors</td>
<td>Ratings</td>
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<tr>
<td>--------</td>
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<td>---------</td>
</tr>
<tr>
<td>18</td>
<td>Listening Effectively</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
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<tr>
<td></td>
<td>Focuses on the speaker; uses facial and gesture cues that signal understanding or confusion; maintains eye contact; asks questions and seeks clarification; reviews or summarizes aloud; takes notes on key points (when appropriate).</td>
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<tr>
<td>19</td>
<td>Speaking Effectively</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
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<tr>
<td></td>
<td>Actively prepares before speaking (organizes thoughts, creates outline or notes to follow if needed); speaks loudly and clearly; maintains eye contact with the audience; shows flow and organization in speech; uses few filler words; appears relaxed and natural; smiles often.</td>
<td></td>
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<tr>
<td>20</td>
<td>Being Assertive</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
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<td></td>
<td>Uses positive self-talk; stands up for self without aggression; says “no” when appropriate; shows little unnecessary hesitation; takes constructive action; deals with others fairly but directly; participates in discussion without prompting.</td>
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</tr>
<tr>
<td>21</td>
<td>Relating to People</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
</tr>
<tr>
<td></td>
<td>Demonstrates common courtesies; demonstrates active listening; identifies examples of sympathy and empathy; responds appropriately to sensitive topics; reciprocates positive behavior in relationships; shows enthusiasm/optimism toward others.</td>
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<tr>
<td>22</td>
<td>Following Directions</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
</tr>
<tr>
<td></td>
<td>Follows both oral and written instructions; Oral: listens effectively, notes main points, asks for clarification, repeats; Written: reads through all directions first, highlights key points, begins with first step and follows directions exactly.</td>
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</tr>
<tr>
<td>23</td>
<td>Giving Directions</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
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<td></td>
<td>Provides clear and accurate directions that are brief, clear, and well organized; speaks or writes clearly and limits wordiness; provides specifics when necessary.</td>
<td></td>
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<td>24</td>
<td>Identifying Work Styles</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
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<tr>
<td></td>
<td>Identifies personal work style; identifies strengths and weaknesses of personal work style; identifies areas where work styles interrelate.</td>
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<tr>
<td>25</td>
<td>Working Well with Teams</td>
<td>Satisfactory ____ Unsatisfactory ____ Unknown ____</td>
</tr>
<tr>
<td></td>
<td>Communicates openly and effectively; shows respect for team members; questions group decisions when appropriate; submits to group consensus when appropriate; shows flexibility or adaptability to changing situations; identifies personal strengths that can assist toward team’s goal; takes accountability and responsibility for personal roles.</td>
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</table>
Sample Objective Test Measure
Dealing with Criticism

List two kinds of criticism and give a brief definition of each.

1. ________________________________
2. ________________________________

List three common causes of destructive criticism.

3. ________________________________
4. ________________________________
5. ________________________________

List six guidelines for handling criticism.

6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
11. ________________________________

List three steps in giving constructive criticism.

12. ________________________________
13. ________________________________
14. ________________________________
Sample Objective Test Measure
Listening Effectively

True or False:

1. ______ Failure to listen effectively can cause you to miss important information.

2. ______ Listening has nothing to do with how you perform on the job.

3. ______ Poor listening habits can waste time.

4. ______ When listening to a speaker, you should be as close as possible.

5. ______ When listening to a speaker, you should look around at different things and different people to keep from becoming bored.

6. ______ Daydreaming is one way of keeping your mind focused on what a speaker is saying.

7. ______ To ask questions is to admit that you haven’t been listening.

8. ______ You should not try to write down everything a speaker says.

9. ______ A good speaker will usually give some clues to the important points.

10. ______ If you disagree with a speaker, leave the room without disturbing anyone.
Performance Scale for Lesson 7 – Dealing with Criticism

Student: ___________________________________________ Date: __________
Observer or Teacher: ________________________________

Please rate how well the student can do the things described below by writing the appropriate number. This is a subjective rating, from 0 to 10, based on your experience with the student.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Never</td>
<td>1 = Usually</td>
<td>2 = Occasionally</td>
<td>3 = Sometimes</td>
<td>4 = Often</td>
<td>5 = Usually</td>
<td>6 = Frequently</td>
<td>7 = Always</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. When giving constructive criticism, shows respect for the feelings or emotions of others.
   0 1 2 3 4 5 6 7 8 9 10

2. When giving constructive criticism, uses a pleasant, positive tone of voice.
   0 1 2 3 4 5 6 7 8 9 10

3. When giving constructive criticism, discusses strong points or positive feedback first.
   0 1 2 3 4 5 6 7 8 9 10

4. Offers criticism in terms of improvement (identifies specific actions or behaviors to criticize, not people, to criticize).
   0 1 2 3 4 5 6 7 8 9 10

5. Demonstrates self-control in emotional situations and conflicts with others.
   0 1 2 3 4 5 6 7 8 9 10

6. Acknowledges constructive criticism verbally, in a calm, appropriate manner.
   0 1 2 3 4 5 6 7 8 9 10

7. Shows genuine interest in constructive criticism received from others (asks questions, seeks clarification or details).
   0 1 2 3 4 5 6 7 8 9 10

8. When receiving criticism, whether constructive or destructive in nature, demonstrates effective listening (See Performance Scale 18: Effective Listening).
   0 1 2 3 4 5 6 7 8 9 10

9. Demonstrates the ability to respond to destructive, undeserved, or untrue criticism calmly and openly while avoiding conflict.
   0 1 2 3 4 5 6 7 8 9 10
Self-Efficacy Scale for Lesson 7 – Dealing with Criticism

Student: __________________________________________ Date: __________________________

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>0 = I cannot do at all</td>
</tr>
<tr>
<td>1</td>
<td>1 = I usually can</td>
</tr>
<tr>
<td>2</td>
<td>2 = I always can</td>
</tr>
</tbody>
</table>

1. I can control my thoughts and emotions when I am criticized, and I am able to listen carefully to the words someone uses to offer criticism.

   0 1 2 3 4 5 6 7 8 9 10

2. I am able to tell how to react to criticism by considering the source, or the particular person offering the criticism.

   0 1 2 3 4 5 6 7 8 9 10

3. I can tell the difference between destructive criticism I should ignore and constructive criticism I should acknowledge and consider.

   0 1 2 3 4 5 6 7 8 9 10

4. I can listen carefully and effectively when I am offered constructive criticism.

   0 1 2 3 4 5 6 7 8 9 10

5. If I am given constructive criticism, I am able to determine how I might improve.

   0 1 2 3 4 5 6 7 8 9 10

6. If I am given constructive criticism, I am able to ask for clarification or details if I need to, in order to understand how I can improve.

   0 1 2 3 4 5 6 7 8 9 10

7. If I am given criticism I think is unjust, untrue, or undeserved, I can tell the person in a calm, appropriate manner while avoiding an argument or conflict.

   0 1 2 3 4 5 6 7 8 9 10

8. When I am giving someone else constructive criticism, I can use a pleasant tone of voice and consider how the person might feel about the criticism.

   0 1 2 3 4 5 6 7 8 9 10

9. When I offer constructive criticism, I am able to criticize in terms of improvement by identifying specific actions or behaviors, rather than criticizing a person.

   0 1 2 3 4 5 6 7 8 9 10

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**Student Name__________________________________________ Date ________________

**To the Instructor:** Complete all information for each lesson in which the student participates. Enter the Date Begun, the Date Completed, and the Date Completed for each assigned worksheet. Enter the End of Lesson Exercise score. Use the Evaluation box to record your subjective evaluation of Lesson Completion. Circle ✓ for good performance or X for deficient performance. Mastery of Reading for Understanding is indicated by the End of Lesson Exercise. Use your judgement to determine cutoff scores for each lesson and to determine scores for participation in discussion and journal writing.

Your subjective evaluation indicates Lesson Completion; however, it is very important to emphasize that skill mastery in these Life Skills requires ongoing practice over time. The Areas to Practice and Improve section should be tailored for each individual student, regardless of lesson completion. The results of lesson evaluations and areas to improve should be reviewed carefully with each student. When evaluation and review is complete, direct the student to complete the appropriate item for each lesson on the back page of this form.

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### Lesson 1 — Self-Concept

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<tr>
<td>2. A More Positive Self-Concept</td>
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<td></td>
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<tr>
<td>3. Self-Evaluation</td>
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### Lesson 2 — Self-Esteem

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<td>2. Improving Your Self-Esteem</td>
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<tr>
<td>1. Terms and Definitions</td>
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<tr>
<td>2. Building Your Self-Confidence</td>
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</tr>
<tr>
<td>3. Exercises in Self-Confidence</td>
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### Lesson 4 — Dealing with Emotions

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<td>2. Things that Cause Emotions</td>
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<td>3. Responding to Emotions</td>
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#### Evaluation

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### Lesson 6 — Dealing with Stress

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<tr>
<td>1. What Causes Stress for You?</td>
<td></td>
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<tr>
<td>2. How Stressors Make You Feel</td>
<td></td>
<td></td>
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<tr>
<td>3. Self-Evaluation</td>
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<tr>
<td>4. Plan for Preventing Stress</td>
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**Lesson Completion**  
**Mastery**  
**Nonmastery**

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### Lesson 7 — Dealing with Criticism

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<tr>
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<tbody>
<tr>
<td>1. Types of Criticism</td>
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<tr>
<td>2. Offering Criticism</td>
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**Lesson Completion**  
**Mastery**  
**Nonmastery**

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### Lesson 8 — Dealing with Failure

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<tbody>
<tr>
<td>1. Analyzing Failure</td>
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<tr>
<td>2. Group Exercise 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Group Exercise 2</td>
<td></td>
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<tr>
<td>4. End of Lesson Exercise</td>
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**End-of-Lesson Exercise Score:** ___/15 ___%  
**Evaluation**  
**Areas to Practice and Improve:**

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<tbody>
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**Lesson Completion**  
**Mastery**  
**Nonmastery**
The following is a written Interview with two Folsom State Prison inmate facilitators teaching the Pace Life Skills Curriculum to other inmates:

Question 1

When teaching soft skills do the inmate facilitators teach the individual skill concepts and then have strategies for developing the skills?

Answers:

Facilitator 1

I believe we teach the concepts then create dialogue to clarify any gaps in student comprehension. Once the lesson is given, we seek evidence of development of this skill in hypothetic journaling exercises and review the concepts as the basis for future modules. Due to time constraints we are unable to dedicate time to development of this skill outside of this class environment.

Facilitator 2

Yes, it is very essential that we both teach the concept and strategize toward individual and collective development. However, before we introduce these concepts to participants, our strategy is to identify amongst ourselves how each concept has directly or indirectly influenced our own lives. By this method we are able to utilize the module as a guide to generate dialogue. Testing strategies amongst fellow facilitators first, help’s transcend educational learning into personal development.

Question 2

Would you expand on the four-step method of teaching the concepts and tell me what you actually do both in class and outside of class?

Answers:

Step 1: Teach the Concept: Definitions and Basic Understanding

Facilitator 1

We utilize the PACE curriculum by requesting students read paragraphs of the lesson until the facilitator stops the reading by asking a question intended to test the comprehension of the material by students. Alternatively, the facilitator may share an anecdote relating to how he/she came to learn about the importance of the lesson (aspect, definition, skill, etc.) or how the facilitator was affected or affected someone else when he/she was lacking the skill(s). With this approach and its variations facilitators invite reciprocity by being transparent, conversational, and engages each participant if utilized effectively.

Facilitator 2

(In Class) We relate each concept to personal understanding and personal experiences. We achieve this by reading and clarifying definitions to ensure that participants have a clear comprehension of the concept. We find that by describing the concept using personal examples helps the visual learners that find terminology hard to grasp. In addition, by keeping it simple eases the tension that comes with feeling talked at, oppose to being talked to. Facilitators are peer mentors who have reached a level of growth that participants aspire to achieve, therefore our message in each lesson is how to. The concepts within each module, (Self-Development, Achieving Personal Goals, Interpersonal Skills), gives us the direction needed to describe how the concepts has positively influenced change.


Step 2: Demonstrate the Concept: Model the Behavior or Skill

Facilitator 1

Facilitators demonstrate the concepts by explaining in detail how they currently apply the concepts in their lives, students also have the opportunity to gauge the facilitators demonstration of the skill(s) during class interactions, after class during out of class hours, etc. Due to the development of a culture of transparency, students have politely commented if they have any questions about a facilitators' modeling of the lessons.

Facilitator 2

After a participant has read a designated section of the module, the facilitator has the option of asking a group question, which is to be answered by any of the participants, he may choose the option of self-transparency or ask one of the participants. An example of the question may consist of: who amongst us has struggled with low self-esteem? Choosing self-transparency instead, the lead facilitator will share a personal story that describes his experience with struggling with low self-esteem. The objective is to generate class discussions so that the facilitators are mindful not to keep the focus on themselves. We expect that not everyone will be willing to share personal information right off and that is okay. We take note of that. A method we use to help them along is by turning negative peer influences into a positive. By this I mean, we identify that those that they interact with inside and outside of class and we direct question to them. We have learned that friends make it okay for friends to share.

Step 3: Have Students Demonstrate the Concept

Facilitator 1

We seek to have students demonstrate the concept(s) by applying them to hypothetical situations and or through role play exercises targeted to the module.

Facilitator 2

Students are able to demonstrate the concept by role play exercises chosen by facilitators. In addition, during group discussions, participants are given the opportunity to demonstrate at what point they have developed low self-esteem and how that affected their decision-making process. The antidotes are pointed out by facilitators using the module.

Step 4: Provide Feedback and Practice

Facilitator 1

Class discussions provide the opportunity to provide/receive instant feedback after classroom discussions/exercises. Students are asked to try to complete the targeted homework for the module and try to implement the lesson(s) in their lives during the week. The following week, facilitators inquire about any success or difficulty in applying the module. Facilitators/other students may provide valuable feedback at this time. Further feedback is provided during review/grading (for completions and comprehension) of students’ modules.

Facilitator 2

We have found that our diverse group of facilitators have relatable experiences that we can offer as helpful tools. Affective listening is the key. We train to listen to the cues that are relatable and being transparent amongst fellow facilitators during training, we become aware of who may be best suitable to offer feedback to each individual participant. Paraphrasing helps to demonstrate that we are
listening and that gives us that moment of pause to process what we have heard. This ensures that our feedback is helpful. We practice these techniques in training until it becomes fluent.

(Outside Class) We found that participants become very observant. They tend to watch the facilitators to determine for themselves if our conduct outside of class matches our conduct inside of the class. Because they are visual seekers, they are looking for something that may discredit or prove our actions that we are living the examples of the concept we teach. Therefore, facilitators have a responsibility to maintain a high level of conduct. By this I mean being the example, continuing to engage participants out of class and opt to make time when needed.

Question 3

When do you have the students journalize—as homework assignments? When do you grade them, how, and how do you give feedback? How do the men accept your feedback? Do you see any changes from the first assignment and the last assignments? Describe your process.

Answers:

Facilitator 1

Students are given a journaling assignment with each individual module. These journaling assignments are turned in with the module homework the following week’s class. When received the facilitator who facilitated that lesson will grade for effort, comprehension of the lesson and ability to apply it in a hypothetical or to the student him/herself personally. Students are normally very receptive to feedback and have demonstrated a general eagerness to “get it right”, or learn the concepts. I have observed student’s confidence grow in newfound regard for the “simple” concepts they “thought” they knew, but none have expressed disbelief that they had not learned these concepts sooner. By the end of the course they have unanimously related lacking of “life skill” to many of their interpersonal problems. Most students demonstrate greater confidence in reading out loud, public speaking, critical thinking, and socially acceptable communication skills (courteous, reduced aggression, reduced profanity). Resulting in an observable increase in confidence. We often have many students who request to repeat the class but have to be declined due to seating and waitlist limitations.

Facilitator 2

(Refer to Facilitator’s 1 Answer) I will further compliment his by adding: facilitators learn from participants personal answers, within their homework. Their response gives us insight into their thought process and experiences, in which we (facilitators) journal our own notes to one another, to point out that connections that participants may have with facilitators. During class discussions, facilitators are then able to share their own experiences that relates to the participants. In addition, while all the answers to the homework are within the module, we understand that not everyone will receive the question the same way. Some may base their answers on their level of understanding, personal experiences only or choose to give technical by the book answers. Our feedback is based on those responses. Developing a report with every participant on some level plays a part in how much feedback we offer, at what point.
Question 4

How about long-term practice? What do you do out of class? Give examples and how the inmates react.

Answers:

Facilitator 1

We try to keep the positive dialogue with the students going out-of-class in the form of mentorships and positive social interactions, in the housing units, education classrooms, work assignments, etc.

Facilitator 2

Long term practice has taught us that as classes evolve (in which they will) facilitators have to continue to come up with innovative ways to keep participants involved. For example, during the module (identifying interest) I shared my interest in writing poetry. To my surprise, when I asked the class about theirs, 40% of the participants shared that they interest in writing poetry. Therefore, I challenged the writers to bring in something they wrote with the class (one of our best sessions).

Question 5

How long is the facilitator training program? Hours, weeks?

Answers:

Facilitator 1

Facilitator training may last for two-three, two-hour sessions. After training facilitators are then asked to shadow a senior facilitator for one complete 13-week (2 hr. per week class) cycle. After that time facilitators in training are eased into facilitating a module with the assistance of a senior facilitator.

Question 6

What are some things to be concerned about or considered?

Answers:

Facilitator 1

Things to consider may be 1) whether to permit inmates or educational instructors to facilitate the program, and whether to make attendance mandatory or voluntary. Experience has shown that this particular program works best when facilitated by inmate peers who have been reasonably trained or certified by PACE Life Skills; and voluntary attendance be permitted to assist in creating a motivated group of students, since under engagement may result from seeing enrollment as “punishment”.

Facilitator 2

1. Space needed to create safe environment.
2. Selecting a cohesive group of facilitators of diverse backgrounds. (Concerns)
3. Work scheduling that may affect attendance.
4. Academic workload that may prove overwhelming for some.
5. Facilitators level of education/level of personal development.
6. Consider a timeframe that will give inmates, as possible an opportunity to take the class.
7. Consider team building projects that will help maintain a high level of morale during the 13 weeks.
Question 7

Why does this program work?

Answers:

Facilitator 1

Unlike other programs which may discuss, highlight negative behaviors pertaining specifically to criminal thinking, addiction, etc. PACE Life Skills targets the development of interpersonal skills needed to experience the small “social success” in daily life which greatly helps development of a healthy self-concept/self-esteem. Also, by teaching how to initiate and develop positive relationships, the self-efficacy needed to remain disciplinary free, involved in other self-help groups is increased. This emotionally intelligent student has an enhanced ability to address the interpersonal aspect of the impact of destructive decisions on others. He/She has positive skills and habits to replace their old/destructive habits. Hope that this is possible is demonstrated at FSP PACE Life Skills program by facilitators who have experienced success in applying these lessons to their lives. These facilitators make themselves available to students to assist/advise them as they begin to practice skills or attempt to develop positive habits.

Facilitator 2

This program works because the concepts are building blocks that are instructional to self-development. Concepts that are interchangeable and simple to grasp and offer helpful tools to those who do not know how to change. Our (facilitators) learning experiences have taught us that most participants come to our class because they are open to change. The difficulty has always been finding a safe environment to learn how to. Places where they can interact with those that have changed or seeking change in him or her. Having inmate facilitators who can relate to this process is the key ingredient. We are the examples that suggest that it is okay to start over, walking away from our pride, egos, and reputations at the cost of others dismay, in order to become leaders of our communities. This program works because we (facilitators) are passionate about being of service.

Question 8

What behavior changes have you observed?

Answers:

Facilitator 1

1. increased confidence in public speaking
2. increased emotional vocabulary
3. less guarded/increased trust
4. increased effective listening
5. zero profanity
6. increased effective listening
7. increased critical thinking skills
8. more reflective
9. more proficient w/modules/vocabulary
Facilitator 2

1. Participants and facilitators develop relationships outside of the class (closing cultural gaps).
2. Participants recommend their friends to take our class (oppose to hanging out on the yard, around negative influences).
3. Participants become comfortable with being called by their real name (oppose gang names that most prefer in this environment).
4. Participants ask for help finding other resources that continue their growth (opposed to not asking out of concern of being laughed at or labeled).
5. Participants interact more (oppose to their initial limitations that race or cultural related).
6. Participants begin to challenge facilitators for more (opposed to having a time passing approach).

Question 9

Personal comments on what this program has done for you.

Answers:

Facilitator 1

PACE Life Skills Program helped me target my low self-valuation of myself. As I progressed through the modules and my mastery the concepts, so did my self-confidence. In applying these skills even in my prison environment, I found that I received more positive feedback from fellow inmates and staff. I shared what I learned with my family during visits and phone calls which also helped me to begin to repair family relationships. Ultimately, PACE life skills helped me develop the pro-social habits needed to become eligible for parole.

Facilitator 2

Pace Life Skills has helped me to understand "me better. The self-development sections helped me to identify my flawed thinking which gave me the confidence to face the causes of my bad decision making. I struggled a great deal with expressing my emotions. Violence and suppressing were the only methods of expression I had at the time. Taking Pace Life Skills offered me the alternative expressions. Learning from fellow inmates that I was not the only one, who lacked the coping skills and the courage to admit that an eye opener that let me know I was in the right place (as opposed to feeling out of place). This program has inspired change. I will be achieving two degrees this college semester, I am a better communicator. I am no longer involved in gangs or criminal activity and I have become a mentor to others.

Question 10

What are others saying in the prison about the program?

Answers:

Facilitator 2

Others speak highly of Pace Life Skills, especially the Board and administration. We have had 10 facilitators achieve suitability in Board (10th being Facilitator 1), in which the Board has commended Pace Life Skills on our success. Participants have approached my wife and me, in visiting, to introduce me to their families, (as a Pace Life Skills Facilitator who has helped them).
Question 11

Why should another facility try to adopt this program?

Facilitator 1

I believe that PACE life skills will positively influence any given prison population, compliment the rehabilitative programming already in place, and provide alternative to /compliment "pre-parole/pre-release programs. The curriculum is relatively simple, written at a 7-8 grade level yet via ancillary materials, videos, role play or class discussion, etc. May be expanded to include more in-depth discussion, participation and or feedback for more pronounced results.
Life Skills 25
Effective, Adaptable Tools for Soft Skills Development

Self-Development
Self-Concept
Self-Esteem
Self-Confidence
Dealing with Emotions
Dealing with Conflict
Dealing with Stress
Dealing with Criticism
Dealing with Failure

Achieving Personal Goals
Identifying Your Interests
Setting Priorities and Goals
Making Decisions
Solving Problems
Planning
Managing Time
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