



# PROJECT METAMORPHOSIS

## Facilitator's Guide | Table of Contents

### INTRODUCTION

Personal Identification: The Key to Success  
What We Know About Learning  
Reflection Pages  
Bloom's Taxonomy  
Krathwohl's Affective Taxonomy  
Student Manual Table of Contents

### VOLUME 1 | Learning About Project Metamorphosis and Self

Number 1A ..... New Project Brings Exciting Change to You  
Number 1A..... Mind Mapping Exercise  
Number 1B ..... Going Home- Staying Free  
Number 1B ..... Poster Exercise  
Number 2A ..... Our Style: Not Just Clothes Anymore  
Number 2A ..... MBTI Type  
Number 2A ..... Learning Styles  
Number 2A ..... Multiple Intelligences  
Number 2A ..... LSI Fax Sheet

### VOLUME 2 | Success is a Thinking Skill

Number 1A ..... Success is a Thinking Skill  
Number 1B ..... SCANS: Job Skills for the 21<sup>st</sup> Century  
Number 2A ..... Using SCANS Personal Qualities & Resources  
Number 2A ..... Integrating SCANS Skills  
Number 2B ..... Interpersonal Skills: SCANS Competency  
Number 3A ..... Getting the Meaning Verbal Language  
Number 3B ..... Nonverbal Language: Do Actions Speak  
Number 4A ..... Change is a Thinking Skill  
Number 4B ..... Meeting the Challenge  
Number 5A/B ..... Judging Success with SCANS Thinking Skills

### VOLUME 3 | Keys To Loving Relationships – Part 1

Number 1A ..... Key 1: Honor  
Number 1A ..... Movie Titles  
Number 2A ..... Key 3: Handling Anger  
Number 2B ..... Key 4: Using Communication to Increase Intimacy  
Number 3B ..... Key 6: Personality—Who Are You?  
Number 4A ..... Key 7: Changing Unhealthy Relationships



# PROJECT METAMORPHOSIS

## Facilitator's Guide | Table of Contents

### **VOLUME 4 | Success is a Thinking Skill: Decision-Making**

Number 1A/B ..... Decisions-Making is a Successful Thinking Skill  
Number 3A/B ..... Whose Success Is It, Anyway?  
Number 4A/B ..... Coping with Life: Creating Support Systems  
Number 5A/B ..... Success is Thinking Ahead  
Number 6A/B ..... Deciding to Be Happy: Making Changes

### **VOLUME 5 | Keys To Loving Relationships – Part 2**

Number 1A ..... Key 11: Changing Unwanted Behaviors  
Number 3A ..... Key 15: Overcoming Anger with Forgiveness  
Number 4A ..... Key 17: Energizing Relationships

### **VOLUME 6 | Finding and Keeping Jobs**

Number 1A/B ..... Jobs: Why Work?  
Number 2A/B ..... Getting the Right Job  
Number 3A/B ..... Finding and Applying for Jobs .  
Number 5A/B ..... Keeping the Job You Get

### **VOLUME 7 | Parenting Series**

Number 1B ..... Parenting 2: Children Have Personalities, Too!

### **VOLUME 8 | Budgeting and Re-licensing Know How**

Number 1A ..... Budgeting  
Number 1B ..... Credit  
Number 2A ..... Do's and Don'ts  
Number 2B ..... Re-Licensing Know How



# PROJECT METAMORPHOSIS

## Facilitator's Guide | Introduction

### Introduction

This Facilitator's Guide is offered as a supplement to the original Metamorphosis curriculum. It suggests activities and a philosophic framework consistent with Appreciative Inquiry, Dependable Strengths, and other positive psychology approaches. It assumes that "you get what you focus on or talk about." Focusing on barriers generates more barriers. Talking frequently about what people have done wrong generates more wrong doing. A person whose goal is not to return to prison will continually think about prison.

Because of this you will see numerous references to strengths, skills and talents; to working, learning and succeeding; and to returning and contributing to the community.

### Personal Identification: The Key to Success

The comments and suggestions in the Guide are based on the assumption that many offenders have difficulty finding success in the workplace and community because-

1. They have not been able to identify, develop and maximize their strengths, skills and talents in socially acceptable, legal ways.
2. They do not have a "learner identity," i.e., they do not see value in education or other learning activities. They often equate learning with school, which carries a negative connotation.
3. They do not have a "worker identity," i.e., when asked to talk about themselves, they rarely include work or career activities as topics of importance. If they do talk about work, it is often in a negative vein.
4. They do not have a "success identity," i.e., they have a difficult time visualizing themselves being successful, contributing community members.
5. This difficulty in visualizing success makes it difficult for them to set goals and develop plans for reaching them.

6. Their conversations are often at the content level, with little examination of feelings/emotions or values/meaning issues.

7. They have not developed a decision-making process to help make difficult choices. As a result, they often act impulsively, “doing whatever.”

A comment about items 2 and 3 above: Many individuals with a history of operating in society’s margins define or “identify” themselves in various ways: as losers, hustlers, lovers, fighters, movers and shakers, persuaders, protectors, avengers, entrepreneurs, system beaters, victims, etc. Women often identify themselves as mothers. They rarely define themselves as either learners or workers. Unless this changes, their chances for success in the community are greatly diminished. This Guide will provide a number of exercises to help students “re-define themselves,” so learner and worker become part of their identities.

A goal of this Guide is to address each of the seven concerns indicated above in a way that increases success rates and reduces recidivism rates among those who use the Metamorphosis curriculum.

## **What We Know About Learning**

The Guide is also designed to reflect what we know about learning. For example-

### **I. Head, Heart, and Soul**

We know that learning is not a linear activity, but comes from many “places” within an individual. Three are included here: the head, which addresses content; the heart, which addresses feelings/emotions; and the “soul,” which focuses on meaning and values.

Most educational programs focus on the “**head**,” emphasizing information, advice and getting through the curriculum. The assumption is that providing people with the right content is sufficient to bring about the desired behaviors. Instructors frequently say, “I tell my students . . .” or “I have all my students . . .” Individuals who do not learn by being told are often described as not being serious about learning or even as being resistant to it.

However, if information alone changed behavior, no one would smoke, or drink too much, or adopt unhealthy eating habits, or drive too fast, or have

unprotected sex, etc. We have all kinds of information about these things and “know better,” but having the content rarely causes us to change our behaviors.

The *second* place to address learning is the “**heart**,” which gets at the feeling or emotional level. This reflects the research suggesting that learning is an emotional activity as well as a cognitive one. There must be an emotional charge if the learning is to make a difference.

It must “grab” the learner in some way.

The *third* area of learning is the “**soul**,” which assigns meaning and value to our learning experiences. If these experiences have little meaning or value, they will not be important to the learner and will have little effect on behavior change.

The following example illustrates the three areas just described. We can tell a person to avoid certain people or situations. We can provide examples and cite statistics in an attempt to change unhelpful behaviors. However, if the information doesn’t generate internal feelings of wanting to change, or is not meaningful or important to the learner, there is little chance of behavior change.

Following is a progression of statements/questions from head to heart to soul. Head: “Don’t do drugs. They are dangerous and often lead to trouble.” Heart: “How would you feel if you didn’t need drugs?” Soul: “What would it mean to you and your family if you were clean and sober?” The more we can keep learning experiences at the **heart and soul levels**, the greater our chances for effecting significant behavior change. This Guide supports and reinforces a heart and soul focus. Facilitators will be asked numerous times to engage students in discussions about how they feel and what something means to them.

## **II. Learning and Constructing Reality**

Learners construct their own reality from any information that is presented. Although no two people will internalize or explain a learning experience in exactly the same way, everyone should be able to “make sense” of it. If this does not occur, it is unlikely that much learning has taken place. Reflection activities in this Guide are designed to help facilitators determine whether or not learning experiences are “making sense” to students.

### **III. Learning and Transferring Skills Outside of the Classroom**

Learning that takes place in one setting does not necessarily transfer to another setting. Although students may exhibit desirable skills or behaviors in a classroom, there is no evidence to show that they will be able to transfer them to the community. To address this issue, the Facilitator's Guide provides suggestions to ensure that students always know what they are learning, why they are learning it, and how they can use it outside the classroom. Instructors will be asked frequently to address these topics, and every reflection exercise will include four questions:

**What did I learn?**

**Why is this important to know?**

**How can I use what I've learned?**

**What difference will this make in my life?**

### **Reflection Pages**

The Reflection Pages embedded in every lesson of this curriculum are active teaching tools designed to support the underlying premise of this curriculum. The first two questions are designed to help students make sense of what they are learning on a regular basis. Questions 3 & 4 help address the transferability of learning.

Reflection encourages thinking. Writing brings the thoughts to a more concrete level. Speaking adds another level of participation to the process. Hearing what others are thinking broadens each student's range of possibilities and reinforces the need to change. You may want to have students discuss reflections in pairs or small groups. In some instances, it might be appropriate to use the four questions for an entire classroom discussion.

### **Bloom's Taxonomy**

Learning occurs at different levels. Bloom's taxonomy, for example, includes six levels of learning in the cognitive domain:

**Level One - Knowledge** is the first or lowest level. It involves the recall or recognition of specific facts. Television game shows, Trivial Pursuit, and many "objective" tests focus on this type of learning. The focus here is on remembering. The defining question is "*What do I know?*"

**Level Two - Comprehension** involves putting knowledge in a different form by paraphrasing, summarizing, interpreting or inferring. It represents the lowest level of understanding because a person can use the information without seeing the big picture. The defining question here is *“What does this mean?”*

**Level Three - Application** involves using knowledge in new, not previously learned ways. It requires the ability to use abstractions in concrete situations and to see relationships and connections. This is where transferring learning from one setting to another occurs. The defining question here is, *“How can I apply what I know and understand to different situations?”*

**Level Four - Analysis** involves breaking material down into its constituent parts, seeing how the parts are related, and being able to explain these relationships. The defining question at this level is, *“Why does this work as it does?”*

**Level Five - Synthesis** involves putting together elements and parts into a new pattern or structure that was not there before. It is the category in the cognitive domain that most clearly provides for creativity. The defining question here is, *“What can I create from the information and ideas I have?”*

**Level Six - Evaluation** is the highest level and involves using criteria and standards to make judgments about the value of ideas, works, solutions, methods, materials, etc. At this level the defining question is *“Is this accurate, useful, effective, economical, satisfying, ethical?”*

This Guide includes activities to ensure that students operate at all six levels in Bloom’s Taxonomy. Many of the students in this program have little or no experience using higher order thinking skills. Because of previous difficulty with the two lower levels most emphasized in schools—recalling and explaining—they may have written off learning altogether. However, in order to function successfully in today’s economy, they must be able to operate at all levels. People who can analyze, synthesize and evaluate are much more valuable to an employer than people who have none of these skills. They are also more capable of planning and managing their lives.

## **Clarifying Verbs for the Six Levels of Bloom’s Taxonomy**

Following is a list of verbs that can be used at each of the six levels. Facilitators are encouraged to share this list with students and to design activities requiring

students to demonstrate the verbs throughout the duration of the class. Examples will be provided. The six levels are arranged in a hierarchy, with Level One being the lowest and Level Six the highest.. When students are asked to demonstrate competence at a given level, they should be able to demonstrate competence at all lower levels. For example, if students are asked to “give an example,” it is assumed that they can also “describe” and “identify.”

**Level One - Knowledge:** define, fill in the blank, identify, label, list, locate, match, memorize, name, recall, reproduce, select, spell, state, tell, underline.

**Level Two - Comprehension:** comprehend, convert, describe, explain, generalize, give examples, interpret, paraphrase, put in order, restate, retell in own words, rewrite, set, summarize, trace, translate, understand.

**Level Three - Application:** apply, compute, demonstrate, determine, discover, draw, estimate, find out, give an example, illustrate, make, manipulate, modify, operate, predict, prepare, show, solve, state a rule or principle, use.

**Level Four - Analysis:** analyze, break down, categorize, classify, compare, contrast, debate, deduct, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, group, infer, outline, point out, relate, separate, specify, subdivide.

**Level Five - Synthesis:** assimilate, change, combine, compile, compose, construct, create, design, develop, devise, formulate, generate, invent, modify, originate, plan, predict, pretend, produce, rearrange, reconstruct, reorganize, revise, rewrite, suggest, suppose, synthesize, visualize.

**Level Six - Evaluation:** appraise, choose, conclude, criticize, decide, defend, discriminate, evaluate, gauge, judge, justify, prioritize, rank, rate, select, support, value.

It is recommended that facilitators use these terms with students regularly: It will expand their vocabularies, make them aware of their different levels of cognitive functioning, help them understand what they are learning, and give them a list of skills they can use for resumes and job interviews.

## Krathwohl's Affective Taxonomy

While Bloom was working on the cognitive domain, **David Krathwohl** was developing the following five-level affective domain:

**Level One - Receiving (Attending)** means a willingness to receive or attend to phenomena and stimuli. The learner is passive, but attentive and listening with respect. *"I'll at least show up and hear what the person has to say."*

**Level Two - Responding** refers to a willingness to commit in at least some way to participate in the given activity. The learner reacts as well as showing awareness. *"I'm not sure why we are doing this, but I am willing to give it a try."*

**Level Three - Valuing** means an acknowledgement that something has worth. The learner willingly displays behavior consistent with a belief or attitude. *"I see the importance of this, and embrace it as something I need or want to do."*

**Level Four - Organization** indicates the development of an internally consistent value system. The learner sees how values are interrelated, and is able to establish priorities. *"Doing this assignment will mean giving up other activities, but I know that acquiring this new knowledge or skill will be much more important to me in the long run."*

**Level Five - Characterization** means acting consistently in accordance with internalized values to the point that 1) one is described and characterized as having specific, pervasive tendencies and behaviors, and 2) these beliefs, ideas and attitudes are integrated into a total philosophy or world view. *"I want to be known as the most loving parent in the world." "I want my epitaph to read, 'a person who was never known to utter a cross word about anybody.'"*

For several decades, levels one and two were sufficient to "succeed" in both school and work. Students and employees were given the same message. "Come every day, follow directions, do your work, stay out of trouble, and you will get along just fine." It wasn't necessary to value (or even understand) what you were being asked to do. If you wanted a grade or a paycheck, you did what you were asked.

Today, however, operating at these two lower levels will not guarantee success in either the workplace or classroom.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | Student Manual Table of Contents

### **VOLUME 1 | Learning About Project Metamorphosis and Self**

- Number 1A ..... New Project Brings Exciting Change to You
- Number 1B ..... Going Home- Staying Free
- Number 2A ..... Our Style: Not Just Clothes Anymore .
- Number 2B ..... ME, Unlimited Stock: Portfolio Contents

### **VOLUME 2 | Success is a Thinking Skill**

- Number 1A ..... Success is a Thinking Skill
- Number 1B ..... SCANS: Job Skills for the 21<sup>st</sup> Centruy
- Number 2A ..... Using SCANS Personal Qualities & Resources
- Number 2B ..... Interpersonal Skills: SCANS Competency
- Number 3A ..... Getting the Meaning Verbal Language
- Number 3B ..... Nonverbal Language: Do Actions Speak
- Number 4A ..... Change is a Thinking Skill
- Number 4B ..... Meeting the Challenge
- Number 5A/B ..... Judging Success with SCANS Thinking Skills

### **VOLUME 3 | Keys To Loving Relationships – Part 1**

- Number 1A ..... Key 1: Honor
- Number 1B ..... Key 2: Creating Loving Relationships
- Number 2A ..... Key 3: Handling Anger
- Number 2B ..... Key 4: Using Communication to Increase Intimacy
- Number 3A ..... Key 5: Becoming Friends with Family and Others
- Number 3B ..... Key 6: Personality—Who Are You?
- Number 4A ..... Key 7: Changing Unhealthy Relationships
- Number 4B ..... Key 8: Increasing Communication Skills
- Number 5A ..... Key 9: Transforming Trials to Benefits

### **VOLUME 4 | Success is a Thinking Skill: Decision-Making**

- Number 1A/B ..... Decisions-Making is a Successful Thinking Skill
- Number 2A/B ..... Why Are You Here?
- Number 3A/B ..... Whose Success Is It, Anyway?
- Number 4A/B ..... Coping with Life: Creating Support Systems
- Number 5A/B ..... Success is Thinking Ahead
- Number 6A/B ..... Deciding to Be Happy: Making Changes

### **VOLUME 5 | Keys To Loving Relationships – Part 2**

- Number 1A ..... Key 11: Changing Unwanted Behaviors
- Number 1B ..... Key 12: Reducing Conflicts .
- Number 2A ..... Key 13: Personal Space: Relationship Principle
- Number 2B ..... Key 14: Anger: The Healthy/Unhealthy Emotion



# PROJECT METAMORPHOSIS

## Facilitator's Guide | Student Manual Table of Contents

Number 3A ..... Key 15: Overcoming Anger with Forgiveness  
Number 3B ..... Key 16: Keeping Emotional Tanks Filled  
Number 4A ..... Key 17: Energizing Relationships  
Number 4B ..... Key 18: Surviving the Crises in Your Life

### **VOLUME 6 | Finding and Keeping Jobs**

Number 1A/1B ..... Jobs: Why Work?  
Number 2A/2B ..... Getting the Right Job  
Number 3A/3B ..... Finding and Applying for Jobs  
Number 4A/4B ..... Interviewing for Jobs: Do's and Don'ts  
Number 5A/5B ..... Keeping the Job You Get

### **VOLUME 7 | Parenting Series**

Number 1A ..... Parenting 1: Types of Parents  
Number 1B ..... Parenting 2: Children Have Personalities, Too!  
Number 2A ..... Parenting 3: The Relationship Principle  
Number 2B ..... Parenting 4: Ways to Communicate Value and Love  
Number 3A ..... Parenting 5: Teaching Children Rules and Limits  
Number 3B ..... Parenting 6: Developing a Close-Knit Family  
Number 4A ..... Parenting 7: The Power of Encouragement  
Number 4B ..... Parenting 8: "Salting" Your Conversations

### **VOLUME 8 | Budgeting and Re-licensing Know How**

Number 1A ..... Budgeting  
Number 1B ..... Credit  
Number 2A ..... Do's and Don'ts  
Number 2B ..... Re-Licensing Know How



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 1 | Number 1A

### VOLUME 1 | Number 1A | New Project Brings Exciting Change to You

Following is a self-awareness activity that reinforces the positive psychology philosophy mentioned in the Introduction to this Guide.

Give each student a blank sheet of paper and a marking pen. Ask them to put their name on top of the paper, and to write three of their best strengths, skills and talents (SSTs). Tell them that these will be shared and discussed, so they will want to include only items they are willing to talk about publicly. If they have difficulty thinking of three things, you can provide suggestions, e.g., a caring parent, a devoted daughter or son, an artist, a singer, a writer, an athlete, a loyal friend.

When everyone has finished, ask each student to stand, hold up their SST sheet and share their three items. Make a point to comment on at least one item from each person's list. For example: "Could you say a bit more about your poetry? How did you learn to do that?" "That's a great skill; we'll want to revisit that as we go through the class."

When everyone has finished, ask what the message was from this activity. Encourage them to see that there are many strengths, skills and talents in the group, and that if used effectively, everyone can be successful both in the class and in the community. Also help them understand that if we use the collective strengths, skills and talents of everyone in this class, there is almost no limit to what can be accomplished. This also prepares them for group activities to come.

Metaphors and mind maps can be useful in helping people plan for the future. Metaphors enable learners to use familiar ideas to deal with new situations, and mind maps make information easier to organize, understand and remember.

Suppose you ask students to think of a hobby or pastime or something else that is important to them, and to use that as a metaphor for planning their lives. One person might think of planning a trip, another as playing in a soccer game, and still another as playing in a musical group. Whatever they choose will give you good information about how they think and what is important to them. As they set goals and work on their plans for a successful transition to the community, you will have a context and language for talking with and assisting them.

Once they have selected their metaphors, ask them to make a mind map of thoughts and ideas that emerge when they think of that activity. Explain that a mind map is like a “stream of consciousness” picture of one’s thoughts and ideas. It works better than a list, because it is more visual and more nearly reflects how the brain works. Mind mapping is a skill that people can use in many settings. A simple “soccer” mind map is provided as an example.

**NOTE:**

Before they begin, tell them that they will be asked to share their mind map with others, so they will want to include only items they are willing to have others see.

Before students work on their mind maps, engage them in a discussion of the soccer game mind map. Ask how the items on this map might apply to seeking employment or preparing for a successful future in the community.

## Mind Mapping Activity



Give students about ten minutes to complete their mind maps, then ask them to pair up and share. Instruct them to ask questions and give each other feedback, adding to each other's map when appropriate.

If students think the activity is silly or too far out, let them know that using metaphors is an accepted problem solving strategy in many organizations, and that being able to think metaphorically could be a significant asset during a job interview.

When working with students on goal-setting and timelines, ask them to make mind maps of 1) things they could be doing now to prepare for re-entry into the community, and 2) steps they will need to take to regain custody of their children, and 3) actions needed after their release in order to acquire gainful employment and become a contributing member of the community. A discussion of what is on the different mind maps could be helpful for everyone, including the facilitator.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 1 | Number 1B

### VOLUME 1 | Number 1B | Going Home- Staying Free

Many successful individuals and companies operate from a *vision* of success. They literally have a picture of themselves crossing the finish line, receiving a diploma, or capturing market share.

Helping Metamorphosis students develop a vision can be an effective way to create a success identity. Following is a “script” that can be used to begin the visualization process. Facilitators are free to add to it. The exercise works better if the lights can be turned down and people can get completely relaxed. It is also more effective to go through the exercise slowly, making sure that students have time to “get into” the scene.

Visualize yourself being a successful and contributing member of your community. Where are you living? Is it a house? An apartment? A condo? What does it look like? How big is it? Where is it located? In a city? A small town? In the countryside? What does it look like inside? What have you and others done to make it attractive and homelike? Who makes sure that it is neat, clean and organized?

What is your work setting? An office? A store? A construction site? A factory? How do you get to work? What kind of work do you do? How do you spend your working day? What are your favorite tasks at work? What do you wear to work? What kind of people do you work with? How did you get this type of work? What did you know in order to be hired? Who helped you find the job?

What is your family situation? What are your major contributions to the family? How are you contributing to the community? What community activities are you involved in? What kinds of people are your best friends and neighbors? What kind of neighbor are you? What kind of support system do you have? Who is in it? What are members of your support system doing to make sure you are successful? What kind of religious or spiritual life do you have? What things

give your life meaning? What are you thankful for? Now start with that picture of success and think of all the things you did to make it happen. What knowledge and skills did you acquire that made you so successful in your work? What decisions did you make that led to your acquiring them? What new attitudes and behaviors helped you be a strong contributor to your family and community? What steps can you take today to get you started on this road to success? What can you do to make sure that you have a support group to help make your vision come true?

When you have finished with the visualization descriptions, bring up the lights slowly and give people a minute to “get with the present.” Ask them what they thought of the exercise. Was it like anything they had experienced before? Was it easy or difficult? If difficult, what made it so?

Ask students to make a mind map of their vision, and the steps required to get them there, while it is still fresh in their memory. This can be kept in mentioned in the Introduction. Asking students to visualize themselves as successful workers and to think about decisions they made to learn new things is a way to build these identities. The more students think of themselves as workers and learners, the less they will be inclined to revert to old behaviors.

## **NOTE:**

The idea of learner and worker identities is an important one. Many individuals with spotty employment histories have gone through programs that teach job search techniques, resume writing, interviewing skills, dressing for success, etc. However, this does not necessarily lead to employment. Some make only half-hearted attempts to find work. They are “too busy” or something always “comes up” to sabotage the job search. Even if they get a job, they may quit or get fired by not following directions or for “telling off the boss.”

Unless they change their view of themselves, i.e., develop a worker identity, they are not likely to seek or find workplace success.

The Self Talk discussion in Volume I—IB is based on Eric Berne’s Transactional Analysis, which referred to the Parent, Adult and Child operating in each of us.

As you discuss the child part of us, ask students to add to the child statements provided in the curriculum. Examples might be “They should be nice to me,” or “Why do they always pick on me?” or “I don’t have to do what they say!” “Neener, neener, neener” statements come from the child. Ask students if they

see child statements in themselves or others, e.g., getting angry when they can't have their way, or manipulating people to get what they want, or needing to get even.

The purpose of the discussion is not to place judgments on these statements, but merely to observe them. The important thing is make sure students understand the concept and recognize the child voice when they hear it or use it.

As you discuss the critic operating in each of us, ask students to add to the critic statements provided in the curriculum. Examples might be, "How could you be so stupid?" or "No one will hire you," or "Don't bother, they won't accept you anyway." Ask students if they see critic statements in themselves or others, e.g., putting people down, or any remark designed to make someone feel less than they are.

As with the child, the important thing here is to make sure students understand the concept and recognize the critic voice when they hear it or use it.

As you discuss the adult in each of us, ask students to add to the adult statements included in the curriculum. Examples might include, "This won't be easy, but I am up to it," or "I know there is a solution; I just need to work until I find it," or "Just because it didn't work before doesn't mean it won't work this time." Ask students if they see adult statements in themselves or others, e.g., attempts to solve problems rather than whine or complain about them.

Once again, the important thing here is to make sure students understand the concept and recognize the adult voice when they hear it or use it.

After discussing the three "people" that reside in each of us, ask students to discuss advantages and disadvantages of each. For example, the child and critic voices allow us to place the blame on others, making it unnecessary for us to work very hard. It is always someone else's fault. If people are always picking on us, and we know nothing will ever work out anyway, why try? The child and critic voices literally give us permission to fail.

**NOTE:**

Neither the child nor the critic operates in the "real" world. The former assumes that we should always have our own way, and the latter assumes that everyone and everything should always be perfect.

The adult voice operates in the "real" world. It assumes that things won't always be as we would

wish, that no one (including self) is perfect, and that we accept what is, assume responsibility for our actions, learn from our experiences, bite the bullet and get on with it. It is not always the easiest or most convenient way, but in the long run it produces better results.

Facilitators are welcome to add their own examples to any part of this discussion. At the conclusion, inform students that throughout the remainder of the class, everyone should be on the lookout for these “voices,” both in and out of the classroom. And further, that when a child or critic voice is impeding the progress of the class, everyone has the responsibility to use an adult voice to point it out, and help move the conversation to a more productive level. The purpose here is not to “catch” someone, but to help them learn to operate from their “adult” as much as possible.

To reinforce the “three voice” concept, divide the class into three groups. Ask each group to draw “out of a hat” a single piece of paper on which you have written the word either critic, child or adult. After drawing their “voice,” each group will be asked to design two posters representing that voice. Each poster will include a drawing or illustration and a statement (caption). Tell students up front that designing the posters is only part of the activity. An equally important part is for each student to be able to describe her/his contribution to the project. As the groups display their two posters, ask each student to describe orally what she/he learned from this process and their specific contribution to it. The posters can be displayed on classroom walls to reinforce the concept of the three voices. Later, when someone notices a person drifting into the child or critic voice, they can just point to the wall.

In the Student Manual the Values Exercise effectively allows individuals to prioritize their own values system. Using the card system in the manual, students can compare their values with the values of others.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 1 | Number 2A

### VOLUME 1 | Number 2A | Our Style: Not Just Clothes Anymore

#### MBTI Type

If students complete the MBTI exercise in the curriculum, they may want a bit more information about each of the types.

One interesting way of introducing the topic is to explain the different types described in the following paragraphs, then ask students to predict what their four-letter type will be, and to write it down. After completing the MBTI Personality Self-Test, they can see how their predictions compared with their scores.

When high I's (Introverts) need to recharge their batteries, they pull; back, often preferring to be alone or with only one or two people. High E's (Extraverts) get their energy from the outside world. They enjoy crowds, excitement, parties and being active. Ask Extraverts what they like to do when they feel down, and the answer is likely to be "throw a party," or "go out where there are people and things are going on." Ask an Introvert the same question, and you are more likely to hear, "curl up with a good book," "meditate" or "call a friend."

High S's (Sensors) get information through the senses, i.e., seeing, hearing, touching, tasting, smelling. Ask Sensors how they know something, and they will say they saw it or heard it or touched it. To a Sensor, things they know are "obvious." High N's (Intuitors) have active imaginations and get information through thoughts, ideas, or flashes of insight. Ask Intuitors how they know something, and they will often report that they can't explain it; they "just know."

It is this Sensing/Intuiting area that causes the most personality conflict among individuals. N's often accuse S's of having no imagination or creativity and S's think if N's as being unrealistic, always having their heads in the clouds. S's often want visible proof. N's say, "I don't need to prove anything, I just know." The third area addresses our decision-making processes. Thinkers tend to use facts and logic when

making decisions. Feelers look at values, circumstances and consider many variables before making a decision. This area can also cause disagreements and misunderstandings. During an argument, a Thinker might say, "You aren't being logical. Let's look at the facts here." The Feeler may reply, "So? Things aren't always logical. All the facts in the world won't change the way I feel about this."

The fourth and final area examined by the MBTI refers to our need to know what is coming next, and our need for closure or wrapping things up. The descriptors are Perceiving (P) and Judging (J). High J's like to make plans and keep timelines in order to keep themselves oriented. High P's prefer to be "looser," taking things as they come. For example, when planning an automobile trip, a high J will want to know departure times, arrival times, where they will be going and staying, etc. A high P is comfortable leaving "when we are ready," arriving "when we get there," going "wherever our curiosity takes us," and staying "wherever we can find a room." (Note: Judging does not mean judgmental.)

These four areas can be combined in sixteen different ways, e.g., INFP, ESTJ, etc.

When everyone has completed the Self-Test, ask students to look at the sheet titled *MBTI Personality Factors that Relate to Learning*. Briefly discuss the impact each of the factors might play in one's life.

Now ask students to tell their four-letter type to the class, while you (or a student ) records it on the board. When all of the types are displayed, discuss with the class. What do they notice? Are there themes or patterns? Are any of the letters not represented? How would things be different if each of us made an effort to understand everyone else's point of view?

**EXAMPLE:**

*Following are real examples of how these types play out in real life.*

A man came to see a career counselor about changing jobs. He liked the work but wasn't getting along with his co-workers. He said his job was quite intense and required him to work with many different people every day. After a couple of hours in this "beehive," he felt a need to be by himself so he could recharge his batteries. During breaks, including the lunch hour, he would find a secluded place and either read a book or listen to music.

His co-workers, on the other hand, seemed to thrive in this "pressure cooker" atmosphere. They met

regularly during breaks, usually had lunch together, and planned frequent TGIF parties after work. When he was a new hire, his colleagues always asked him to join them. He usually declined, because he knew these events would exhaust him even more. He soon noticed that they were no longer inviting him, and heard through the grapevine that many co-workers accused him of thinking that he was “too good” for them. Rumors were spread about him, and relations were becoming very strained. He thought it was time to find a new job.

Ask students to analyze this situation, based on Myers-Briggs Types. What is going on here? How would a person using the “adult voice” handle it?

Two women visited a career counselor, because they were unhappy with their jobs. The first said she never knew where she stood. She was given tasks and deadlines, but no one ever checked in with her, gave her feedback on how she was doing, or let her know when projects were finished. She would turn in work and never know what happened to it. Although supervisors never complained about her work, she wanted more structure, with timelines and checkpoints, so she could mark things off on her calendar. She said the “looseness” of the organization was taking its toll on both her physical and mental health.

The second woman said her bosses were driving her crazy. They required timelines and carefully structured “benchmarks” or checkpoints for every project. She felt like they were always checking up on her, as if she couldn’t be trusted. She wanted them to just tell her what needed to be done, then leave her alone so she could do it. She said the structure of the organization was taking its toll on both her physical and mental health.

Ask students to analyze each of these stories from a Myers-Briggs perspective. What is the obvious message here? (Answer: People have different workplace needs. What works for one person might drive another person crazy. These two women might be happier if they could trade places.)

Ask students how understanding these situations might help them make better decisions about their own employment choices.

## **Learning Styles**

Spending time on learning styles is one of the most valuable things we can do in a project such as this. Many incarcerated individuals associate learning with school. And because they did not do well in school,

they do not think of themselves as learners. Many believe they can't learn. Following the MBTI in the Student Manual is the Brain Dominance Inventory. In addition to the inventory provided in the Metamorphosis curriculum, another instrument that has been used successfully in a corrections setting is the Kolb Learning Style Inventory. If you are from New York or Washington State and are working in corrections, call the Center for Learning Connections (206)-870-5912) to access the Kolb Learning Style Inventory. Following are statements from incarcerated individuals who have completed this instrument.

"This says I have a learning style. Does that mean I'm not retarded?"

"This is the first time anyone ever told me I could learn."

"All my life they told me I had a learning disability. Today I discovered I have a learning style."

"Why didn't I know this about myself before?"

**The publisher has given permission for this instrument to be used in this program at no charge. In return, we have been asked to observe and record its impact on students. The four statements above are good examples of what the publisher is looking for.**

The inventory is quite simple to administer, although the scoring takes a bit of work.

Distribute the inventory, the scoring sheet, and the worksheet. Ask students not to begin until you give the signal. Tell them that you want to make sure everyone understands the directions and to please read them silently as you read them aloud. When you get to the scoring part of the directions, make sure everyone understands that a 4 is "most like you," and a 1 is "least like you." Also make sure they understand that there must be a 4, a 3, a 2 and a 1 on each line. If you think some students might have trouble reading or understanding the inventory, you can read each of the items aloud and explain unfamiliar terms as you go along. This will increase the likelihood that everyone finishes at approximately the same time. As you do this, you can move around the room to ensure that students are completing the inventory correctly.

When everyone is finished, ask them to enter the correct numbers on the score sheet. Provide an example on the board. Help them see that each of the

twelve columns contains a 4, a 3, a 2 and a 1. Ask them what the total score should be. If no one can answer, ask them to think about it and work together to come up with an answer. (This is an example of using a higher order thinking skill.) The correct answer is 120. There are ten points per line— $4+3+2+1$ —and a total of twelve lines.

While they are scoring their inventories, distribute the second sheet, which has concentric circles on one side and a grid on the other.

When they have totals for each of the four areas, show them how to plot their scores on the graph of concentric circles. Their CE score should be at the top of the vertical axis, their RO score on the right of the horizontal axis, their AC score at the bottom of the vertical axis, and their AE score on the left of the horizontal axis. Ask them to put a dot on the axis according to the number for each of their four scores, then to connect the four dots. Give them the handout that describes the four styles and discuss each one.

**NOTE:**

This exercise provides a good example of plotting points in a two-dimensional space. It is a type of graph. Help students understand that this exercise is teaching them a plotting skill that may come up in other classes, or in the workplace.

At the conclusion of the discussion, ask students to move around the room and talk with each other about their “kites” or “sails” or “diamonds.” Does this describe them? Do they find people who are similar to them? People who are dissimilar? When it appears that the conversation is quieting down, ask them to return to their seats so they can complete the inventory.

Instruct them to look at the grid on the back of their concentric circle sheet. On the left hand side they will see AE-RO. Ask them to write their AE score and subtract their RO score. It may be either a positive or negative number. Ask students to move to the right along the horizontal axis and to put a dot on this number. If they have a negative number, make sure they move into negative number territory.

Now ask them to look at the bottom of the vertical axis, where they will see AC-CE. Instruct them to write their AC score and subtract their CE score. Again, it may be either positive or negative. Ask them to move up

the vertical axis and to put a dot on this number. If they have a negative number, make sure they move into negative number territory. Now ask them to draw perpendicular lines through the two dots and mark an X where they intersect.

**NOTE:**

They do not connect the dots. The word “perpendicular” may have to be explained. Let them know that in many cities, streets run east and west, while avenues run north and south. Streets and avenues intersect because they are perpendicular to each other. (Ask them to think about how streets and avenues are laid out in their communities.)

Distribute the sheet with the four descriptors. Make sure the descriptions are clear to everyone. Once again, ask them to move around the room and discuss their “styles.”

Be willing to discuss your style as well. When it appears that the discussion is dying down, ask them to return to their seats.

Tell students that you are going to ask each of them what kind of learner they are, and give them a few minutes to prepare their answers.

Ask each student, “What kind of learner are you?” If someone says, “assimilator,” ask, “And how do assimilators learn?” The point of this activity is to have them talk about how they learn. This will be a new experience for many of them, and will help them begin to develop a learner identity.

**OPTIONAL ACTIVITY:**

Divide the class into four groups: Accommodator, Diverger, Assimilator, Converger. Tell them that you want to ensure that everyone in the class succeeds and that you need to know how each one learns best. Ask each group to come up with a list (or mind map) of things you as the facilitator could do to make sure they are learning. When they have completed the task, ask them to discuss in their groups how they would like to present their information to the class. (Make sure they get the information to you in some written form.)

At the conclusion of this exercise tell students that you would like one brief observation from each of them. What did they think of the learning style exercise?

**Insert Fax Sheet**

What was the best part? What difference will it make in their lives? This would be a good time to record comments that could be sent to the publisher.

## **The Edmonds Learning Style Identification Exercise (ELSIE)**

Many students in this program have children with learning difficulties. They may find it helpful to share their learning styles with their children and to talk with these young people about how they learn. This type of intervention, when done early, can have a positive impact on how their children experience school, and help break the cycle of “learning difficulty” found in many families. Many students in this program have children with learning difficulties. They may find it helpful to share their learning styles with their children and to talk with these young people about how they learn. This type of intervention, when done early, can have a positive impact on how their children experience school, and help break the cycle of “learning difficulty” found in many families.

## **Multiple Intelligences**

For many years we thought intelligence was a fixed characteristic, and that we couldn't do much to change it. We talked about people having IQs of 80 or 100 or 120, then made assumptions about what they were capable of. However, since the late 1970s, a number of cognitive psychologists have questioned this. (There were actually people questioning it much earlier, but the experts who “knew better” didn't pay much attention to them.) Howard Gardner's work in Multiple Intelligences is a case in point. Gardner has theorized that there are many ways of being intelligent. He began with seven, added an eighth several years later, and a ninth (Existential Intelligence) is about to join them. The eight are:

- 1. Linguistic:** The capacity to use words effectively either orally or in writing. It includes things such as the structure of language, the sounds of language, the meanings of language, and the practical uses of language. This type of intelligence is highly developed in story tellers, orators, politicians, poets, playwrights, editors and journalists. People with linguistic intelligence enjoy reading, writing, completing crossword puzzles, playing Scrabble, and any other activity involving the written or spoken word.
- 2. Logical-Mathematical:** The capacity to use numbers effectively and to reason well. It includes sensitivity to logical patterns and relationships, statements and propositions, (if-then, cause-effect), and other related abstractions. This type of

intelligence is highly developed in mathematicians, accountants, statisticians, scientists, computer programmers and logicians. People with logical-mathematical intelligence do well at games or puzzles involving numbers and relationships.

3. **Spatial:** The ability to perceive the visual-spatial world accurately and to perform transformations upon one's perceptions. It involves sensitivity to color, line, shape, form, space, and the relationships between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself **appropriately in a spatial matrix**. This intelligence is highly developed in hunters, scouts, guides, interior designers, architects, artists, and inventors. People with this intelligence can easily visualize or portray a three dimensional world in two dimensional space.

4. **Bodily-Kinesthetic:** The ability to use one's whole body to express ideas and feelings, and facility in using one's hands to produce or transform things. It includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as tactile capacities. This intelligence is highly developed in actors, mimes, athletes, dancers, craftspersons, sculptors, mechanics, massage therapists, and surgeons. People with this intelligence physically "feel" their way through new situations.

5. **Musical:** The capacity to perceive, discriminate, transform, and express musical forms. Included here are sensitivity to rhythm, to pitch or melody, and to timbre or tone color. This type of intelligence is highly developed in musical performers, composers, aficionados, and critics. People with musical intelligence often "play something through in their head" before speaking or acting. They may talk about an engine "singing."

6. **Interpersonal:** The ability to perceive and make distinctions in the moods, intentions, motivations and feelings of other people. This intelligence can include sensitivity to facial expressions, voice and gestures, as well as the ability to respond effectively to such cues—to influence other people, for example. Effective counselors, salespeople, teachers and politicians have developed this intelligence. People with this intelligence make friends easily and use relationships to accomplish tasks.

7. **Intrapersonal:** The ability to act adaptively on the basis of self-knowledge. This intelligence includes having an accurate picture of one's strengths and limitations, awareness of one's moods and motivations, an understanding of one's temperaments and desires; and the capacity for self-discipline, self-

understanding, and self-esteem. This intelligence is highly developed in individuals who are described as “having their act together.” People with this intelligence are comfortable with who they are, and trust themselves to make good decisions.

**8. Naturalist:** The ability to see connections and patterns within the natural world—particularly the plant and animal kingdoms—and to group and classify items accordingly. Individuals with strengths in this intelligence have an overall sensitivity to the natural world, consistently comment on “what’s in the air,” and always seem **to be aware of their surroundings**. This intelligence is highly developed in plant and animal scientists, farmers, geologists, meteorologists, and trackers. People with this intelligence enjoy explaining the natural world to others.

A Multiple Intelligences Checklist is included as a supplement to this curriculum. Following are strategies for using it.

Explain to students that there are many ways of being intelligent and that you want to find out the different ways that each of them is intelligent. Ask students why they think identifying and discussing the different intelligences of people in the class would be a good or helpful thing to do. Some possible responses:

1. If people know the ways in which they are intelligent, they can develop strategies to help them learn better.
2. If students know each other’s intelligences, they can use them to help everyone learn more.
3. People who know how they are intelligent can let teachers and others know the best ways to teach or work with them.
4. Some people may get discouraged because they don’t realize how intelligent they really are. Finding out can be a big esteem booster.

Distribute the Multiple Intelligences Checklist. Tell students that you will read each item aloud just to make sure that everything is clear. If the item “fits,” ask them to put an X on the space provided. If it doesn’t fit them, they should leave it blank.

Read each item, making sure that everyone fully understands it. Be prepared to explain each one.

**NOTE:**

The following terms may need an explanation: limerick, strategy games, logic puzzles, brain teasers,

hierarchies, abstract or conceptual level, cause-effect relationships, jigsaw puzzles, Rubik's Cubes, fidget, rhythmic, phenomena, "green thumb," subtleties. As you move through the checklist, ask students to write the total number of checks in the spaces provided.

When you have completed the checklist, give students a sheet of paper and ask them to list their eight intelligences in order, from highest to lowest. If there are ties, instruct them to decide which one should be higher, based on what they know about themselves. Ask them to put their names on these papers and to hand them in to you. You can use this information throughout the remainder of the class.

Ask each student to stand and say, "I am intelligent in \_\_\_\_\_," completing the sentence with the area in which they have the most check marks. Require that the student say "I am intelligent—don't let them just say, "Interpersonal" or "Linguistic." Make a note of what each student reports.

When everyone has reported, ask them what they thought of the exercise. What was it like to say, "I am intelligent?" How did it feel? What did it mean? Will it make any difference? How do they see themselves using their intelligence in the future?

Now ask students to go through the checklist and, wherever they have a check mark, read the sentence ending and underline any words or phrases that indicate a strength, skill or talent that an employer might be interested in. If they aren't sure that an employer would be interested, ask them to bring it up in class for a discussion.

When these questions come up, ask the class, "If you were an employer, would this strength, skill or talent influence your hiring? Why or why not?" "Are there employers who might be interested in this strength, skill or talent? Who are they?"

Ask students to save their Multiple Intelligences Checklists and put them in their portfolios.

**NOTE:**

Instructors can gain valuable information by observing the number of checks students make on the Multiple Intelligences Checklist. Students with few checkmarks could be indicating low self-esteem. They also could be reflecting a cultural message, e.g., "If I'm not perfect, I can't make a checkmark." Regardless of the reason(s) for having only a few checkmarks, the phenomenon is worth noting.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 1A

### VOLUME 2 | Number 1A | Success is a Thinking Skill

The following ideas can be used to supplement the discussion on thinking skills from the Metamorphosis curriculum.

Israel's Reuven Feuerstein has had notable success working with individuals who have severe learning difficulties. His Instrumental Enrichment approach to learning includes a statement that has applicability to Metamorphosis. "Just a minute, let me think." If students could be taught to use this statement before acting impulsively, a number of negative behaviors could be eliminated.

When faced with an emotionally charged situation, self-talk can be helpful. Example: "What am I thinking right now? Where is this thought taking me? What new thought would be more helpful?"

Share with class members statements and questions they can use when someone they know is about to "lose it." Examples:

"What's going on in your head right now?"  
"How is this helping you?"  
"What will happen if you don't change it?"  
"What can you do now to change it?"

Let class members know that you will be using these kinds of statements and questions with them, if you notice behaviors that are not helpful. Ask what their response is likely to be. If anyone says your line of questioning would just make matters worse, use an example above to respond, e.g., "What are some of your thoughts that led to that statement?" The purpose here is to help a person identify and articulate his/her thoughts. When those thoughts have been made public, you can analyze them through a class discussion. "Is that always true?" "Is that a fact or an opinion?" "What would happen if you changed that thought from "A" to "B"?"

The message to get across here is that our thinking causes our problems, and the best way to eliminate

problems is to eliminate the thinking that causes them. Make it clear that your purpose is not to argue with people or put them down, but to make sure they get practice in examining their thinking.

Linking changes in thinking to changes in behaviors is part of cognitive behavior treatment (CBT), which is an important part of this curriculum. CBT operates on the assumption that dysfunctional behavior is caused by an inability to think clearly and rationally, and if we want people to behave differently, then we must help them learn to think differently. Therefore, part of the facilitator's job when delivering the Metamorphosis curriculum is to create experiences that teach—even require—students to think differently.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 1B

### VOLUME 2 | Number 1B | SCANS: Job Skills for the 21<sup>st</sup> Century

Near the end of the last century, there was a growing concern that people coming out of our schools did not have the academic, technical or personal skills required to enter the changing economy and workplace. In 1990, the U.S. Secretary of Labor appointed a group of national leaders to study the problem and to come up with recommendations. It was known as the Secretary's Commission on Achieving Necessary Skills, and their 1991 report, *What Work Requires of Schools*, included thirty-six skills that people should master if they hope to remain employable. These became known as the SCANS Skills, and are still being used throughout the country today.

The Commission divided the skills into two categories: A Three-Part Foundation, and Five Competencies, and recommended that the Foundation be emphasized and mastered first, so people would be better able to acquire the Five Competencies. A copy of the SCANS Skills is provided with this curriculum.

Many students will have a perfunctory understanding of the skills, but be hard pressed to explain how they are applied in the workplace, the degree to which they possess them, or how they might acquire them.

The document titled "Integrating SCANS Skills Into the Metamorphosis Curriculum" can be used to help students better understand the scope and importance of the SCANS Skills, and to help them actually acquire the skills.

As each of the skills is introduced, ask students to give examples of workplaces or other situations where that skill can help one become more successful. The purpose here is twofold: 1) to help students understand the importance of acquiring strengths, skills and talents, and 2) to help them see how these strengths, skills and talents can be applied in so many ways throughout the workplace and elsewhere.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 2A

### VOLUME 2 | Number 2A | Using SCANS Personal Qualities & Resources

#### Integrating the SCANS Skills into the Metamorphosis Curriculum

##### Personal Qualities:

1. Ask students to maintain skills/strengths/ talents/ continuous improvement journals, and to add to them regularly. As they develop a new strength, skill or talent, instruct them to add it to their journals. At the end of each week, conduct a quick survey of how many strengths, skills and talents have been added. This can lead to a discussion of—

Continuous quality improvement (CQI) in the workplace, i.e., the idea that organizations must continually improve or they won't survive. A CQI philosophy generates the question, "What can we do today to improve on where we were yesterday?"

The same question applies to us as individuals. "What have I done today to improve on where I was yesterday? What value have I added to my life and/or to the lives of others?" Answers to these CQI questions can also be added to the journal mentioned above.

2. Ask students to write their own letters of recommendation to a prospective employer or college. Make sure the letter includes strengths, skills, and talents; values and interests; dreams and goals; and honesty, integrity, and responsibility.

##### Resources:

1. Ask students to help determine how the classroom can be arranged to maximize learning, and how class time can be used to best advantage.

2. Ask students to estimate the length of time a project or assignment will take, and see how close they come. Ask them how they might estimate

differently next time. (Note: When people are asked to estimate how much time a project/assignment will take, their answer often reflects the amount of time they are willing to devote to it, rather than the time required to complete it. Discuss this with students. What are the implications of this for workplace or family?)

3. Have students make schedules/pie charts of how they spend their time. Is the ratio consistent with what they value? Are they using their time to best advantage? How might they allocate time differently? Discuss why the ability to allocate time is an important work skill. (Time is money, etc.)

4. Give students a net monthly income figure of \$2500 and ask them to prepare a simple budget. At a minimum, make sure they include housing, legal financial obligation, transportation, food, clothing, utilities, entertainment (including cable), incidentals, and some contribution to a church, charity, or other non-profit organization. (Note: This latter item is consistent with the idea of giving back to the community.) Ask them to compare their budgets with at least three other students. What did they learn? Why didn't everyone do it the same? Why is it important to maintain a budget?

5. Using previous information about class members' strengths, skills, talents, personalities and learning styles, engage students in a discussion about how each person might make the most effective contribution to the class. Take turns utilizing the skills of different class members.

#### **OPTIONAL ACTIVITY:**

Have a specific Skill of the Day or Skill of the Week highlighted for the students to focus on and demonstrate. Within the course, all thirty-six skills can be addressed.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 2B

### VOLUME 2 | Number 2B | Interpersonal Skills: SCANS Competency

#### Integrating the SCANS Skills into the Metamorphosis Curriculum

##### Interpersonal:

1. Organize the class into teams. Assign tasks/ assignments requiring team members to depend on each other. Assign specific roles, and make sure students can describe their roles in completing the project/assignment. Examples of roles are facilitator, note taker, time keeper, speaker, sign holder, coordinator, etc.

2. Name a situation that requires a solution. An example might be, "how to find a family wage job in a tight economy." Write it on the board, and ask each student—working alone—to identify three possible solutions, and list them on a sheet of paper.

When everyone has done this, assign them to teams of 3-4 students, and instruct them to share their three solutions with others in the group. When all students have shared, ask each group to discuss what they have heard and to come up with three solutions that best represent the thinking of the group.

Discuss with students the difference between working alone and working as part of a group. How were the group solutions different from the individual solutions?

3. Have each student teach other students a concept or process. Ask them to describe what is going on "in their heads" as they teach, and have others respond to that.

4. Discuss the concept of a customer driven economy. Who/what is a customer? Let students know that they are your customers and you are their customer. Each of you is charged with anticipating and satisfying the others' needs and expectations. Ask students to identify the different customers they will encounter when they return to the community. How can they begin to anticipate the needs and

expectations of those different customer groups?

5. Discuss leadership. Ask students to identify the characteristics of individuals they consider to be leaders. How do some people get to be leaders? Are they born that way? Do they learn it? Can anyone become a leader? Why do we hear that there are few strong leaders today? What would it take to change that? Is it possible to be a leader in one area, but not in others?

Ensure that every student has an opportunity to be a leader in class. This means stating a position and convincing/persuading others that the idea has merit. It also means being willing to have one's opinions challenged. Ask students how they can assume positions of leadership in their communities?

6. Teach students how to negotiate; model these behaviors. Negotiate grades, assignments, contracts, uses of materials and equipment. Negotiate according to learning style, or for roles in groups.

7. Discuss stereotypes. What stereotypes exist regarding: people of color; people with disabilities; people who are in correctional facilities; people representing different occupations, incomes or educational levels; gender, age, or sexual orientation. Why do we stereotype? How does stereotyping help or hurt us? How does it help or hurt others? (Note: Some people stereotype because it gives them a sense of control over others. "If I define you in a particular way, then I have control over you. It gives me permission to behave in a certain way toward you." Another reason we stereotype is to deal with our own insecurities. "I may not be perfect but at least I'm better than 'those people.'")

8. Discuss the importance of being able to function and work in a world of diversity. "My way" may be important to me, but others have ways of viewing the world that are equally important to them. What can each of us do to ensure that everyone is able to contribute and maximize her/his potential.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 3A

### VOLUME 2 | Number 3A | Getting the Meaning Verbal Language

#### Integrating the SCANS Skills into the Metamorphosis Curriculum

##### Systems:

1. Ask students to examine a variety of systems. (Examples might include a number system, the Solar System, the penal system, the education system, a system of government, a mechanical system, an accounting system, a computer system, or systems of the body.) What do they have in common? Why is it important to understand systems? Discuss the relationship between understanding systems and being able to see the big picture.

Ask students to describe the kinds of systems they will be operating in when they return to the community. What will be the major elements? What will the rules be? What will be expected of them? What will they expect of others? How will their new system differ from the one they live in now? What will they need to know in order to operate successfully in that system? What changes will be required in their thinking and behaving?

2. Ask students to examine their own personal systems. What are the components? (Mental, physical, emotional, spiritual, social, etc.) How do they fit together? How are they currently interacting to help students reach their goals?

3. Ask students to look at trends and determine implications for themselves. (Examples might include employment trends, economic trends, political trends, demographic trends.) Ask students to discuss why people who understand systems and recognize trends are more successful than individuals who can do neither.

4. Ask students to improve a system, e.g., the education system or penal system. What about our system of government? Ask, "Why would these systems be better with your improvements in place?"

Make sure students can explain and justify their recommended changes.

**NOTE:**

This is a good activity to help students understand the importance of systems thinking. The changes they recommend are likely to be from *their* point of view, without regard to their impact on the system as a whole. Helping them understand how “their agenda” affects others within a system can be of value when they return to the community. Ask students to design their own individual systems for successful living. What are the major pieces? What behaviors are required to pull it off? What continuous quality improvement strategies would be required to keep the system operating?



# PROJECT METAMORPHOSIS

Facilitator's Guide | VOLUME 2 | Number 3B

## VOLUME 2 | Number 3B | Nonverbal Language: Do Actions Speak

### Integrating the SCANS Skills into the Metamorphosis Curriculum

#### Technology:

1. While students might not have an opportunity to use the latest technology, they should be aware of it. Ask them to describe recent technological advances that they are aware of.
2. Make sure students understand how the Internet can be used to help them become employable and increase their chances for success in the community.
3. Make sure students understand how technology can assist individuals with learning difficulties.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 4A

### VOLUME 2 | Number 4A | Change is a Thinking Skill

#### Integrating the SCANS Skills into the Metamorphosis Curriculum

##### Information:

1. Make sure students know how to interview for information. Use the who, what, when, where, how and why questions. Help them understand that there are many ways to frame a question in order to get the information they need.

##### **Example:**

Ask if there are any students who consider themselves knowledgeable about a particular topic, and who would agree to be interviewed about it. Either you can interview them, using the six questions, or ask another student to do so. The point of the exercise is to see how much useful information one can acquire through effective questioning and interviewing. If no students come forward, you can volunteer to be the interviewee. Rather than always giving students answers to their questions, ask them how they might find the answer. For example, there may be other students who can provide the answer, or they can get it in the library, etc.

2. Discuss what is meant by the statement, "information is power." Ask students what information they could be collecting that will help them become more "powerful" when they return to the community.

3. Discuss different ways of classifying information. Lead a discussion of why classification systems are important.

##### **Example:**

Give students a list of twenty-five occupational titles (included). Working in groups of 3-4 individuals, ask them to classify the titles, using from three to five

different categories. When all of the groups have finished, ask a spokesperson from each group to report on their work.

As the groups report, write the different classification systems on the board and discuss. Ask, "How can there be so many different ways of arranging twenty-five titles?" Possible Answers: "Each of us views the world differently." "Occupational titles can be interpreted in different ways."

4. Give students different types of information and ask them to interpret it in their own words. This could be done both orally and in writing. A brief item from a newspaper or magazine article could provide a good information source. The major questions in interpretation are, "What exactly happened here? What does this mean?" Have students explain their interpretations until they are clearly understood by others. Determine the implications of this exercise for members of the class. Ask how different interpretations of information might have had either a positive or negative impact on their lives.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 4B

### VOLUME 2 | Number 4B | Meeting the Challenge

#### Integrating the SCANS Skills into the Metamorphosis Curriculum

##### Basic Skills:

1. Ask students to read and interpret a variety of materials: charts, graphs, stories, articles, manuals, schedules, timetables. Ask them to explain to others what they are reading. Note: The purpose here is not to conduct an English class, but to give students practice in reading different kinds of documents. USA Today has many charts, graphs and tables that can be used as instructional materials.

2. Ask students to write a variety of documents: poems, essays, information pieces, messages, letters, memos, flow charts. Ask them to exchange papers and edit each others' work. Discuss the importance of writing in a way that is appropriate for the occasion.

An assignment might be to write a letter of introduction to the community they will be entering. Ask students to think about questions and concerns community members might have. What could they include in a letter that would answer these questions and alleviate these concerns?

##### **True Story:**

*A person walked up to a ticket window in a large city bus terminal and asked when the next bus would be leaving for a nearby town. The agent smiled and handed the customer a bus schedule. The customer replied a bit angrily, "Just tell me when the bus leaves. I have no idea how to read one of these things."*

Discussion: What would cause the customer to respond angrily? What might have been a more helpful response? What "basic skills" issue is operating here?

**True Story:**

*An engineer was asked to bring some updated numbers to a project supervisor. The supervisor looked at the numbers and could tell immediately that they were way off base. The supervisor asked, "Do these numbers make sense?" The engineer replied, "I don't know what you mean." The supervisor said, "I can tell at a glance that these numbers can't possibly be correct. Don't you see the discrepancy?" The engineer replied, "I thought they were OK. They just came out of the computer."*

**Discussion:** How could the supervisor tell that the numbers were not correct? What skill did the supervisor have that the engineer did not have? If you were the supervisor, how would you respond to the engineer's comment that the numbers should be OK because they just came out of the computer?

**True Story:**

*A customer finished lunch at a restaurant and took the bill to the cashier. The total amount was \$8.09. The customer gave the cashier a \$20 bill and a dime. The cashier replied, "I'm sorry, but our computer system is down and I don't have any idea how to make change from what you gave me."*

**Discussion:** If you were the cashier, how would you go about making change in this situation? If you were the customer, how might the cashier's comment affect your opinion of the restaurant? How do you think the cashier felt when describing the inability to make change? How would you feel in a similar situation?

**NOTE:**

The obvious way to make change in this situation is to break the transaction into two parts. Take the eight dollars out of the twenty, leaving twelve dollars; then take nine cents out of the dime, leaving one cent. The change would be twelve dollars and one cent.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 2 | Number 5 A/B

### VOLUME 2 | Number 5 A/B | Judging Success with SCANS Thinking Skills

#### Integrating the SCANS Skills into the Metamorphosis Curriculum

##### Thinking Skills:

1. Discuss: Many people are afraid of speaking in front of groups. (Some studies show that public speaking ranks about equally with death, when people are asked to rank their greatest fears.) What kind of thinking causes this fear? What limits do we place on ourselves when we avoid speaking in public? What can we tell ourselves in order to overcome this fear?

Provide opportunities for students to speak in front of the class and in smaller groups. Make sure they can articulate a point of view so it is clear to listeners, and can "read" an audience so they will know if their message is being received.

2. Make sure students understand the concept of brainstorming, i.e., generating ideas to stimulate creativity. The important point here is that no idea is criticized or questioned when first presented. To provide an example, hold up a piece of paper, or some other object and ask students to shout out all of the things one could do with it. (You will want to set up a few ground rules in advance, e.g., nothing obscene, illegal, or hurtful to anyone.) See how many things the class can come up with in five minutes, and write them on the board.

Ask students what they noticed, e.g., did one idea trigger another? Were there similarities or themes as people shouted out?

Now ask class members to brainstorm ideas that will help them become successful workers and community members.

3. Introduce decision making as "the process of

arranging and rearranging information into a choice of action.” (This definition reinforces the importance of knowing how to access and use information.) Ask students to describe their decision making processes, i.e., how do they arrange and rearrange information when making an important decision?

Many people find Viktor Frankl’s story helpful when examining decision making. During World War II, Dr. Frankl was imprisoned in a Nazi concentration camp, simply because he was Jewish. He literally lost everything—family, possessions, position. He noticed that many of his fellow prisoners *decided* they had nothing to live for, and eventually gave up and died. Upon observing this, Frankl *decided* that he had himself to live for and would do everything possible to stay alive. He said to himself that no matter how bad things got, or how much the guards mistreated him, he would *decide* what kind of day he was going to have. He survived the camps, became a famous author and psychiatrist, and lived to be 92.

**Provide a scenario:**

You have a good, family wage job that you enjoy. However, you hear rumors that the company you work for is experiencing financial difficulty and may be bought out by a larger company 1000 miles away. If this occurs, there will probably be many layoffs at your worksite, and in this economy good jobs are hard to find. Based on this information, what different decisions can you make? What action will follow each decision?



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 3 | Number 1A

### VOLUME 3 | Number 1A | Key 1: Honor

Gratefulness or gratitude can be an unfamiliar concept to people who have had a difficult life. They see others doing well, having things go their way, and feel left out. It is easy to believe they have nothing to be thankful for.

The following statement can be used to start a useful discussion about gratefulness.

"I complained because I had no shoes until I saw a man who had no feet."

Ask students: What does this mean? What does it say about complaining? What is the moral or message here? (No matter how bad we have it, there is probably someone, somewhere, who has it worse.) What would happen if, every time we began to feel sorry for ourselves, we thought about the man with no feet?

Following are a list of movie titles that can be used to stimulate discussion around a variety of topics including gratefulness and gratitude.

#### Movie Titles

Following are a list of movie titles that can be used to stimulate discussion around a variety of topics including gratefulness and gratitude.

Cry Freedom	Chariots of Fire
Les Miserables	Family Man
Erin Brokovich	Liar, Liar
Finding Forrester	Life is Beautiful
Drum Line	Regarding Henry
Pay it Forward	Sea Biscuit
Lion King	Simon Birch
Blow	Strings of the Heart
Radio	Trading Places
Remember the Titans	Antione Fisher
When a Man Loves a Woman	The Insider
My Big Fat Greek Wedding	Whale Rider
The Simple Life of Noah Dearborn	Chariots of Fire



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 3 | Number 2A

### VOLUME 3 | Number 2A | Key 3: Handling Anger

In addition to what is in the curriculum, discuss other irrational statements or fallacies in reasoning that cause us to be angry.

#### Examples:

*Nobody will hire a person with a record.*

*There are no jobs out there.*

*Things must always be the way I want them to be.*

*Other people are responsible for my bad luck.*

*I must have love, approval and respect at all times. If this doesn't occur, I can't be responsible for what happens.*

*must be completely competent at all times. Failure is unacceptable.*

*People who don't behave as I want them to must be punished or avoided.*

*My past is such a strong influence that it must continue to determine my future.*

*The best way to solve a problem is through procrastination, and by staying passive and uninvolved.*

*have so many problems and barriers, that I might as well give up right now.*

*You can't trust anyone.*

*Don't get close to anyone. You will just get hurt.*

*Admitting to a mistake is a sign of weakness.*

*Nobody likes to work.*

*Life must be fair. If it isn't, I have every right to feel sorry for myself.*

For each of the above statements, discuss an unhealthy behavior that is likely to result. Ask students if they can think of other irrational beliefs that cause us problems. Make sure they understand that an irrational belief is one that cannot be supported by facts or evidence. For example, I might say, "Robin doesn't like me." If I know that to be true, the statement is not irrational. However, it can easily become irrational if I stretch it into, "Nobody likes me," or "It isn't fair that Robin doesn't like me," or "Robin should be punished for not liking me." There is no evidence to support those last three statements.

A thought about anger. It is common to blame others for our anger. If he/she hadn't done "A", I wouldn't have done "B". When we do this, we are giving others tremendous power over us. We are admitting that we are not in control and that others can make us do stupid things simply by pushing our buttons.

Some anger is justified. However this type of anger is a conscious choice, and we own it. We don't blame others for "making us feel this way."



# PROJECT METAMORPHOSIS

Facilitator's Guide | VOLUME 3 | Number 3B

## VOLUME 3 | Number 3B | Key 6: Personality - Who Are You?

After introducing the four personality types, ask each student to prepare either an oral or written presentation describing how each type applies to her/him, beginning with "most like" down to "least like." Use this format.

I am most like a Golden Retriever,  
because \_\_\_\_\_

I also have many characteristics of a Lion,  
because \_\_\_\_\_

I am a little bit like an Otter  
because \_\_\_\_\_

I am least like a Beaver  
because \_\_\_\_\_

Following are examples of how I can use these characteristics to create a successful life in the workplace and community.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 3 Number 4A

### VOLUME 3 | Number 4A | Key 7: Changing Unhealthy Relationships

#### Discussion questions:

Write the names of family members or friends you are likely to be around when you return to the community. After each name, write the kind of relationship you would like to have with that person. Some examples follow:

*I would like that person to forgive me.*

*I would like to tell that person I forgive him/her.*

*I would like to tell that person how much she/he means to me.*

*I would like that person to know that I need their love and respect.*

*I would like that person to know how much I enjoy her/his company.*

*I would like to be honest with that person.*

*I would like to be able to share my fears and doubts with that person.*

*I would like to have a loving, physical relationship with that person.*

*I would like to share my successes with that person.*

*I would like to be able to bare my soul to that person, and know that they would never use it against me.*



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 4 | Number 1A/B

### VOLUME 4 | Number 1A/B | Decision-Making is a Successful Thinking Skill

Many people are familiar with the opening lines of Reinhold Neibuhr's *Serenity Prayer* (1926).

"God, grant me the serenity to accept the things I cannot change, courage to change the things I can, and the wisdom to know the difference."

Following is an activity to help illustrate the lines of the prayer.

Give each student a "What Can We Change?" handout. Explain that they are going to write in each of the four panes, depending on the description. The definition of terms follows.

**Can change:** Everything in this pane is changeable. I might not choose to change it, but I could if I wanted to.

**Can't change:** Every item in this pane is unchangeable. No human being can change it, regardless of how hard they try.

**Me:** This refers to everything on or within my body. It is not my clothes, or my family or my home. It does include my thoughts, beliefs and mental state.

**Not me:** This includes everything that is outside my skin: other people, possessions, events occurring throughout the universe.

Instruct students to begin in the upper left-hand corner and enter anything about "me" that can be changed. An example might be, "my belief system."

When it appears that they have completed the task, instruct them to move to the lower left-hand corner and enter anything about "me" that cannot be changed. An example might be "my history."

Next, ask them to move to the upper right-hand corner and write anything about "not me" that can be changed. An example could be "my residence."

Finally, ask them to move to the lower right-hand corner and enter things about “not me” that cannot be changed. An example is “the earth’s rotation.” When all four panes have been completed, ask students to move around the room and compare their entries. Make it clear that they have permission not to share some of their entries if they prefer.

When they are back at their seats, ask what they noticed. There are at least two important messages that come from this exercise.

*When it comes to “me”, there are more changeable than unchangeable elements.*

*Worrying about, or trying to change things that are unchangeable is a lesson in futility and a waste of time. Let’s put our energy into things we can change.*



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 4 | Number 3A/B

### VOLUME 4 | Number 3A/B | Whose Success Is It, Anyway?

#### NOTE:

The following example from Ruby Payne's work can explain a great deal about world views and behaviors. The topic is dinner. Families in poverty wonder, "Is there enough?" Middle class families wonder, "Will we like it?" Affluent families ask, "Is it presented well?"

This topic of cultural differences should be discussed at length. Many incarcerated individuals come from backgrounds/cultures where "Doing what comes naturally" may actually contribute to their being arrested. Before they can change their behaviors and style, they need to understand them.

The purpose here is not to put anyone down or say that their upbringing was "wrong." The point is to let people know that the way they were raised is not necessarily the way it is everywhere, and that being able to respond to new situations in a variety of ways can greatly increase their chances for success.

In some situations, individuals may find people willing to accommodate their "style" to a degree. However, the most successful people are those who can determine quickly which behaviors will be acceptable, then display them.

#### NOTE:

We are not asking people to "give up" their culture. We are suggesting that they develop the knowledge, skills and give-and-take necessary to succeed in the workplace and community.

Ask students if they can think of other elements of their "growing up" that affected who they are today. What messages did they get about how to get along in the world? For example:

*Was the world described as a safe and welcoming place or one that was dangerous and needed watching?*

*Were certain groups of people considered OK and others less so?*

*How was education viewed?*

*What role did religion play in the family?*

*What kind of television programs did people watch?*

*What kinds of books or magazines were around?*

*What kind of travel was available?*

*What kind of schools did they attend?*

*How have these earlier experiences influenced who they are today?*

*What kind of changes in thinking and behavior will be necessary in order to create a different kind of life?*

The following true stories may be used to further this discussion.

A high school dropout in his early twenties was arrested and jailed. He took a class similar to this one and decided that when he got out he would go back to school, get his diploma, and get his life turned around. The problem: He didn't know how to "go to school," and no one in his family could help him. Fortunately, he knew someone he could call for help, and was willing to do so. However, many people wouldn't know who to call, and wouldn't seek help anyway, because they have been taught that it is a sign of weakness.

A young woman with a limited employment history was advised to "clean up and dress up" for a job interview. She showed up in a revealing party dress, stiletto heels, and net stockings. To her, dressing up meant something quite different from the person who was interviewing her. The "good impression" she was trying to make had a totally different effect on the employer.

### **Discussion questions:**

Imagine a person taking a noisy, "in your face" behavior into a classroom, workplace or social situation that expects people to listen, be soft spoken, and to take turns talking. What can you see happening?

Imagine a person taking slang and other informal speech into a classroom, workplace or social situation where it is assumed and expected that everyone understands and uses "standard English." What can you see happening?

Imagine that a person who thinks school is for nerds and education is for the birds is participating in a job interview, and the employer asks about her/his commitment to education and lifelong learning. What can you see happening?

Imagine that a person who believes joking and “entertaining” are the best ways to get attention goes into a classroom, workplace or social situation where people are serious about studying, working or discussing something of importance. What can you see happening?

Imagine that a person misses work to stay with a sick friend, when the employer expects that person to be at work, helping the company generate income. What can you see happening?

Imagine someone with a strong opinion about “man’s” work and “a woman’s place” entering a classroom, workplace or social situation where physical ability and toughness are not valued; where people are asked to think, question and grow intellectually; where people are expected to ask for help when needed; where men and women operate on equal footing and are expected to socialize with each other; and where women may be in charge. What can you see happening?



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 4 | Number 4A/B

### VOLUME 4 | Number 4A/B | Coping with Life: Creating Support Systems

The discussion of support groups is important. Research indicates that individuals with support systems have a greater chance for success than those without them. People without a built in support system will need strategies for developing one.

Ask students to discuss how they developed support systems. After they have discussed this for a while, say:

"Imagine that I have no support system but would like to develop one. How would I go about it? Please advise me."

If they have difficulty with this, you can assist by asking interesting questions, e.g., "Who could I call if I was feeling depressed?" "Some of my old 'friends' want me to go back on the street with them. It's real tempting. What else can I do?"

Before leaving this section, be sure that everyone has a strategy for developing a support system.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 4 | Number 5A/B

### **VOLUME 4 | Number 5A/B | Success is Thinking Ahead**

This is similar to the previous unit on support systems, but a bit more specific, particularly with regard to role models.

A number of studies have been done on resilient children, i.e., young people from troubled, dysfunctional backgrounds who rise above it all and become successful, contributing members of society. In almost every one of these cases, there was a caring adult who took them under wing and became a mentor/role model. Sometimes it was a relative; other times it was a neighbor, a coach, a member of the clergy, or the parent of a friend.

Emphasize to students in this program that the community is prepared to help them find mentors/role models to help them through their transition into the community.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 4 | Number 6A/B

### VOLUME 4 | Number 6A/B | Deciding to Be Happy: Making Changes

Discuss how our “if onlys,” give us permission to procrastinate, beg off, and generally avoid difficult decisions. Consider these statements: “I could get my life turned around if only I had more education.” “I could be successful if only I had a more supportive family.” The “if only” qualifiers make it OK not to get my life in order. “Because I don’t have more education, or a more supportive family, people can’t expect much from me.”

Ask students to discuss the meaning of the following statements. Ask also if they agree with them. Why or why not? How might any of the statements be used to guide their behaviors when they re-enter the community?

“Most folks are about as happy as they make up their minds to be.”  
(Abraham Lincoln)

“Happiness is not having what you want, it’s wanting what you have.”  
(Unknown)

“Happiness is not a goal; it is a by-product.” (Eleanor Roosevelt)



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 5 | Number 1A

### **VOLUME 5 | Number 1A | Key 11: Changing Unwanted Behaviors**

"Insanity: doing the same thing over and over again and expecting different results." (Albert Einstein)

When we were young and struggling with a task, we were often told to "try harder." We were rarely encouraged to "try different." We practiced "insanity," doing the same thing over and over, hoping for a different result. When this didn't occur, we became discouraged, frequently giving up and moving on to other pursuits, but never changing our behaviors.

Discuss new and different behaviors that students can use to ensure a successful re-entry into the community. It may help the discussion to describe change in terms of contrasting behaviors. For example: Instead of "A" (which I have always done in the past), I will do "B"(which should produce this result). This type of statement requires people to be explicit and to use higher order thinking skills.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 5 | Number 3A

### **VOLUME 5 | Number 3A | Key 15: Overcoming Anger with Forgiveness**

Nelson Mandela spent 27 years in prison because he wanted equality and freedom for Black people in South Africa. Many of his colleagues served similar sentences. When they were released, they almost immediately began the process of reconciliation with the White majority who had oppressed them. Blacks far outnumbered Whites in South Africa, and could have sought revenge through violence, but the Black leaders knew this behavior would tear their country apart. Mandela was later elected President of South Africa, and today, in his eighties, is still considered a voice for forgiveness and reconciliation throughout the world.

#### **Discussion Questions:**

How many people do you know who think and behave as Nelson Mandela?

What kind of thinking differentiates reconciliation and revenge or retribution?



# PROJECT METAMORPHOSIS

Facilitator's Guide | VOLUME 5 | Number 4A

## VOLUME 5 | Number 4A | Key 17: Energizing Relationships

### Discussion questions:

Do you believe everyone wants to be successful, or are there individuals whose goal is to fail and be an eternal "screw up?"

If you believe everyone wants to be successful, what do you think might be preventing this from happening? What could be done to change these things so more people would succeed?

If you believe there are individuals whose goal is to fail, what do you think might be causing this? Should we leave them alone, or help them make changes so they will be more successful?



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 6 | Number 1A/B

### **VOLUME 6 | Number 1A/B | Jobs: Why Work?**

Before beginning this volume, write the word “work” on the board and circle it. Then make a mind map of all the words or thoughts that come to mind when students think of work. This is a brainstorm activity. There are no right or wrong answers; the purpose is to get as many ideas as possible on the map.

When there is nothing else to add, assign students to groups of 3-4 and ask them to synthesize and organize the comments into some kind of pattern. (A higher order thinking skill.) What themes emerge?

Ask: If a person believes that work is drudgery and something to be avoided, what are the chances of their finding success in the workplace? Is it possible to help this person develop a different perspective?

(All of this is related to the work identity mentioned in the introduction to this curriculum.)



# PROJECT METAMORPHOSIS

Facilitator's Guide | VOLUME 6 | Number 2A/B

## VOLUME 6 | Number 2A/B | Getting the Right Job

Ask, "Do you trust that I have your best interests at heart? Why or why not?"

"If some of you aren't sure that you can trust me completely, what could I do to change that?"

"Suppose you are in a job interview and an interviewer asks, "How do we know that we can trust you? What evidence can you provide to show that you are trustworthy?"



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 6 | Number 3A/B

### **VOLUME 6 | Number 3A/B | Finding and Applying for Jobs**

Ask students to make a mind map of people or agencies who might lead them to a job when they re-enter the community. Note: These are not necessarily people who have job openings, or who even know about them. These could be people who know somebody, who knows somebody who might be hiring. When they have completed their mind maps, ask them to write an action plan for each "branch" of their map, i.e., what specific steps will they take to follow up on this possible lead?

This activity can be especially useful for students who have difficulty identifying and utilizing information sources. (One of the SCANS Skills.)



# PROJECT METAMORPHOSIS

Facilitator's Guide | VOLUME 6 | Number 5A/B

## VOLUME 6 | Number 5A/B | Keeping the Job You Get

Discuss: In the current economy, one of the reasons people lose their jobs is because they aren't willing to keep current and learn new things. They think they can learn a few skills, then use them for years without learning any new ones. They "don't have time" to attend workshops or classes, or stay well-read in their field.

Discuss the global economy and the trend toward outsourcing jobs, either overseas or to other parts of the United States. People who are likely to stay employed are those with knowledge and skills that can't be found elsewhere.

Articles from the business pages of local newspapers can be used to start these kinds of discussions.



# PROJECT METAMORPHOSIS

Facilitator's Guide | VOLUME 7 | Number 1B

## VOLUME 7 | Number 1B | Parenting 2: Children Have Personalities, Too!

Discuss: You will spend many more years interacting with your children as adults than as children or adolescents.

If you would like your children to someday be your adult friends, how might that affect the way you parent and respond to them today?

Discuss: How can you be the kind of parent you wanted when you were growing up? What were the characteristics of that "ideal" parent?



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 8 | Number 1A

### VOLUME 8 | Number 1A| Budgeting

#### Overview:

"The month's too long for our budget. If the month was only 20 days long, we'd have enough money to last." This is a common dilemma faced by households when it comes to budgeting and managing money. Effective money management starts with goal setting. If you don't know where you are going, you may end up somewhere else and not even know it. Financial goals should be realistic, specific, have a time frame, and imply an action to be taken. Encourage students to take some time and effort to develop financial goals.

Most people could not tell you how their money is spent. All they know is that the money is gone all too soon. In this chapter students will monitor their spending habits (in writing) to learn how to better obtain the most value for their available dollars. This chapter will also demonstrate that by carefully considering needs and wants, an individual or family will spend appropriate amounts for living expenses while saving and investing for long-term financial security.

#### Activities:

Select from the following Activities:

1. Generate a "Needs versus Wants" list for allocating money. (An initial bare bones list can be generated to get the brainstorming going). Set the context of the exercise for the students by having them visualize their return to the community. The needs represent those things they must have to "live". Their wants represent the things in life they would like to have. Have students individually prioritize the list of items generated by the class through a facilitated brainstorming exercise. Bring them together in smaller groups to discuss how they decided to prioritize items. Lead a discussion on how they set their priorities.

2. Discuss the importance of money. Where do their beliefs and self talk about money come from? How to earn it, use it, save it? What does money mean to them? What does “having things” mean?
3. Share the following story from “Fast Company Magazine”:

Not many corporate vice presidents can tell the kinds of stories that Marla Gese can. Gese — a handsome woman with neatly bobbed brown hair, who is wearing a perfectly tailored pantsuit and tasteful diamond earrings — sits sipping coffee in a nondescript beige conference room. As she speaks, it’s hard to imagine her living the kind of life that she describes as her past: freebasing enough cocaine to stay awake for 12 days straight, selling a kilo of drugs a day to support her habit, and hiding her stash in the floor of her Datsun. She was arrested five times during an 18-month period and eventually spent 5 years in prison on drug-related charges stemming from a police sting at her house. “It was terrifying,” she recalls. “They busted down the doors and came in shouting.” She leans across the table and presses two manicured fingernails to the temple of her listener. “Freeze, m\_\_f\_\_!” she says in a whispered imitation of a cop’s command. “That’s really true. They really do say that. And you’re thinking, ‘Jesus, there’s a gun pointed to my head!’ It’s scary stuff.”

That’s one story from Gese’s past. Here’s another: Gese, now 40, spent the past six years working her way up from receptionist to vice president of real-estate asset management at Pioneer Human Services, the company that hired her after she got out of prison. As a rent collector and a property manager, she managed to turn around several sites that were losing money in the company’s real-estate division and then went on to found Pioneer’s construction-services division. What began as a crew of 2 men who worked on 30 Pioneer-owned properties has grown into a team of 45 employees who spend about half of their time bidding for commercial work, such as plumbing and roofing jobs.

Now: Ask students to revisit their visualization done during the earlier part of the transition program. The initial visualization exercise is presented on page 14 and 15. Ask them to describe themselves living successfully and prosperously in their community in 7 years. Have them describe their successful process moving backwards in descending units of two years (5 years, 3 years, 1 year and 6 months from their success to their initial return to the community. Ask them to develop a budget for each stage. Share their

plan with another pair of people.

4. Ruby Payne in the Framework of Poverty discusses the importance of being able to function successfully according to the rules of class. Knowing how to access resources provides students assistance to successfully transition home and stay home. Resources include financial, emotional, mental spiritual, physical, support systems. What are examples of support systems available to students here and when they return home?

5. **Hidden Rules** are the unspoken cues and habit of a group. Distinct cueing systems exist between and among groups and economic classes. Generally, in America, that notion is recognized for racial and ethnic groups, but not particularly for economic groups. There are many hidden rules to examine. The ones here are those that have the most impact on achievement in schools and success in the workplace. Knowledge of middle-class hidden rules and role models.”

**Have each student fill out the following chart:**

Resources	Yes	No	?
Financial			
Emotional			
Mental			
Spiritual			
Physical			
Support Systems			
Knowledge of Middle –class hidden rules			
Role Models			

In pairs or small groups have the students develop a series of strategies for enhancing their “**No’s**” and “**?**” columns in the Resources Chart. Teams will have the opportunity to present their plan to the entire class. After sharing the class knowledge and strategies, each student will revise their individual plans based upon the work of the entire class.

1. Have students fill out Ruby Payne’s “Could You Survive in Middle Class” and “Could you survive in Poverty”. Discuss the different skill sets students identified provided on the following page.
2. Utilize the Resources SCAN exercise #4

## Rework a budget ... *answer key*

### How does her budget look now?

1. What is the difference between Gabrielle's planned expenses and her actual expenses?

*Actual was \$1675, planned was \$1025. Difference is \$650. (Taking into account her overtime pay of \$45, she went over budget only \$605)*

2. In what areas did she overspend?

*Food, transportation, clothing, entertainment, personal, other (tickets, birthday present)*

3. In what areas did she spend less than she had planned?

*Savings*

4. How much did she spend for the use of her car this month?

*\$784 not including tickets.*

5. How much money did she have at the end of the month to put into savings?

*None*

### If it were your budget.....

1. Using the attached budget sheet, set up a budget for yourself. Use Gabrielle's income as a starting point. Keep in mind your personal financial goals.
2. What did you change about the budget?
3. How much would you save each month to put toward your personal and financial goals?



# PROJECT METAMORPHOSIS

Facilitator's Guide | VOLUME 8 | Number 2A

VOLUME 8 | Number 2A

## Test your credit knowledge ... *answer key*

The following questions are designed to help you remember credit information.

### Directions

In the spaces provided, answer each of the following questions about credit.

List five things you can do to build a credit history.

- *Establish a steady work record*
- *Pay all bills promptly.*
- *Open a checking account and don't let checks bounce.*
- *Open a savings account and make regular monthly payments.*
- *Apply for a small loan using your savings account for collateral and then pay it back as agreed.*
- *Get a co-signer for a loan and pay back the loan as agreed.*

When a prospective creditor evaluates a credit application, they look for the three C's: Character, Capital, and Capacity. For each of the following statements, write the letter that corresponds to each statement's specific characteristic.

**a) Character**

**b) Capital**

**c) Capacity**

6.    **\_b\_**    Do you have a savings account?
7.    **\_a\_**    Have you used credit before?
8.    **\_a\_**    How long have you lived at your present address?
9.    **\_c\_**    Do you have a steady job?
10.   **\_a\_**    Do you pay your bills on time?
11.   **\_c\_**    What are your current debts and your current living expenses?

List the four major categories of information that appear on a credit report.

12.    *Identification*
13.    *Payment history*
14.    *Inquiries*
15.    *Public record information*

## Test your credit knowledge...continued

In the space provided, Write the letter of the type of credit each statements represents.

a) Single payment method

b) Installment credit

c) Revolving credit

16.    **\_b\_** Monthly payment on a car loan?
17.    **\_a\_** Monthly telephone bill?
18.    **\_a\_** Monthly heating bill
19.    **\_c\_** Using a credit card to buy a new jacket from a department store then paying the charge off over several months.
20.    **\_a\_** Using a major credit card to buy a pair of shoes and then paying the total amount of the credit card balance within a month.

# How much does it really cost...answer key

## Directions

Answer the following questions. You'll see for yourself how much items bought with credit can really cost.

## Questions

**Jose wants to buy a stereo for \$650 and pay for it using a credit card that has an Annual Percentage Rate of 19.85% and a periodic interest rate of 1.65%.**

**If Jose pays the minimum monthly payment of \$21.45**

1. How long will it take him to pay for the stereo? *42 months*
2. What is the total amount Jose will pay for the stereo? *\$887.44*
3. What is Jose's total cost of using credit? *\$237.44*

**If Jose makes monthly payments of \$60**

4. How many months will it take for Jose to pay off the stereo? *12 months*
5. What is the total amount Jose will pay for the stereo? *\$709.14*
6. What is Jose's total cost of using credit? *\$59.14*

**Patty took a cash advance of \$1,500. Her new credit card, as a special promotion, charges an Annual Percentage Rate of 5.9% and a periodic interest rate of .4917% for the first six months. After the first six month, an Annual Percentage Rate of 21% and a periodic interest rate of 1.75% apply. The transaction fee for cash advances is 3% of the cash advance with a minimum fee of \$5.00 and a maximum fee of \$35.00.**

**If Patty makes monthly payments of \$60.50**

7. How long will it take Patty to pay for the cash advance? *31 months*
8. What is the total amount Patty will end up paying for the cash advance? *\$1,870.52*
9. How much interest and fees will Patty pay? *\$370.52*

**If Patty pays the cash advance back at a rate of \$120 per month:**

10. How long will it take Patty to pay for the cash advance? *14 months*
11. What is the total amount Patty will end up paying for the cash advance? *\$1,637.87*
12. How much interest and fees will Patty pay? *\$137.87*

## How much does it really cost...continued

Marie just used her new credit card to buy a bike for \$400. Her budget allows her to pay no more than \$25 each month on her credit card. Marie has decided not to use the credit card again until the bike is paid off. The credit card used has an Annual Percentage Rate of 21% and a periodic interest rate of 1.75%.

**If Marie pays the minimum payment of \$25 each month on her credit card**

13. How long will it take Marie to pay for the bike? *19 months*
14. What is the total amount Marie will end up paying for the bike? *\$463.83*
15. How much interest will Marie pay for using her credit card to buy the bike? *\$63.83*

**If Marie pays the minimum payment of \$14 each month**

16. How long will it take Marie to pay for the bike? *39 months*
17. What is the total amount Marie will end up paying for the bike? *\$545.60*
18. How much interest will Marie pay for using her credit card to buy the bike? *\$145.60*

Gary has just used his credit card to buy a new watch. He got the watch on sale for \$235. The regular price was \$290. He used a credit card that has an Annual Percentage Rate of 20% and a periodic rate of 1.6%.

**If Gary pays the minimum monthly payment each month of \$10**

19. How much will Gary end up paying for his new watch? *\$294.35*
20. How long will it take Gary to pay for his watch? *30 months*
21. What is the total amount of interest Gary will end up paying? *\$59.36*

**If Gary pays \$25 each month, instead of the minimum monthly payment of \$10 each month**

22. How much will Gary end up paying for his new watch? *\$253.14*
23. How long will it take Gary to pay for his watch? *11 months*
24. What is the total amount of interest Gary will end up paying? *\$18.14*

# How deep can they go?...answer key

## Directions

Read each of the following scenarios and determine if the purchase can be made and how the decision will affect the credit load.

1. Nancy and Thomas have a combined monthly net income of \$1,200. What is the most they can afford for installment and credit card debt?

**\$240.00**

$$\$1,200 \times 10\% = \$120$$

2. Jessie has a monthly net income of \$800. His fixed monthly expenses consist of \$10 for rent. He currently pays \$80 each month for a credit card bill, and now he wants to buy a car. What does Jessie have left in his budget for a car payment to stay within his safe debt load?

**\$0**

$$\$800 \times 10\% = \$80$$

$$\$80 - \$80 = \$0$$

3. Carla has a monthly net income of \$450. She wants to buy a new bike and pay for it using a credit card. What is the largest monthly payment she can commit to making?

**\$45**

$$\$450 \times 10\% = \$45$$

4. Jorge has a monthly net income of \$640. His fixed monthly expenses consist of a rent payment of \$120.

A)  $\$640 \times 12 = \$7680$   
 $\$7,680 \times 20\% = \$1,536$

B)  $\$640 \times 10\% = \$64$   
 $\$125 + \$40 = \$165$   
 $\$165 / \$640 = 26\%$   
No - 26% is over safe debt load

**C) 26%**

## The statement...*answer key*

A credit card statement provides information such as how and when you've used your credit card, how much you owe, how much interest you're paying to use the card, how much your minimum payment is, and how much credit you have left.

Knowing how to read your credit card statement can also help you to catch unauthorized charges and/or billing errors.

So, it can pay to know how to read the statement!

### Directions:

Use the credit card statement to answer these questions:

1. What is the date of the statement? *2/31/01*
2. What is the Annual Percentage Rate (APR)? *19.8%*
3. What is the corresponding periodic rate? *1.65%*
4. What is the new balance? *\$125.24*
5. What was the previous balance? *\$168.80*
6. How many charges were made during the billing cycle? *Five*
7. How many credits and payments were made during the billing cycle? *one*
8. Were there any charges for late payments? *No*  
If so, how much were the charges? *None*
9. What is the total amount of the credit line? *\$1,200*
10. What is the total amount of available credit? *\$1,074.76*
11. What is the total amount of charges made during the current billing cycle? *\$125.24*
12. Was there a finance charge for the current billing cycle? *No*  
If so, how much was the charge? *None*
13. What is the account number on the statement? *4125-239-412*
14. Where should the payment be sent? *Box 1234, Anytown, USA*
15. What is the periodic rate for cash advances? *0.054%*

## Surviving in the Middle Class Activity

**COULD YOU SURVIVE IN MIDDLE CLASS?** Put a check by each item you know how to do.

- \_\_\_\_\_ 1. I know how to get my children into Little League, piano lessons, soccer, etc.
- \_\_\_\_\_ 2. I know how to properly set a table.
- \_\_\_\_\_ 3. I know which stores are most likely to carry the clothing brands my family wears.
- \_\_\_\_\_ 4. My children know the best name brands in clothing.
- \_\_\_\_\_ 5. I know how to order in a nice restaurant.
- \_\_\_\_\_ 6. I know how to use a credit card, checking account, and savings account– and I understand an annuity. I understand term life insurance, disability insurance, and 20/80 medication insurance policy, as well as house insurance, flood insurance, and replacement insurance.
- \_\_\_\_\_ 7. I talk to my children about going to college.
- \_\_\_\_\_ 8. I know how to get one of the best interest rates on my new car loan.
- \_\_\_\_\_ 9. I understand the difference among the principal, interest, and escrow statements on my house payment.
- \_\_\_\_\_ 10. I know how to help my children with their homework and do not hesitate to call the school if I need additional information.
- \_\_\_\_\_ 11. I know how to decorate the house for the different holidays.
- \_\_\_\_\_ 12. I know how to get a library cards.
- \_\_\_\_\_ 13. I know how to use the different tools in the garage.
- \_\_\_\_\_ 14. I repair items in my house almost immediately when they break – or know a repair service and call it.

## Surviving in Poverty Activity

**COULD YOU SURVIVE IN POVERTY?** Put a check by each item you know how to do.

- \_\_\_\_\_ 1. I know which churches and sections of a town have the best rummage sales.
- \_\_\_\_\_ 2. I know which rummage sales have “bag sales” and when.
- \_\_\_\_\_ 3. I know which grocery stores’ garbage bins can be accessed for thrown away food.
- \_\_\_\_\_ 4. I know how to get someone out of jail.
- \_\_\_\_\_ 5. I know how to physically fight and defend myself physically.
- \_\_\_\_\_ 6. I know how to get a gun, even if I have a police record.
- \_\_\_\_\_ 7. I know how to keep my clothes from being stolen at the Laundromat.
- \_\_\_\_\_ 8. I know what problems to look for in a used car.
- \_\_\_\_\_ 9. I know how to live without a checking account.
- \_\_\_\_\_ 10. I know how to live without electricity and a phone.
- \_\_\_\_\_ 11. I know how to use a knife as scissors.
- \_\_\_\_\_ 12. I can entertain a group of friends with my personality and my stories.
- \_\_\_\_\_ 13. I know what to do when I don’t have any money to pay the bills.
- \_\_\_\_\_ 14. I know how to move in half a day.
- \_\_\_\_\_ 15. I know how to get and use food stamps or an electric card for benefits.
- \_\_\_\_\_ 16. I know where the free medical clinics are.
- \_\_\_\_\_ 17. I am good at trading and bartering.
- \_\_\_\_\_ 18. I can get by without a car.



# PROJECT METAMORPHOSIS

## Facilitator's Guide | VOLUME 8 | Number 2B

### VOLUME 8 | Number 2B | Re-Licensing Know How

For many people returning home from prison, one challenging issue is obtaining a Washington State Driver's License. While incarcerated, unpaid tickets have gone to collections. High interest rates (beginning at 12.5%) and collection fees can turn a \$450 ticket for driving without insurance (today that fine is \$548) into a debt of \$1,200 in a short time.

#### Scenario:

When Allan returned home from prison he had 9 tickets holding his license. His original four fines of \$2,000 in just one court grew from \$2,000 to \$6,000 in six years. Additionally, five more tickets were in three other courts in two different counties. Allan enrolled in and attended a driver's re-licensing program with an advocacy component. Allen learned how to negotiate his debt and appeal to the courts with the assistance of the advocacy letters and excerpts of the portfolio he had compiled during his incarceration. The courts worked with Allan to address his special circumstances. Because he was able to demonstrate the changes he had made in his life during and following his incarceration, all of the courts "worked" with him to make his financial responsibility manageable. Most of his tickets were returned from collections. Following personal court appearances, some of Allan's infractions were dismissed. He was set up on affordable payment plans with all the courts and his driving privilege was restored within four months.

In either small groups or with the entire class discuss the following questions:

1. What is the importance of having a valid driver's license?
2. Do you feel driving is a privilege or a right? Make a case for either side of the issue.
3. What difference will it make to you, personally & professionally to have a valid driver's license?

The courts aren't the only agencies that can put a hold on a person's driving privilege.

There are a number of steps and approaches to take to re-instate a suspended driver's license. Even before going home you can start working on re-licensing issues.

1. Request a copy of your Abstract Driving Record from Department of Licensing with a \$5 payment. At the same time ask for a copy of the tickets currently holding your license. This information is free. When you receive the two documents compare the list of tickets with the > on the far left column with the tickets in the second document. These items should match; and reflect the tickets and the courts holding your driving privilege.
2. Go in person to Department of Licensing with picture identification and request the above information.
3. Call the court.

## Driving Abstract Activity

Hand out copies of the Abstract Driving Record with the shading in specific areas. There are various state agencies and private organizations that can put a “hold” on someone’s license

1. These tickets are currently in collections and holding this individual’s driving privilege. In Washington State, these tickets are currently in collection agencies. **Payment plans can be arranged. There are some courts within Washington that will return tickets from collections through a Show Cause process.**

1201 00DWLS/R 3RD DG  
041197 DWLS/R 3RD DG  
041197 SPEEDING  
111596 DWLS/R 3RD DG  
011702 DWLS/R 3RD DG  
121301 DWLS/R 3RD DG  
011702 DRIVING W/O LIABILITY INS

**2. Because this individual was convicted with two DUI’s in a six year period, their license was revoked for 4 years by Department of Licensing. The re-issue fee for their license is \$150 because of their DUI’s.**

110490 DRIVING UNDER INFLUENCE 042992J  
040493 DRIVING UNDER INFLUENCE 061995J  
061995 REV SR DRIVING UNDER INFLUENCE 061999  
061999 REL SR NORMAL 061999

3. This individual is behind on child support payments. The Office of Support Enforcement, Department of Social and Health Services has put a hold on this person’s license. Contacting a support enforcement officer while still incarcerated is a positive step to working with this department upon returning home.

100503 SUSP DS CHILD SUP ENFORCEMENT 100508

4. Finally, this individual was involved in a car accident and was not carrying Liability Insurance. This person will receive a \$450 “no insurance” ticket. If he caused the accident, he is personally responsible for damages done to the vehicle and passenger(s). The other driver’s insurance company can and will put a hold on this person’s driver’s license until a payment plan is implemented.

## **Insert Driving Record Abstract Request**

**Insert Driving Record**