

# **Working and studying in prison**

## **Unit 3 Behaviour in the workplace**



## **Contents**

**Unit 3 Behaviour in the workplace: teacher's notes**

**Unit 3 Behaviour in the workplace: learner resources**

**Unit 3 Behaviour in the workplace: answers**

### **Copyright - please read**

All the materials on these pages are free for you to download and copy for educational use only in your establishment. You may not redistribute, sell or place these materials on any other website without written permission from the British Council. If you have any questions about the use of these materials please email us at: [esolnexus@britishcouncil.org](mailto:esolnexus@britishcouncil.org)

## Overview

This unit is designed to help learners understand the processes used to manage behaviour in prison. It focuses on vocabulary for expected standards of behaviour in workplaces and around the prison. The unit covers the issuing of Incentives and Earned Privileges (IEPs), positive and negative and what it means to be on basic, to be a standard prisoner or an enhanced prisoner. There are conversation based activities to help learners deal with common problems with understanding prison culture and regime expectations.

**Tip:** rules vary from prison to prison so find out any rules which are relevant to learners in your prison.

**Level: Entry level 1-3 / National 2 – National 4 / CEFR A1 - B1**

**Time:** approximately 100 minutes

### Aims

- To learn vocabulary and grammatical structures relating to standards of behaviour in prison.
- To develop reading skills.
- To develop understanding of conditional sentences.
- To identify the systems in place for managing behaviour in prison.
- To develop team playing skills.

### Objectives

All learners will be able to:

- identify the meaning of key words: standard, basic and enhanced
- identify types of behaviour
- learn key vocabulary relating to behaviour.

Entry 1/National 2 learners will be able to:

- use can and can't for permission
- describe situations when a prisoner's status can be changed
- ask and answer simple questions
- use the conjunction 'because'.

Entry 2 / National 3 and above will be able to:

- use the first conditional to give advice
- role play a simple conversation about a problem in prison.

### You will need:

- **Resource 1:** one set of rule cards per pair of learners. Add in any appropriate rules from your prison
- **Resource 2:** Rules to being enhanced, one copy per pair of learners
- **Resource 3a:** one text for each higher level learner
- **Resource 3b:** one copy for each lower-level learner
- **Resource 4:** behaviour images, one copy for 2-3 learners
- **Resource 5:** one set of conditional cards for 2-3 learners cut up and laminated



Project co-financed by the European fund for the integration of third country nationals.



Co-funded by

© British Council 2015

- **Resource 6:** one text A or B for each learner
- **Resource 7:** one question sheet 7A or 7B for each learner
- **Resource 8:** question and answer cards to be cut out and laminated if possible. One set for a class of 8, or one set for each group of 4
- **Resource 9:** one problem card for each pair of learners
- **Resource 10:** one set of question cards cut up for each 3-4 players
- **Resource 11:** one game board for 3-4 players increased to A3 and laminated if possible. Dice for each group of 4. Counters for each player.

## Procedure

### Warmer: Understanding basic, standard, enhanced (15 minutes)

- Write or display the words **standard**, **basic** and **enhanced** and elicit understanding.
- Hand out cards from **resource 1**. Pre teach some of the words; *polite, Listener and association*.
- Learners work in pairs and put the cards under the three headings e.g. under standard and enhanced you could put, 'You **can** have a TV.'
- Identify that being on basic is not good because there are a lot of things you **can't** do/have.
- Highlight the use of can/ can't + infinitive without to.
- Rules vary in different prisons so add rules in your prison to the cards

## Differentiation

- Give lower-level learners fewer cards and simpler ones. If possible pair them with a higher level learner who can speak the same language and let them use it if necessary.

### Activity 1: Reading (20 minutes)

- Elicit which things a prisoner can do to be enhanced.
- Ask learners to work in pairs/threes to jot down the rules to being enhanced they know.
- Hand out **resource 2**, Rules to being Enhanced, or show as a slide for them to check their answers.
- Hand out reading texts 1-3 (**resource 3**)
- Explain these are accounts of prisoners who want to be enhanced.
- Model the question – 'Do you think Sam will be enhanced?' then ask 'Why?' Elicit use of because e.g. 'I don't think Sam will be enhanced **because**....' Make sure they understand that we use because to give a reason for something by emphasising that's we use it in answer to 'why' questions.
- Ask learners to read the texts and discuss in pairs if they think the prisoners will be enhanced.
- Learners can then write sentences in their notebooks using I think/ I don't think with the conjunction *because*.



- Remind learners that the 3<sup>rd</sup> person singular in present ends with an 's' and is used for talking about things you usually do and the past simple is used for completed actions.

### Differentiation/ extension

- Hand out all 3 texts to higher level learners.
- In a separate group read Text 1 with lower-level learners. Support them to answer the comprehension questions on resource 3a.
- If they have limited English literacy, read the questions to them and let them answer orally. You could also write the answers for them to copy.
- Ask learners to add any new words to their personal dictionaries or vocabulary books.

### Learning check:

- Repeat the questions to higher level learners *'Who thinks Sam will be enhanced? 'Why / Why not?'* (Then Kyle / Gabi). Ask each question to two or three learners without confirming that they are right or not.
- Correct any language errors by repeating it e.g. *because Kyle he work hard?* to let the learner self-correct *'Kyle works hard'*
- Then check whether everyone agrees and confirm the answer is right or not.

### Activity 2: IEP – Use of first conditional (15 minutes)

- Elicit understanding of the IEP system (Incentives and Earned Privileges). Ask if anyone in the class had a positive IEP recently?
- Elicit from higher level learners the meaning of 'incentive' and 'privilege'. If lower level learners do not understand use examples to explain e.g. *I do a job and get paid. The money I earn is an incentive. Bogdan has a television in his cell. Dom has no television. Having a television is a privilege.*
- Hand lower level learners the image cards from **Resource 4a**, and **4 b** to higher level learners. Elicit what one positive and one negative behaviour is and that bad (behaviour) = negative and good = positive.

### Differentiation

- Ask higher-level learners to work in pairs / threes. They place the images face down and take it in turns to turn one over and ask their partner what the action is *and 'Will the prisoner get enhanced or a negative IEP?'*
- Challenge each pair / trio to think of one or two more behaviours that might result in a negative IEP.
- Work with the lower-level learners to sort the images into positive and negative piles (you may wish to give them fewer images). Ask what each action is or name it for them.
- Nominate learners to feedback their suggestions. Write their suggestions on the board in the format; *If you ..... you will get a/n.....*
- Highlight the present simple form of the verb with *if* to predict a future event that is likely to happen.



- Point out that instead of 'will' in the future clause, you can also use can or may if the outcome is less certain.
- Hand out the conditional cards (**Resource 5**) Learners work in pairs to match the conditional clauses with the predicted result.

### Differentiation/ extension

- Give just the first four pairs of cards to lower-level learners.
- More advanced learners can make additional sentences about life in prison and consequences using the learnt form.

### Activity 3- Behaviour in the Workplace (20 minutes)

- Elicit areas where members of the class work. Each work area has rules and they must obey rules to avoid a negative IEP.
- Elicit some rules they are aware of – *You must be on time*. Highlight use of must/mustn't for things they have to/must not do
- Ask the more literate learners to work in pairs. Hand out texts A and B to each pair of learners (**Resource 6**). Learner A reads text A and B text B.
- Hand out question sheets (**Resource 7A/B**), 7 A to learner A and 7B to learner B.
- Learners answer the first 4 questions based on their own sheet. They then ask questions 5-8 to their partner and make a note of the answer. You can then go through the answers to all questions, but ask As and Bs the answers to questions 5-8 to check understanding.

### Differentiation

- Work with the lower-level / less-literate learners to continue eliciting rules from their workplaces or general rules that would apply in any work place.
- Write them down on a large sheet of paper. Write them under headings **must** and **mustn't** either as words or phrases or as full sentences: *You must* .....
- Try to get two to four sentences under each heading depending on your learners' proficiency level.

**Tip:** You could use this as an opportunity to create ground rules for behaviour in your classroom if you haven't already done so.

### Activity 4- Dealing with problems (15 minutes)

- Elicit some possible problem learners might have at work or with courses.
- Divide the class into two groups if they are more or less at the same level. If not divide them into ability groups of three or four. You need an even number of groups.
- If there are two groups give each one half the problem questions and the other group the corresponding solutions cards (**Resource 8**).
- One learner reads out a problem card and the other team discusses what they might do. Give them a time limit of about two minutes (longer for the lower-level learners) and



appoint a time keeper in each group. A member of other group selects and reads out the answer. If they differ they could vote for the best answer.

### **Differentiation/ extension**

- If you have a diverse class split them into a smaller even number of groups give the lower-level ones two to three of the simpler problems and their partner group the solutions and work with them. Read them the problem and support them to articulate solutions.
- A lower level learner can read the problem and a higher level learner can come up with their own solution.
- As an additional activity, higher level learners can think of other problems for the class to come up with a solution.

### **Activity 5- Getting Help 15minutes**

- Write on the board – *I've been waiting to go on a course for ages*. Elicit who they would ask about this (education) Elicit the question they would ask. Teach '*Excuse me. Can you help me?*' as an opener.
- Write the class question on the board.
- Then elicit a possible reply – '*When did you apply?*'
- Elicit a reason for the delay – course popular, courses filled according to release dates.
- Elicit – '*Will I be on the next course?*' or similar.
- Conclude – *Thank you*.
- You could either use the role play cards (**resource 9**) or other problems that have come up in the lesson.
- Learners then choose one of the cards to make conversations.
- Monitor and support, noting any errors you can focus on in a future session.

### **Differentiation**

- The conversations are differentiated to allow for differing abilities –lower level learners appropriate could role play the second scenario 'My certificate hasn't arrived.'

### **Activity 6 –Consolidation board game (20 minutes)**

- Arrange learners in groups of 3-4. Hand out one copy per group of the laminated board and set of cards (**resource 10**) plus counters and a dice.
- Learner A throws the dice and moves forward. If he/ she lands on a square with 'Pick a card' the **next** learner takes a card and reads the problem. Learner A must answer the question. If he / she can't, or the answer is incorrect, the question goes to the next person. If they answer it, they then have the next turn and the game proceeds.
- The game continues until one learner has reached the finish.



## **Answers**

### **Warm Up Activity**

#### **Basic**

You can't go to education

You can't have a TV.

You don't have association time

You must stay in your cell for a lot of the time.

You can't see your friends.

You receive basic pay.

#### **Standard**

You can have a TV

You can work as a Listener

You can do special courses

You can go to education.

#### **Enhanced**

You can have more visits from family and friends

You can do special courses.

You are locked up later

You can work as a Listener.

You can have a TV

You have more association time.

### **Activity 1- suggested Answers.**

I don't think Sam will be enhanced because he shouted/ he has an IEP/been in prison for 3 months

I think Kyle will be enhanced because he is polite/ works hard/does extra work

I think Gabrielle will be enhanced because she has been in prison for 18 months/ works hard/has a positive IEP

### **Resource 3A**

1. Cleaner
2. No
3. False
4. An officer
5. Yes – see above



Project co-financed by the European  
fund for the integration of third  
country nationals.



Co-funded by

© British Council 2015



### **Activity 3 – Behaviour in the Workplace**

#### **Learner A**

1. 20
2. Enhanced prisoners
3. No you can't
4. No you can't
5. What colour tracksuit do you wear/do you have to wear?
6. Where do you put on your garden shoes?
7. Where do you hand equipment in?
8. What do you get if you smoke in the gardens?

#### **Learner B**

1. Green
2. The shed
3. The garden Office
4. An IEP
5. How many prisoners work in the gardens?
6. Who looks after the chickens?
7. Can you hand in dirty equipment?
8. Can you take fruit and vegetables back to your room?



Project co-financed by the European  
fund for the integration of third  
country nationals.



Co-funded by

© British Council 2015

## Resource 1 ✕



Project co-financed by the European  
fund for the integration of third  
country nationals.



Co-funded by

© British Council 2015

You can have a TV

FISH  
NCIL

You can have a TV

You are locked up later

You can work as a Listener

You can do special courses

You can do special courses

You can have more visits from family and friends

You can't have a TV

You can't see your friends

You can't go to education

You must stay in your cell for a lot of the time.

You have more association time

You receive basic pay

You can go to education

You can work as a Listener

## Resource 2: Rules to being enhanced

- You must have been in the prison for 3 months
- You keep yourself clean and tidy
- You keep your room clean
- You must have no negative IEPs
- You must do some extra work – be a Listener,  
be a Toe by Toe mentor



## Resource 3

### Text 1

I'm Sam

I got here last month.



I work as a cleaner. I'm trying to do well here but it's hard.

Some people make me angry.

Last week one of the guys asked me for some coffee. I told him I didn't have any. He pushed me and went into my room.

I got really angry and shouted at him. The officer heard me. I got an IEP last week. I don't want another one.

### Text 2

I'm Kyle.

I've been here for 6 months.



I work in the kitchens on the pot wash. I tidy pots and dishes.

A lot of people don't like it, but I think it's okay. The kitchen is always busy. I get on well with the staff.

I always say good morning when I get to work. We sometimes make special teas for visitors and I always try and help with that. It's good for visitors to know that we work hard and can produce good food.



### Text 3



I'm Gabi

I got here 18 months ago.

I have learnt things in prison. I did English Level 1 and maths last year.

I'm a cleaner here. I like cleaning. I always keep my room clean and tidy.

I work with three other women, and we clean the wing and some of the meeting rooms.

I have a positive IEP because I cleaned the visits hall on my own.

I want to work in the chapel and help out in there. It's very peaceful in the chapel.



## Resource 3A

### Read Text 1 and answer the questions

1. What job does Sam do?
2. Do people make him happy?
3. Someone asked him for milk. (True / False)
4. Who heard Sam shouting?
5. Does Sam have any IEPs?
6. Do you think Sam will be enhanced?
7. Why?



## Resource 4 - Behaviour



Project co-financed by the European  
fund for the integration of third  
country nationals.



Co-funded by

© British Council 2015



## Resource 4a Match these words to the pictures

✂

shouting	stealing	throwing	lying
sleeping	fighting	smoking	being rude

**Resource 5- The first conditional**

**5. If you arrive early for an appointment**

**you can sit quietly.**

**6. If your teacher is late**

**you can read a book.**

**7. If you forget your pen**

**you can borrow one.**

**8. If you help other prisoners**

**you may get a good IEP.**





Project co-financed by the European  
fund for the integration of third  
country nationals.



Co-funded by

© British Council 2015

## Resource 6- Behaviour in the Workplace.

### Text A

#### Gardens

If you want to work in the gardens you must complete an app.

There must be only 20 prisoners working in the gardens.

If you enjoy gardening, you can apply to join the horticulture course.

If you are an enhanced prisoner, you can apply to look after the chickens.

You must not take fruit or vegetables back to your room. If you do, you will get an IEP.

If the equipment you use is very muddy, you must clean it before you hand it in.



### Text B

#### Gardens

If you work in the gardens you must wear your green tracksuit.

When you arrive at the gate, go to the shed and put on your garden shoes.

You must not wear your garden shoes back to the wing.

You must hand all garden equipment in at the garden office when asked and wait until it has been checked.

You must work quietly as there are offices and classrooms near the gardens.

Please keep the tearoom tidy and do not leave litter.

If you smoke in the gardens, you will get an IEP.



## Resource 7A –Making Questions

**Learner A.** Read the text and answer questions 1-4, then make questions 5-8 using the words given.

### Learner A

1. How many prisoners can work in the gardens?
2. Who can look after the chickens?
3. Can you hand in dirty equipment?
4. Can you take fruit and vegetables back to your room?

Now make questions to ask your partner about their text.

Use these words:

1. Colour / tracksuit / you / wear?
2. Where / put on / garden shoes?
3. Where / hand equipment?
4. What /get / if smoke?



## Resource 7B Making Questions

**Learner B. Read the text and answer questions 1-4, then make questions 5-8 using the words given.**

Learner B

1. What colour tracksuit must you wear?
2. Where do you put on your gardening shoes?
3. Where do you hand in your equipment?
4. What do you get if you smoke?

Now make questions to ask your partner about their text.

Use these words

1. many/prisoners/work/gardens?
2. Who/look after/chickens?
3. Can/hand in/dirty equipment?
4. Can/take/fruit and vegetables/ back /room?



**Resource 8- Problems in the Workplace**

Someone where I work keeps asking me for coffee, milk and tobacco.

I have an appointment in class time.

I've lost my ID.

I want to change my course.

I don't understand this form.

My certificate hasn't arrived and I'm going home soon.

I want to find out about jobs outside.

I've been on a waiting list for a course for ages.



You must learn to say no. Say you need your things for yourself and you haven't got any spare.

Tell your teacher at the beginning of the lesson. Try not to get appointments in class time. Say, 'I have a lesson then. Can it be another day?'

Look in your room and anywhere you have been. If you can't find it, you will have to pay for new ID

Speak to someone in the Activities Department. Tell them why you want to change and they may put you on another course.

Ask a friend on the wing to help you. If it is a personal form, ask a teacher.

Give your details to the education office. They will send the certificate to your home address.

Put an app in to see someone from the careers service. If you have VC at your prison, there are outside jobs on that. Ask your IT teacher.

Speak to the education office. Ask when the next course starts and if your name is on it.





## Resource 9 – Getting Help

### 1. I have an appointment in class time

#### Learner A

Tell the teacher the problem

Give details of the appointment

Say why the appointment is important

#### Learner B

Ask when the appointment is

Ask why the appointment is important

Say okay, but try not to get appointments in class time.

### 2 My certificate hasn't arrived and I'm going home soon.

#### Learner A

Say what the problem is

Ask for their address

Say you will send it on

#### Learner B

Ask when they are going home

Give the address

Say thank you

### 3 I want to change my course.

#### Learner A

Ask what the problem is

Ask why

Say the course they want is full

Say you will put their name down

#### Learner B

Explain the problem

Explain why you want to change and what course you want to do

Say you don't mind waiting

Say thank you



## Resource 10 Game: What have we learnt?

<p>Is this sentence correct? My friend work in the gardens.</p> <p><b>Answer</b> <b>No. My friend works in the gardens.</b></p>	<p>What is the past tense of</p> <ol style="list-style-type: none"> <li>1. ask?</li> <li>2. hear?</li> <li>3. go?</li> </ol> <p><b>Answer</b> asked heard went</p>	<p>How do you spell vegetables?</p>
<p>What does punctual mean?</p> <p><b>Answer: On time</b></p>	<p>I weed, mow and plant. Where do I work?</p> <p><b>Answer gardens</b></p>	<p>Name 3 places you can work in your prison.</p>
<p>Give one bad thing about being on basic.</p> <p><b>Answer</b> No TV Behind door Basic wages</p>	<p>The place you do your washing is called...? Now spell it.</p> <p><b>Answer</b> The laundry</p>	<p>Complete this sentence. I work in the textiles workshop _____ I like sewing.</p> <p><b>Answer</b> because</p>
<p>What does current employment mean?</p> <p><b>Answer</b> What job you are doing now</p>	<p>I prepare vegetables. Where do I work?</p> <p><b>Answer</b> Kitchens.</p>	<p>What is the missing word?</p> <p>What ____ your job?</p> <p><b>Answer</b> Is/was</p>
<p>Correct this sentence.</p>	<p>Marco Santiago.</p>	<p>I help people keep fit.</p>

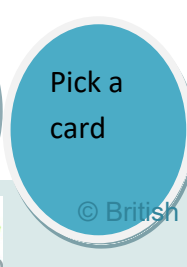
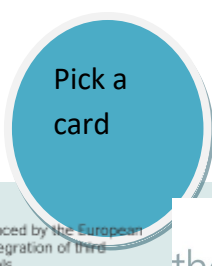
<p>If you will smoke in the toilets, you will get an IEP.</p> <p><b>Answer</b> If you smoke in the toilets, you will get an IEP.</p>	<p>Which is the surname; Marco / Santiago?</p> <p><b>Answer</b> Santiago</p>	<p>Where do I work?</p> <p><b>Answer</b> The gym.</p>
<p>What is the past tense of: change work want</p> <p><b>Answer</b> changed/worked/wanted</p>	<p><b>Correct this sentence.</b> I is studying ESOL because I want to improve my English.</p> <p><b>Answer</b> I am studying ESOL</p>	<p><b>Fill in the missing word.</b> When I leave prison I want ***** go to college.</p> <p><b>Answer</b> to</p>
<p>Choose the right word. plant mop empty I **** bins I *** floors I *** seeds</p> <p><b>Answer</b> empty mop plant</p>	<p>Correct this sentence. I is doing lots of courses.</p> <p><b>Answer</b> I am doing lots of courses.</p>	<p>Which is correct?  Were is the gym? Where is the gym?</p> <p><b>Answer</b> Where is the gym?</p>
<p>Is this correct? I studying English.</p> <p><b>Answer</b> I'm – I am studying English.</p>	<p>Is this correct? I want good job.</p> <p><b>Answer</b> I want a good job.</p>	<p>Correct this sentence. My friends not like working in the gardens.</p> <p><b>Answer</b> My friends <b>don't</b> like working in the gardens.</p>

<p>Correct this sentence. Can you borrow me a pen?</p> <p><b>Answer:</b> Can you lend me a pen.</p>	<p>Correct this sentence <b>Cara enjoy her course.</b></p> <p><b>Answer</b> Cara enjoys her course, or Cara is enjoying her course.</p>	<p>What is the past tense of: <b>improve</b> <b>achieve</b> <b>find</b></p> <p><b>Answer</b> improved achieved found</p>
<p>Correct this sentence.  If you fighting you will get an IEP</p> <p><b>Answer</b> If you fight, you will get an IEP</p>	<p>Name 2 things you can't have/do when you are on basic.</p> <p><b>Answer</b> TV Association Pay Accept any other if correct at your prison.</p>	<p>Make a question with these words:</p> <p><b>Answer</b> help Can please? you me</p>
<p>Name 3 types of bad behaviour.</p> <p><b>Answer</b> swearing shouting lying stealing throwing things  any others if correct</p>	<p>What does IEP stand for?</p> <p><b>Answer</b> Incentives Earned Privileges.</p>	<p>What can you do to get a positive IEP?</p> <p><b>Answer</b> Accept any Answer if correct</p>

Pick a card

W  
h  
M

M  
br  
M  
tu  
V



© British Council 2015



Project co-financed by the European  
fund for the integration of third  
country nationals.



Co-funded by