

# EXTREME CONSEQUENCES: THE REALITY OF PRISON LIFE



## FACILITATOR'S GUIDE

# **EXTREME CONSEQUENCES: The Reality of Prison Life**

## **Facilitator's Guide**

**Written by  
Victress Hitchcock  
&  
Julia Sitko**

**Copyright 2007 Chariot Productions  
All rights reserved  
Permission is granted to duplicate handouts  
for educational use**

**For more information:  
[www.chariotvideos.com](http://www.chariotvideos.com)**

<b>Table of Contents</b>
--------------------------

Introduction.....	p.4
Program Summary.....	p.5
Intended Audience.....	p.6
Program Goals.....	p.6
Instructional Notes for Facilitators.....	p.6
Before Showing the Video – Discussion & Activities.....	p.7
After Viewing the Video – Discussion and Activities.....	p.9
Extended Learning Activities by Program Topic.....	p.10
The Path to Prison	
Growing up with Fear and Violence	
Imagining the Future	
Prison is not What they Tell You	
Life and Death on the Yard	
Getting out of the Gang	
You Deserve More	
Additional Learning Activities.....	p.14
Additional Resources for Facilitators.....	p.16
Narration Script.....	p.17
Glossary Handout .....	p.18
Research Resources Handout .....	p.20
Helpful Hotlines Handout.....	p.21
National Programs for Youth Handout.....	p.22
California Resources Handout .....	p.23
Mapping Your Resources Handout .....	p.25

## **Introduction**

### **Extreme Consequences: The Reality of Prison Life**

Beginning in the 1970's, the United States began to drastically expand the use of incarceration as a means to increase public safety. Between 1970 and 2005, state and federal authorities increased prison populations by 628 % ( Vera Institute of Justice). By the turn of the 21<sup>st</sup> century, more than 5.6 million living Americans had spent time in a state or federal prison – nearly 3% of the U.S. population. By 2005, the national prison population had reached 2,320,359. The number of people incarcerated in the United States in the year 2007 is nearly the same as the population of the entire state of Utah. A Study by the Public Safety Performance Project of the Pew Charitable Trusts, projects that by 2011, one in every 178 U.S. residents will live in prison. The costs of this projected increase of 192,000 inmates could be a staggering \$27.5 billion in **additional** spending per year.

The California Department of Corrections has the largest prison population of any other state in the United States, with an annual budget of \$8.75 billion dollars used to house approximately 312,271 inmates (Bureau of Justice). This number continues to grow at an alarming rate each year, including an increase of 9,026 inmates between 2005 and 2006 (California Department of Corrections website). 93% of the incarcerated individuals in California are male and 66% are either black or Hispanic according to CDCR statistics. Most inmates, both male and female, are also undereducated, with an average reading level among them of just seventh grade.

These statistics reflect risk factors facing many of today's youth, not just in California but across the nation. The disproportionate emphasis on incarceration over education is further reflected by the disparity between spending on corrections and spending on education. Between 1985 and 2004, states increased corrections spending by 202%. During those same years, spending on higher education increased only 3%. (Vera Institute of Justice study)

For young people growing up in poverty, in communities where gangs and drugs are the norm, prison is often seen as just a part of everyday life. At the same time, prison life is glorified in the media, video games and music and many young people are being influenced by misconceptions of what it means to be respected and to be successful. As a result of the perpetuation of these myths, young people are ending up in prison and are learning quickly that the reality of prison life is unlike anything they may have heard.

**Extreme Consequences: The Reality of Prison Life** is aimed at helping to keep kids out of the penal system by dispelling the misinformation and myths surrounding incarceration and providing an accurate, authentic view of prison

life. The video was filmed entirely in Pelican Bay State Prison, a maximum security prison in California “designed to house the state’s most serious criminal offenders” (California Dept. of Corrections). Half of the population is housed in general population settings while the other half are maximum-security inmates housed in the Security Housing Unit ( SHU). The SHU is designed to hold “inmates who are difficult management cases, prison gang members and violent maximum custody inmates” (CDCR). All of the most notorious prison gangs were born in the California prison system, including: The Mexican Mafia (or “La EME”), La Nuestra Familia, The Aryan Brotherhood, The Black Guerilla Family, The Texas Syndicate, and the Nazi Lowriders. The SHU in Pelican Bay is where most prison gang members from all the facilities in the California prison system are sent. The institution also operates a program called Transitional Housing Unit (THU), an intensive program designed for prison gang members who disaffiliate from their gangs.

**EXTREME CONSEQUENCES** includes interviews with members of the **ROCK Program – Reach Out Convicts and Kids** – a group of inmates from general population at Pelican Bay who are committed to helping youth stay out of prison. After undergoing training, the selected inmates participate in events where they are paired up with teenage boys who are part of visiting groups of at risk youth. The video also includes interviews with ex-prison gang members from THU – Transitional Housing Unit (including members of an inmate initiated outreach program called Mentors from Max) Scenes from life in the SHU – Security Housing Unit vividly illustrate the reality most of these men have lived in for years.

## Program Summary

**EXTREME CONSEQUENCES: The Reality of Prison Life** is a 40 minute video designed to introduce viewers aged 12 – adult to the harsh realities of prison life.

The video exposes viewers to the facts and feelings involved in life at Pelican Bay State Prison - from the claustrophobia of sharing a 6X10 foot cell, to the dangers of being assaulted by fellow inmates, to the pressures exerted by prison gangs on young inmates, to the longing for family and ordinary existence, and finally to the despair of being thrown into solitary confinement in the SHU for an indeterminate sentence.

## Intended Audience

**EXTREME CONSEQUENCES** is intended to be used by educators, mental health professionals, counselors and community workers with:

- School based groups
- Violence prevention groups
- Gang Prevention programs
- Programs for children of incarcerated parents
- After school community programs for at- risk youth
- Group home settings
- Juvenile Institutions
- Juvenile Probation groups
- Prison outreach programs
- Prison volunteer and staff trainings

## Program Goals

After viewing **EXTREME CONSEQUENCES: The Reality of Prison Life**, and participating in the discussion topics and extended learning activities, viewers will:

- Have a real understanding of the path to prison
- Be able to identify the risk factors leading to incarceration
- Develop a greater understanding and awareness of their own risk factors, including anger management issues, childhood trauma, repressed hurt, susceptibility to peer pressure, and other environmental influences
- Realize the reality of prison life as opposed to the media's glorification of it
- See greater importance in identifying and seeking the support of positive influences in their lives

## Instructional Notes For Facilitators

All of the footage for **EXTREME CONSEQUENCES: The Reality of Prison Life** was shot at Pelican Bay State Prison, a California supermax facility, notorious for being one of the most violent in the country. The material you will see is disturbing and unsettling for most viewers, and includes actual

archival footage of inmate attacks and prison riots. It is strongly suggested that you preview the video and review the guide in order to familiarize yourself with their content before showing it to your group.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your group will they obtain the maximum instructional benefit.

Please be advised that the material may trigger intense emotions for some viewers, particularly those whose lives are directly affected by prison life, including those who have incarcerated friends and family members. You may want to bring in other qualified support staff to help facilitate discussion and activities and to make follow up services and supports available for those who seek help. Allow time to discuss the potentially disturbing nature of the video beforehand to create a context of safety among group members. **The Appendix includes lists of resources, hotlines and national organizations which you can make available to all participants. There is also an extended learning activity which encourages participants to fill out a "Mapping Your Resources" form identifying places and people they can turn to for support.**

It is helpful for facilitators to be familiar with Posttraumatic Stress Disorder (PTSD), which is common among gang members and incarcerated populations. According to the DSM IV, PTSD is "the development of characteristic symptoms following exposure to an extreme traumatic stressor involving direct personal experience of an event that involves actual or threatened death or serious injury, or other threat to ones physical integrity; or witnessing an event that involves death, injury, or a threat to the physical integrity of another person; or learning about unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or other close associate," (p.463). You can find more information on PTSD at **The National Center for Posttraumatic Stress Disorder** <http://www.ncptsd.va.gov/ncmain/index.jsp>

### **Confidentiality**

Countless youth have been impacted by violence in one or more of its many forms. For many, it is something that is infrequently, if ever, discussed. You will want to stay alert to any signs of trauma or other issues that students may be dealing with and to be ready to seek assistance from counselors or other mental health professionals. In addition, in order to establish an environment of trust and security, it is important to establish rules of confidentiality with the group; what is said in the group, should stay in the group. Students should clearly understand your expectation that privacy will be protected.

## **Before Showing the Video: Discussion & Activities**

- Before showing the video, you may wish to initiate a discussion that will bring to light students' knowledge of and beliefs about prison life. Here are some questions to start the discussion:
  - ✓ What are some feelings you might have when you first arrive in prison? List them on the board.
  - ✓ What do you think the worst aspect of prison life would be for you? List ideas on the board.
  - ✓ What happens to inmates who commit crimes in prison?
  - ✓ What do you know about prison gangs? How do they relate to street gangs?
  - ✓ How do inmates acquire weapons in prison?
  - ✓ Describe life in solitary.
  - ✓ Where does most of your information on prisons come from (movies, books, television etc)?
  - ✓ Do you think people who commit violent crimes are capable of change and should they be allowed to reenter society?
- If appropriate, you could conduct a guided visualization with your group. After asking participants to close their eyes, tell them:

*Imagine you are in handcuffs and are being escorted by guards into your cell. Feel the handcuffs being removed. Hear the sound of the cell doors clanging shut. Sit down on your bed and look around your new home. Know that you are in prison for life.*

*What is your first thought?*

*What are the sensations in your body as you imagine that everything you have ever known is gone forever?*

*What emotions do you experience?*

Allow 5-10 minutes for the visualization. When finished, ask the group to silently write about their experience for 5-10 minutes. Encourage stream of consciousness writing. You may decide to have the group share experiences or to keep them private.



## **After Viewing the Video: Discussion & Activities**

- Allow students a few minutes to process their experience of viewing the video. You may ask them to write down their feelings and reactions to what they have seen. You can elect to have them share their writings or keep them private. If they share them, ask how their picture of the emotional and physical experience of prison life has changed from viewing the video. How is the reality they have just witnessed different from their pre-viewing visualization? In what ways is it the same?
- Using information from the initial discussion about the participants' assumptions about prison life, discuss the similarities and differences they found between their assumptions and the realities they discovered in the video.
- Facilitate a group discussion using the following questions:
  - ✓ What surprised you the most about what you learned from the video?
  - ✓ What did the men in the video mention about their experiences in prison that you had never thought of before?
  - ✓ What did they miss? How did that make you feel? Do you think there are aspects of your life that you take for granted that you might really miss if you lived in prison?
  - ✓ Which inmate made the strongest impression on you? Discuss why.
  - ✓ How has your thinking about prison changed?
  - ✓ How has your thinking about criminals changed?
  - ✓ What could have made a difference in these inmates' lives?
  - ✓ Are there any changes you would like to make in your own thinking or actions that have been prompted by seeing the video?
  - ✓ What aspects of prison life don't we hear much about? Why? How do you think things might be different in society today if we discussed these things more openly?
  - ✓ What did you learn about prison gangs? What would you do if you were being recruited by a prison gang?
- Lead a discussion on the roots of violence. On the board write out the following definition of violence:

**Violence is the intentional use of force or power to harm yourself, another living being, or a community.**

You could elect to draw a tree on the board. Ask students to suggest different forms of violence – physical, emotional, gang, rape, war and so on – and write each type on one of the leaves of the tree. Then ask for suggestions for the types of experiences that are at the root of the different forms of violence. These could come from what they have heard in the video (substance abuse, childhood hurt and anger, fear, history of family violence etc), from movies they have seen, books they have read and real life stories they know. If the group is comfortable with sharing personal information, they could discuss their own experience with violence and the roots of violence.

- Ask the class to estimate how many times they have seen violence in the last day, the last week, and the last month. Ask students how they think this may impact them.
- Facilitate a class brainstorm of ways prison is portrayed in popular culture: movies, television, video games, music, comic books, the news (TV, newspaper), Internet, magazines, books, etc.

### **Extended Learning Activities By Program Topic**

**Extreme Consequences** is divided into sections by topic. The following extended learning activities correspond to the different sections of the video.

#### **The Path to Prison - Extended Learning Activities:**

- Tell students to choose one of the inmates from the video or choose someone you know, and trace his or her path to prison. Where did the path start? What were the major contributors along the way that led him or her towards prison rather than towards a more successful life? You can either draw a timeline or write it as a story.  
Now have them draw or write of an alternative path where his or her circumstances are different. What changes would need to be made in order for the path to lead in a more positive direction? What elements do you notice that seem to be the most important elements in a person's life that can lead them in positive or negative directions? Do you think that any of these men based on their circumstances growing up could have done anything differently?
- Instruct students to keep a diary to record examples of violence that they see happening around them. These can be physical, verbal, or emotional acts that they see happening at school, in the community, on television, in the news, etc. Designate a set period of time to keep the diary (i.e. one day – one week). At the end of this period, ask students to find the average number of violent acts that they witnessed in a day. Ask students

how it felt to be aware of the various forms of violence. Did they see a lot or a little? Do they think keeping a diary raised their awareness about how much violence we are exposed to on a daily basis? Were they surprised by what they saw? Why do they think people may not notice violence happening around them? How does violence escalate?

- Create scenarios with difficult choices, split kids into groups, have them weigh the pros and cons of each choice and then discuss them with the class. Here are two examples of scenarios:

A.) **Your friends want to rob a convenience store.** They are pressuring you to be involved. You are nervous because you have never done anything like this before but you want their respect and want to fit in. What do you do? Weigh the pros and cons of each side.

B.) **Using Trey's story from the video:** You are out hanging with your friends and you come upon a rival gang spray painting in a parking lot near your house. One of your homeboys starts to spray paint over something that the other gang just spray painted. Both of you are carrying guns. What options do you have? Weigh the pros and cons of each option.

### **Growing up with Fear and Violence – Extended Learning Activities:**

- Exercise on masculinity: (requires magazines)
  - A.) Cut out images of masculinity
  - B.) Create a group collage of what it means to be a man in this culture.
  - C.) Discuss how the media portrays a "real man": Is he big or small? Strong or weak? Emotional or not?
  - D.) How does the socialization of males contribute to violence? How is male socialization different from female socialization with regards to violence? Contrast images of males and females.
  - E.) Are conceptions of masculinity the same in all countries? Research a place where males are socialized differently. How is the climate of violence in that country? (This could be a separate exercise).
- Assign a research project on Post Traumatic Stress Disorder. What is it? How does it affect people? What is the relationship between PTSD and violence? Is there a correlation between being a victim or witness of violence and being a perpetrator of violence? What are the similarities between growing up in a violent home and being in a war zone?

### **Imagining the Future – Extended Learning Activity:**

- Have each student create a collage or write a short essay depicting how they envision their future in their 20's or 30's. Share them in the group and lead a discussion on what steps they need to take to arrive at that future.

### **Prison is Not What They Tell You – Extended Learning Activities:**

- In the video, the inmates describe what they consider the worst aspects of prison life – the claustrophobia, lack of privacy, missing their family and friends, lack of freedom to do everyday activities, fear and violence. Ask students to pick the aspect of prison life that was most disturbing for them. Have them imagine they are an inmate and in the first person write a letter from prison to a friend or family member outside expressing their feelings about that aspect of their life in prison.

### **Life and Death on the Yard – Extended Learning Activities:**

- Assign a research project to students individually or in small groups. Ask them to find stories of incidents of violence in prison. These could include attacks on guards, attacks on other prisoners or riots. Have them report to the class their findings using the following questions:

What happened? What lead up to it? What was the aftermath?  
What were the consequences to those involved?

- Divide the class into small groups and assign each group one of the prison gangs from the video to research and report on to the group. These would include: La Nuestra Familia, the Mexican Mafia, the Aryan Brotherhood, the Nazi Low Riders. In addition they could research the Black Guerrilla Family and the Texas Syndicate. Include their history, where they are from, how many there are and how they operate.
- Ask the group to explore the idea of TRUST and FRIENDSHIP in prison as reflected by the inmates either through writing, poetry or song. Include any statements they remember from the video in their writing. (for example – "You don't trust nobody, you don't even trust yourself")

### **In the SHU – Extended Learning Activity:**

In the video it describes how inmates in the Security Housing Unit (SHU) are locked up for 23 hours a day. It shows how they eat in their cells and that their exercise area is a concrete room. Assign students the following task:

- On a piece of paper create an hourly schedule. For one 24 hour period, keep track of all your activities no matter how insignificant. For example:  
*8:00 – 9:00 AM: Took shower, talked to friend on phone, ate cereal for breakfast, took the dog out, looked up bus schedule on-line.*
- At the next class, have participants share their lists. Draw two columns on the board. In one column, list activities that inmates in the SHU can do, in the other column, activities inmates can't do. Discuss their findings.

### **Getting Out of the Gang – Extended Learning Activity:**

The men in THU – Transitional Housing Unit have all given up their gang affiliation. Many of them made that difficult and potentially dangerous decision after many years of solitary confinement in the SHU. For most, renouncing their gang was the only way to end their indeterminate SHU sentence. In the video, they describe the positive and negative consequences of this decision. To their former gang associates, they are considered traitors and are now on a hit list. Many of them have family members whose lives have also been endangered by their decision. Most can never return to their homes, even if they are released from prison.

- Ask each student to create two columns on a piece of paper. On one side have them list the pros to getting out of the gang. On the other, list the cons. Then, ask them to decide what they would do if faced by the same decision. When they are finished, facilitate a discussion about their decision and how they arrived at it.
- You could also list the pros and cons on the board and then have the students divide up into two groups – those who would leave the gang and those who would stay. Organize a debate between the proponents of the two sides of the issue. After the discussion or debate, ask students if their decision has changed.

### **You Deserve More – Extended Learning Activity:**

Provide each student with a copy of Handout #3 – Helpful Hotlines, Handout #4 – National Organizations and Handout #6 – Mapping Your Resources. If your program is in California you may also provide them with Handout #5 –

California Organizations. Using the suggested organizations and hotlines for youth as a reference, have them research their personal and community resources and then fill in the spaces on their "Mapping Your Resources" Handout to create their own resource guide. You may ask them to bring them in and share them with the group or keep them private.

## Additional Learning Activities

**The following are some activities on topics related to those in the video:**

- Ask students to look up information regarding Department of Corrections Institutions in your state. These would include adult prison and jails as well as juvenile detention centers and other juvenile facilities. Have them summarize their findings in a poster presentation. You can provide students with the following research questions as a starting point:
  - Does your county have a juvenile detention facility/other juvenile institutions?
  - Does your county have a state prison/federal prison?
  - How many jails does your county have?
  - What is the difference between jail and prison?
  - How many inmates are in prison in your state?
  - How many are on parole?
  - What are the most common crimes committed?
  - What is the 3 strikes law?

- Introduce the students to the concept of Restorative Justice using the following definition:

Restorative Justice views crime as a wound that needs to be healed. Instead of just sentencing offenders to prison time or probation, Restorative Justice sentencing seeks to do the following three things:

**Repair the Harm to Victims, Communities, and Relationships**

*Identify where the harm was created and to whom (even if only to the defendant and his/her family). Identify ways that the offender can make amends to the victim, the community, and any relationship that may have been hurt by this act (i.e. the relationship between the offender and his parents, etc.).*

### **Ensure Offender Accountability and Competency Development**

*Identify the level of remorse the defendant feels or expresses for his/her crime as well as skills that the defendant could develop to lead a more productive, positive life.*

### **Increase Community Safety**

*Develop a sentence that addresses the true needs of the defendant and his/her family that will prevent re-offense and put the defendant on the 'right track.'*

Divide the group into partners or smaller groups and assign each one the task of researching an example of restorative justice. Examples can be found in the United States and also in indigenous cultures such as Eskimo and Maori. You can suggest starting their search at [www.restorativejustice.org](http://www.restorativejustice.org).

- Many prisons in the country have programs like **ROCK – Reach Out Convicts and Kids**, the outreach program at Pelican Bay from which many of the inmates interviewed in the video are from. These programs arrange visits by groups of youth to prisons where they can tour the institution and interact with selected inmates. If there is a prison near you, contact them to find out if there is such a program and arrange a visit for your group.
- Contact a prison volunteer organization such as Prison Dharma Network ( [www.prisondharmanetwork.org](http://www.prisondharmanetwork.org)) to find out about opportunities to write to inmates. Write as a group or break into small groups and write to individual inmates.

## Additional Resources For Facilitators

**Center for Nonviolent Communication** is a global organization helping people connect compassionately with themselves and one another through non-violent communication language.

Visit [www.cnvc.org](http://www.cnvc.org) for more information.

**Companions Journeying Together, Inc.** provides a forum to personally impact the emotional, spiritual, and social lives of the incarcerated and their families. Our vision is for a society that lives by the principles of restorative justice. We seek out opportunities to reach incarcerated women and men through a variety of programs designed to build healthy relationships and foster positive communication. Those programs include **Aunt Mary's Storybook Project**, Fathers Read, Family Stories, and Mother Love Parenting classes. Additional services we organize and either provide or facilitate include special holiday communication projects, provision of re-entry materials and referrals, community education/training, and advocacy. Our goal is to be a link between resources and needs. [www.cjtinc.org](http://www.cjtinc.org)

**Family and Corrections Network (FCN)** provides resources for people helping children and families of prisoners. FCN's website has a directory of programs, a reading room with research and background papers and the Children of Prisoners Library with free pamphlet masters on how to support children of prisoners. FCN also offers training and technical assistance on a consulting basis." For more information, visit [www.fcnetwork.org](http://www.fcnetwork.org)

**The Lionheart Foundation**, sponsor of The National Emotional Literacy Project for Prisoners and The National Emotional Literacy Project for Youth at Risk, created and distributes **Power Source**, a powerful curricula for highly at-risk adolescents. It is donated to schools/programs with a counseling component or lending library for youth. For more information, see [www.lionheart.org](http://www.lionheart.org)

**Path to Freedom: Integral Peacemaker Training for Incarcerated Youth** is a workbook that takes youth on a path of self discovery, training them in the inner and outer arts of peacemaking. The workbook contains 12 Sessions and is designed to be used in conjunction with a Peacemaker Training weekly class taught by a qualified volunteer. In these sessions, students work with building skills in the areas of conflict resolution, effective peaceful communication, mind body awareness, stress management, transforming negative core beliefs, creating healthy groups, anger management, forgiveness, patience and developing skills of inspired authentic leadership which will transform lives and communities. Visit [www.PrisonDharmaNetwork.org](http://www.PrisonDharmaNetwork.org) for details.



## **Narration Script**

The men you are about to meet are all living in Pelican Bay State Prison- the end of the line for inmates in the California State Prison system. Many of these men are here because they got in trouble at another facility. Most of them have killed someone. And most of them will die behind bars.

Pelican Bay may be the end of the line for many of these inmates, but in most cases they started their journey when they were young.

Violence can erupt anywhere. And once it starts, it escalates.

Making violent choices doesn't just happen. Violence is learned: at home, in school, in the media, in neighborhoods and communities.

When you grow up with fear and violence, it's hard to imagine a future without it.

In prison, attacks can come from anywhere. And weapons are made from anything available.

When groups of inmates are out on the yard, the potential for violence is always greater. Sometimes violence on the yard can escalate into a full-scale riot.

Once an inmate has gotten in trouble for violence in the prison, he's put in the SHU- the Security Housing Unit. Life in the SHU can wear you down. When you have an indeterminate SHU sentence, one of the only ways to end it is by making the difficult and sometimes dangerous choice to give up your gang affiliation.

At Pelican Bay, when you decide to leave the gang, you join the T.H.U. program, or Transitional Housing Unit, and live with members of other gangs who have also disaffiliated.

## **HANDOUT #1**

### **Glossary**

- 1.) **"Catch a case/ Cop a case"**- This refers to getting in trouble with the law and to having to serve time for a crime. Many inmates catch extra cases for committing crimes while in prison, consequently extending their pre-existing sentence.
- 2.) **"Cellie"** - Cellmate
- 3.) **"Indeterminate S.H.U."**- Refers to when an inmate is sent to the Security Housing Unit for an undetermined amount of time, meaning that they do not receive a specific sentence, instead their release back to the general population is determined by their behavior.
- 4.) **"Missions"**- refers to gang-related crimes, generally ordered by gang leaders to be carried out against other fellow or rival gang members.
- 5.) **"Norteno/ Northerner"**- Refers primarily to the "La Nuestra Familia" prison gang and their affiliates, whose members are mostly from areas of Northern California, historically the members were from rural areas.
- 6.) **"Prison politics"**- refers to the internal political system in the prison, which is governed or run by the prison gangs. Prison politics has nothing to do with the legal political system of the prisons run by state and governmental laws, it refers solely to rules and laws as laid out by the prison gangs.
- 7.) **"Put in the hat"**- refers to when someone messes up in the gang, for example if they disobey an order to commit a crime for the gang, their name will be put on a list of people who are in trouble. If one's name is "put in the hat," they will be punished or disciplined, generally through violence by their fellow gang members.
- 8.) **"Rat"**- is someone who snitches or gives information about someone else's illegal activities either to the prison authorities or to other gang members, particularly leaders.
- 9.) **"S.H.U."**- Refers to the Security Housing Unit, which is where inmates who engage in excessively defiant and dangerous activities within the prison are sent. Inmates in the S.H.U. are generally locked down 23 hours a day. The S.H.U. is often referred to as the "prison within a prison".
- 10.) **"Sureno/ Southerner"**- This refers to Mexican gang members who claim affiliation to the Mexican Mafia (La Eme) or its affiliate gangs. La Eme represents the urban areas of Southern California,

including Los Angeles. Their major rivals are the Nortenos including, La Nuestra Familia.

10.)**"The Yard"**- the yard refers to the large fenced in recreation area where the general population inmates go to be outside and to exercise. It is also where a lot of riots and assaults take place. When there is violent activity on the yard, it is referred to as a "hot yard".

11.)**"T.H.U."**- Refers to the Transitional Housing Unit, which is where former prison gang members are moved to after making the choice to leave their respective gangs. Once these inmates choose to leave the gang, they are required to debrief, or tell the prison authorities about the activities of the gang. These people must be moved to the T.H.U. in order to protect their lives from their former gang members, there they have greater access to educational opportunities and rehabilitation

12.)**"Y.A."**- The California Youth Authority is California's juvenile corrections system, which is where many prisoners first entered the correctional system.

## **HANDOUT #2**

### **Research Resources**

Here is a listing of websites that lead to statistics about youth and crime and incarceration. You can also look up your state or county online to find statistics about juvenile crime and victimization.

#### **U.S. Census Bureau Kids' Corner**

<http://factfinder.census.gov/home/en/kids/kids.html>

#### **National Youth Violence Prevention Research Center Violence Facts for Teens**

<http://www.safeyouth.org/scripts/index.asp>

A federal resource for professional, parents, and youth working to prevent violence committed by and against young people.

#### **Teens, Crime and the Community (TCC)**

**A joint program of the National Crime Prevention Council & Street Law, Inc.**

<http://www.nationaltcc.org/teens/>

#### **Office of Juvenile Justice and Delinquency Prevention**

<http://www.ojjdp.ncjrs.org/>

Click on "Statistics" to reach the Statistical Briefing Book

#### **The California Department of Corrections**

<http://www.cya.ca.gov/>

Includes information about the California prison system. Also includes community resources links for various social service needs.

#### **National Criminal Justice Reference Service**

<http://www.ncjrs.gov/>

NCJRS is a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide.

#### **National Center for Juvenile Justice**

<http://www.ncjj.org/stateprofiles/overviews/overviewtransfer.asp?overview=overviewtransfer.asp>

#### **National Center for State Courts: Juvenile Justice and Delinquency State Links**

<http://www.ncsconline.org/WC/Publications/StateLinks/JuvJusStateLinks.htm>

#### **National Juvenile Defender Center**

[http://www.njdc.info/state\\_data.php](http://www.njdc.info/state_data.php)

<p><b>HANDOUT #3</b> <b>Helpful Hotlines</b></p>
--

**Homeless/Runaway National Runaway Hotline**

800-231-6946

**National Adolescent Suicide Hotline**

800-621-4000

**National Youth Crisis Hotline**

1-800-448-4663

**Self-Injury Hotline**

**SAFE** (Self Abuse Finally Ends) **Alternatives Program**

*www.selfinjury.com*

1-800-DONT CUT (1-800-366-8288)

**Sexual Assault Hotline**

800-656-4673

**Stop It Now!** (Sexual Abuse)

1-888-PREVENT

**Suicide & Crisis Hotline**

1-800-999-9999

**Teen Helpline**

1-800-400-0900

**TeenLine**

1-800-522-8336

**Teen Runaway Hotline**

1-800-621-4000

**The Trevor HelpLine**

*Specializing in gay and lesbian youth suicide prevention*

1-800-850-8078

## **HANDOUT #4**

### **National Programs for Youth**

#### **Boys and Girls Clubs of America**

<http://www.bgca.org/>

In every community, boys and girls are left to find their own recreation and companionship in the streets. An increasing number of children are at home with no adult care or supervision. Young people need to know that someone cares about them. Boys & Girls Clubs offer that and more. Club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. Boys & Girls Clubs are a safe place to learn and grow – all while having fun.

#### **YMCA**

<http://www.ymca.net/>

All YMCA programs are tools YMCAs use to accomplish their mission, achieve their vision of building strong kids, strong families and strong communities, and reinforce the YMCA core values of caring, honesty, respect and responsibility. YMCAs also use an asset-building approach in their work. Each association is different, reflecting the needs of the local community.

#### **Upward Bound**

<http://www.ed.gov/programs/trioupbound/index.html>

Upward Bound provides support to participants in preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; high school students from families in which neither parent holds a bachelor's degree; and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

#### **The Tae- Kwon-Do Network**

<http://www.tkd.net/>

This site includes martial arts links to sites throughout the United States and throughout several other countries. Martial arts are a healthy way for youth to let out aggression and stress.

<p style="text-align: center;"><b>HANDOUT #5</b> <b>California Based Programs for Youth</b></p>
---

**Jim Brown's Amer-I-Can Foundation and Programs (Los Angeles, CA)**

<http://www.amer-i-can.org/v1/>

In 1993, the [Amer-I-Can Foundation For Social Change](#) was incorporated as a non-profit organization for the purpose of expanding Amer-I-Can services to communities and individuals that would otherwise be unavailable because of economic hardship. The need for the Foundation became evident when, in 1992, Amer-I-Can facilitators initiated a truce between rival gangs in Watts, California. The Foundation provides resources to continue this movement to bring about peace and social change. The Amer-I-Can Program is a 60 to 90 hour, 15 chapter, Life Management Skills curriculum that is designed to empower individuals to take charge of their lives and achieve their full potential. The objective of the program is to cause one to examine their past conditioned behavior patterns and to systematically apply proven methods to overcome behavior that negatively influenced their lives.

**Homeboy Industries/ Jobs for a Future (Los Angeles, CA)**

<http://www.homeboy-industries.org/>

Homeboy Industries mission is to assist at-risk and former gang involved youth to become contributing members of our community through a variety of services in response to their multiple needs. Free programs -- including counseling, education, tattoo removal, job training and job placement -- enable young people to redirect their lives and provide them with hope for their futures.

**Tommy the Clown (Los Angeles, CA)**

<http://www.tommythec clown.com/about.html>

In the early 1990's in South Central Los Angeles, Tommy the Clown created a style of dance called "clowning" or "Krumping" designed to offer at risk youth an alternative to gangs, where they could let their energy and aggression out in positive ways through dance battles. The movement has since spread and become a national movement, inspiring a well known documentary film called "Rize".

## **The Ella Baker Center: Books Not Bars (Oakland, CA)**

<http://ellabakercenter.org/page.php?pageid=2>

Books Not Bars fights to redirect California's resources from youth incarceration towards youth opportunities. They engage in grassroots campaigns using media advocacy, grassroots organizing and alliance building.

## **Friends Outside**

<http://www.friendsoutside.org/about.html>

Friends Outside, a crime prevention and deterrence agency, has been providing services to inmates, ex-offenders, their families and communities since 1955. Friends Outside Chapters provide support and assistance for inmate families, offenders and ex-offenders. They also offer diversion, intervention and prevention programs.

## **Youth Movement Records (Oakland, CA)**

<http://www.youthmovementrecords.org/>

Youth Movement Records (YMR) is a non-profit, youth-directed recording company and youth development project based in Oakland, CA. Now in its third year, YMR has reached over 15,000 youth with more than 100 safe, sober weekend events. YMR provides a counter-punch to the crass images targeted at youth through the mainstream media by creating opportunities for youth to engage in critical analysis, personal development, and the creation and expression of an alternative artistic movement based on principles of justice, equality and social engagement.



## **HANDOUT #6**

### **Mapping Your Resources**

***"Asking for help isn't weak; it's strong!"***

#### **National and Local Hotlines**

In an emergency: dial 9-1-1

When there is any sort of crisis and you need to talk to someone:

If you are feeling hopeless or thinking about suicide:

If you are thinking about running away:

If you or someone you know is being abused:

If you have been raped or sexually assaulted:

If you've been using drugs or alcohol:

If you need help speaking with your parents:

If you just want to speak with someone, or another youth, about something on your mind:

## **Community and People Resources**

### Counseling Resources

Counselors at my school:

Community resources that offer counseling for young people:

### Health Centers

Places I can go to get free information about health issues and see a doctor or nurse:

After-school programs on my campus:

Community organizations that offer programs for people my age:

These are family members I can talk to:

These are friends I can talk to:

These are adults at school I can talk to (may include teachers, bus driver, cafeteria workers, custodians, principal, etc.):

These are other adults I trust (may include coaches, mentors, spiritual mentors, after-school workers, family friends, etc.):

