

Inside



Laura Wood

Inside

5 - 8 players and 1 GM

It's this way

by Nazim Hikmet

I stand in the advancing light,
my hands hungry, the world beautiful.
My eyes can't get enough of the trees--
they're so hopeful, so green.
A sunny road runs through the mulberries,
I'm at the window of the prison infirmary.
I can't smell the medicines--
carnations must be blooming nearby.
It's this way:
being captured is beside the point,
the point is not to surrender.

A larp about education in a women's prison

This larp is about my experience of teaching in a women's prison in the UK. It is about people who are scared, bored, lonely and angry. It's about nothing happening, about counting the minutes and the hours. It's about being punished by a system you feel has failed you. And it's about real people.

This larp isn't Orange is the New Black. It isn't about drama and it isn't about rebellion. It certainly isn't about escape. It's about how your life got here. It's about where your life will go next. It's about having no control.

The character creation process is based on the reality of life for many of the women I have taught. I have not sought to replicate an individual's story in entirety, but neither have I exaggerated any experiences.

"It is said that no one truly knows a nation until one has been inside its jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones."

— Nelson Mandela

Preparation

The aim of this larp is to create a feeling boredom and hopelessness. As the GM you will be acting as a teacher in this scenario and imposing rules. It's up to you how sympathetic you want to be to individual needs but it is essential that the classroom rules are obeyed.

You will need:

- A print out of a worksheet for each player and yourself. ESOL learning materials with a theme of working together is a good one to use: <https://www.excellencegateway.org.uk/content/etf796>
- Pens
- Paperclips
- Name badges (optional but useful)
- The character sheets (one copy of Appendix A per player) and the 5 character background types (Appendix B-F). Cut out the 10 background elements for every background type. If the background element has any rumour sentences underneath, cut them off and paperclip them behind the background text.
- Cellotape or blue tack
- List of classroom rules
- A table and enough chairs for each player
- A way to play music
- A clock (optional)

Safety

This game deals with potentially triggering topics.

It is not recommended that the game is played by anyone who is triggered by feeling powerless.

Other topics that may arise in the backstories include:

- Mental illness
- Addiction
- Sexual Abuse of a Child
- Bullying
- Suicide
- Eating Disorders
- Death of a child

It is possible to avoid specific topics as although they form part of the characters backstory they are unlikely to be mentioned in game. However, if two or more of these topics are a trigger for you then please be cautious if you decide to play the larp. One of the potential convictions (See Appendix D) is child pornography. Check if any of the players want this removed from the game.

The themes of the game can be intense and players are welcome to say "Cut!" at any time. This will stop the scene and the player can choose whether to stop playing or steer the scene in a different direction. For example, if a player is shouting in someone's face and they are uncomfortable they can use cut to stop the scene and ask the player to back off. It can also be used for practical issues (e.g. a dropped contact lens).

One of the rules of the prison is that only one student is allowed to leave the classroom at a time, for a brief period and some characters have behaviours which encourage them to leave for a longer time or try to sneak out with another student. In the GM teacher role you should stop this. However, you should emphasise before the game that the door is always open and players are free to leave at any time.

Fighting between students is unlikely and will not be prolonged. If it does occur slow motion combat should be used and the victim decides the damage. However, the students would be aware that there would be serious repercussions to fighting in the classroom, which will be detailed later.

Background

“You spend a lot of time thinking about how awful the prison is rather than envisioning your future.”
— Piper Kernan

Before creating their characters there are some things about the prison system in general and prison education in particular that the players need to understand.

Firstly there is the control over the lives of the inmates. From the minute they arrive they don't have any choice over what happens to them, and if it's their first time in prison they are probably frightened and unaware of what will happen next. Privileges such as wearing their own clothes, having visitors, watching TV and being able to buy luxuries like chocolate will need to be earned through good behaviour and can be taken away through negative behaviour.

Background reading - this isn't essential to run the game:

Incentives and Earned Privileges

(<http://www.doingtime.co.uk/how-prisons-work/how-do-prisons-actually-work/incentive-and-earned-privileges-ieps/>)

<https://www.gov.uk/life-in-prison/prisoner-privileges-and-rights>

Imprisonment for Public Protection:

<https://www.justice.gov.uk/downloads/legislation/bills-acts/legal-aid-sentencing/ipp-factsheet.pdf>

Release on tag / release on temporary license:

<http://www.firsttimeinprison.co.uk/release/>

Prisoner's earnings:

<https://www.justiceinspectorates.gov.uk/hmiprisons/wp-content/uploads/sites/4/2016/01/Earning-and-spending-money-findings-paper-final-draft.pdf>

Some of the character options include an Imprisonment for Public Protection (IPP) sentence. This is an indefinite sentence during which the inmate is kept in prison

without a release date until they are deemed to no longer be a danger to society. These have now been abolished as they led to inconsistent sentences and were handed out arbitrarily. However, these changes are not retrospective: prisoners who were sentenced under this scheme are continuing to serve their sentence until the parole board releases them.

Some prisoners can be released on tag or temporary license if they are eligible due to the sentence they have. However, this is never guaranteed and may be denied if the prisoner is considered by the parole board to be likely to reoffend, at risk of not keeping their curfew or if there is no accommodation available to them.

If something dangerous occurs within the prison then the prison might be placed on lockdown meaning no one - staff included - can leave the area that they're currently in.

There are a number of reasons why inmates take education classes in prison. In a low level class like the one in this larp they are often there because their skills have been assessed during their intake and they have been found not to have reached GCSE standard. Other inmates may be there because passing the course provides an opportunity to work within the prison. Jobs may include working in the kitchen to cook for the other inmates or as a cleaner. Prisoners earn a minimum of £4 a week and the average wage is £10 a week.

Character creation

**“They kept me in a cage for too long because now every room I am standing in is just another cell.”
Raegan Butcher, Rusty String Quartet**

In order to create the characters we are going to look at different aspects of the person's life and build it up into a coherent whole.

The first thing to note is that all characters are in a women's prison and as such are perceived by society as women. You are welcome to play a character who is non-binary and assigned female at birth or a trans man, however.

The character sheet (Appendix A) asks for the surname, first name and date of birth of your character. Your character is in an adult prison and will be over the age of 18 when they were sentenced.

I recommend that male players consider playing more passive characters, particularly in regards to behaviour in the classroom, as it can have an effect on the game.

Take a look at the options for your character's childhood (Appendix B), adulthood - what happened as they grew up (Appendix C), what their conviction was for (Appendix D), how they are behaving and what they are feeling now they are in prison (Appendix E) and what their attitude and behaviour is in education (Appendix F). Cellotape or blue tack your chosen option to your character sheets. Some of options will have pieces of paper paperclipped them. Put them to one side for now.

Introduce your character's name and general information others might know about you. Are you younger or older? How long have you been inside? Are you quiet or loud? Are you a bully or do you keep yourself to yourself? Are you selfish or do you look out for other people? Don't worry about forming closer relationships at this stage.

Once everyone has introduced themselves look at the paperclipped pieces of paper. These are rumours about you. The meaning of rumours become more significant when you have nothing else. What do they mean to your character? Hope? Revenge. The rumours don't necessarily need to be true. They're what people are talking about, and maybe what you've projected of yourself.

Fill in your name on each piece of paper you have. If you have a blank piece of paper you can write your own rumour or leave it. Glve each piece of paper to another character. This is something that they know about you. The rumours maybe duplicated. That means it's something more well known about you. Give each rumour to a different player.

**"You do your own time in prison. You don't do anyone else's time for them."
— Neil Gaiman, *American Gods***

Explain to the players that they are aware there will be consequences to significant disobedience, for example punching another student or the teacher. If you feel things are getting out of hand you can touch a character on the shoulder. This represents a guard intervening and means they have to settle down a bit and stop doing what they're doing. (If you have a second GM they can act as a guard in this role - however it is not essential)

Workshops

Once the players have created their character the aim of the workshops is to help them understand their character as a complete person rather than a series of events.

Ask the players to stand up and play some music. There is a suitable playlist here: <https://open.spotify.com/user/116419159/playlist/5inpyO9S1Fejr0GwdHErLa?si=al9FQMKks1CN8djlhLQcMw>

Ask them to start walking around the room and narrate:

Imagine your childhood. You're around 8 years old. How do you stand? How do you walk? Are you happy? Carefree? Perhaps worried already? Are you already cynical or do you trust in the people closest to you to keep you safe?

You are getting older. You're becoming a teenager. How are you walking now? Are you fast? Determined? Slow? Cautious? What does the future hold? Is there still hope? How do you feel about other people? Do you shy away from them or try to get them to back down? How do you feel inside? How does it show?

Now imagine becoming older. You're an adult now. How does it change the way you walk? The heaviness of your body? How do you react to other people now?

And now you're in prison. What do you feel about yourself? What do you project? How do you feel about other people really, deep down? What do you show?

Ask the players to assemble the table and chairs around it in silence and put up the clock if you have one.

Tell them to sit down and shut their eyes. Ask them to imagine their character as a person up to the present moment. Get them to think about their character in relation to others. Who is safe? Who isn't? Who do they like? Who do they trust? Anyone? Give them a few minutes and then stop the music.

Ask them to stand in silence and lead them out the room.

Play

The game starts when you lead them into back into the room as their characters. You're their English teacher. Count them in and take names and try to keep them focussed on the work. There will be a bit of improvisation involved to try to keep order without blocking play. Uphold the classroom rules (Appendix G) and pair students together in ways that will create conflict. Attempt to teach the worksheet. Tell the students the class will finish in 30 mins. Refer to the clock.

At 30 minutes (unless you think it needs to happen earlier) tell the students that the guard has told you that the classroom is on lockdown and they can't leave, not even to use the bathroom. This is unusual but certainly not unheard of. You don't know how long the lockdown will last. Possible reasons for the lockdown might be:

- A knife has gone missing from the canteen.
- Drugs have been found in one of the rooms and now the whole wing is being searched.
- A serious act of violence has occurred on one of the wings and the guards are trying to contain it.
- You don't know.
- You do know but you're not telling

This isn't a reason for the classroom to descend into violence. You still have a guard supporting you. However, you will have to try to keep a group of increasingly annoyed people calm, either by focussing on work or something else. If only you had enough resources. After 15 minutes the lock down is over. Lead the characters out of the classroom. You could play music at this point.

<https://open.spotify.com/user/116419159/playlist/1ZPAxHoeATvnJUxIDH8Kix?si=gZJCpmuTRKynPT3v11V94A>

End of game / Debrief

Dismantle the classroom set up and ask the players to bring the chairs into a semi circle.

If it feels appropriate guide the players in letting go of their character and coming back to themselves. Ask them to focus on their breathing and to feel the heaviness of their body on the chair. Tell them that they are no longer their character and ask them to focus on the room and the people around them.

If players would like to debrief ask them to take turns talking about what they're feeling right now and if there's anything they need. They can opt out of talking if they prefer.

Ask players what they want to leave behind from the larp or their character and what they will take with them.

“While there is a lower class I am in it. While there is a criminal element I am of it. While there is a soul in prison I am not free.”

— Eugene V. Debs

Finally

This game is available on a pay what you want basis. Any profit made will go to Clean Break who work with women in prison to use theatre and performance to challenge their oppression by society in general and by the criminal justice system in particular. Clean Break inspires playwrights and captivates audiences with groundbreaking plays on the complex theme of women and crime and helps women develop social and creative skills.

<http://www.cleanbreak.org.uk/>

With thanks to my playtesters Patrik Balint, Mo Holkar, Will Osmond, David Owen and Karolina Soltys, and Karolina for proof reading also.

Appendix A

Childhood

Adulthood

Conviction

In Prison

In Education

Appendix B

Childhood

You don't remember going to school. Your mother moved often and no one noticed that you weren't attending. You were raised by a single mother who was often drunk and emotionally abusive. You internalised a lot of what you were told, believing that what your mother said was the truth about you. This led to bouts of anxiety and inability to make decisions as you started growing older. The house rarely had enough food and you and your siblings started shoplifting from an early age in order to eat.

_____ gets stressed out easily.

You were in a group home after being taken from your parents at 7. You vaguely remember sexual abuse occurring, but the memories aren't very clear and you don't want to think about them. You do remember how lost you were when you first arrived at the group home. You remember the older girls who had learnt to assert their authority, violently if necessary. You remember learning that too, with time. How easy the anger came to you. When you ran off with your boyfriend at 16 the police didn't bring you back.

_____ isn't someone that you want to piss off.

You were born in England, but your parents are Iranian and you were always considered Iranian by the people around you, although you felt that you had one foot in both cultures. You worked hard though and had good friends even though you felt that your parents sometimes didn't understand or approve of them and they thought the way your parents lived was strange, and a bit funny.

Your dad was away for long periods of time. You couldn't work out where he went. Your mum would give you some kind of half answer, but you didn't realise that he was serving time until you were a young teenager. You pieced together the missing pieces of his life. First theft, then burglary, then robbery, then robbery again. He promised he would change, but you and your mother weren't waiting 20 years to find out. You kept his letters though, even if you didn't reply.

_____ comes from a family of people who have been inside.

You were bullied for as long as you could remember. You couldn't work out what was wrong with you, that you were being treated like that. It escalated and you ended up with bruises several times a month, but you kept your head down and tried to get on with things. It was the day after your cousin's death that you snapped. The usual jokes had been replaced about jokes about her, in an attempt to provoke a reaction. It wasn't because you hit the girl who made the joke that you got expelled at 14. It was because you kept on hitting her, until she was bruised and her nose was broken. You didn't go back to any school after that.

_____ is hard to make angry.

Despite the odds being stacked against you as a working class black girl with a single mother (albeit one who loved you deeply and valued your accomplishments) you were a great student who showed lots of promise. When you got pregnant at 15 you wanted to keep your child. You thought it would be easy to finish up your studies as an adult and go on to complete your career, but somehow you never found the time.

Your childhood was unremarkable from your perspective. Your parents weren't well off exactly, but they certainly weren't poor. You and your brother were cared for, even if your family wasn't exactly affectionate. You made good grades in school, passed your exams and considered a university degree, although decided against it so that you could start earning money straight away.

_____ tells inconsistent stories about her childhood, but they're always unpleasant.

You were used to fending for yourself. Your mother never bothered with you and you would go to school hungry, if at all for the first few years, until you worked out how to get your own food. You felt so special when Andy took an interest in you at 13. You knew that you were mature for your age and even if he was twice as old as you he understood you like no one else, and saw past your uncut hair and badly fitting clothes. He was gentle and kind with you at first, although he was clear that he wanted a sexual relationship and he knew that you would understand because you were different to the other girls your age. He got into trouble and you both realised that you having sex with his debtor would get him out of it. After that he would sell you sometimes, but you needed him and he was the only one who understood you.

_____ has some issues.

You had a smart mouth. You were always in trouble for talking back or losing your temper. You were angry all the time. Things seemed so unfair. You lost friends to violence, drugs and suicide in your teen years, and even before that everything seemed to have an air of wrongness about it. No one expected anything from you, and even though your parents tried their hardest they seemed resigned to the idea that you would have a life like theirs. Whenever you were told to hold your tongue you just wanted to fight harder.

_____ makes things worse for herself.

You have no memory of being happy. It wasn't for any particular reason, but there was a sadness with you all of the time, a physical ache. You didn't play with the other children, they were so different to you, and you didn't understand them. They laughed at the way you walked, the way you would stare blankly off into space. In time you started to think that they were out to get you, that maybe they were spying on you. You weren't sure if it was true, but you started to believe it more and more, and got upset when people told you that you were wrong.

_____ is strange.

_____ seems slowed down and not quite with it.

Appendix C

Adulthood

You were drinking too much and it was impacting work. You needed to stop. You joined a 12 step programme where you met a man who was on the journey with you. As you struggled together towards sobriety things began to fall into place. You were married 2 years after you quit drinking. When you realised he'd started drinking again you wanted to save him. When he was caught driving over the speed limit you took the blame because he couldn't afford to have any more points on his license. You made excuses for his behaviour and after he crashed your car he promised he would go sober again. You knew he was struggling, but you wanted to fix it for him.

_____ is worrying about her man on the outside.

The moment you held your daughter the world changed. You would do anything for this tiny creature who was so dependent on you. You didn't feel ready, or good enough to be a mother, but you knew you needed to try. You'd never been educated enough to get a proper job, and you didn't want your child to suffer because of that. As you were struggling for money you took out loans that you couldn't afford. To try to pay them back you worked under the table while claiming benefits. You struggled sometimes, but it meant you could give your child enough.

_____ was crying for her daughter earlier.

Your gang was all you had. They didn't always do the right things (some of the guys were in and out of prison) but you protected each other and you belonged to a family. Occasionally you delivered some packages to help them out, but you didn't ask. You lost quite a few of them in the next few years. One was stabbed and two committed suicide. It gave you a fatalistic view of life.

_____ hasn't really got close to anyone in here.

You had no employment prospects. You were on the streets selling your body (which you became numb to very quickly) and occasionally running drugs. You knew there was something not quite right. You were looking over your shoulder, feeling that you were being followed and you hated the idea of being trapped. On the days you could make enough money to get a roof over your head you felt safer, but not much safer. The feeling grew worse over time.

_____ is totally paranoid.

You had an unofficial job as a childminder, looking after the children of parents in the neighbourhood. You weren't particularly a fan of children, but it was something you could do and it was easy really. The main point of it was that you didn't have to leave the house. It was getting harder and harder to find the energy to do that and your heart hurt all of the time.

_____ seems tired all the time.

You were successful. Always had been. There was a lot of pressure on you to prove yourself and you did it. People spoke about you being inspirational in overcoming your childhood which you both loved and hated.

You were so scared, all the time. You didn't remember anything different or have any hope that things could change. You were drowning under a sea of a anxiety which made it impossible for you to hold down a job or progress with your life. You discovered ways to shut the voices out. Pills mainly, which made you calmer, more in control. You told yourself it was temporary, but you found out that for the first time you could have your own life. You had to take more over time, and it became more obvious and more expensive, but you never doubted that it was a price worth paying.

_____ is addicted to something.

He was kind at first, and you were young and afraid. It never occurred to you that the mind games he played could be considered abuse. You were left despising yourself, and distrusting everyone around you. When he asked you to help him out with things, things that felt wrong, you agreed. You didn't trust your judgement anymore.

_____ is easy to intimidate.

You were a teacher. It was impressive, everyone said, how good at it you were. You made friends who were like you, driven but caring. You knew you needed to be careful, to avoid making mistakes or slipping up and letting anyone see behind your mask. It didn't matter where you came from, after all. It was where you were going that counted. You were still in touch with people from your childhood though. You couldn't quite let them go.

_____ is good at hiding what she's thinking.

You drifted from place to place, job to job. You knew things were getting worse but you didn't know how to fix it. You got fired from a couple of jobs for being late, or not engaged enough and you stopped being able to make rent payments. You ended up sleeping on a friend's sofa for a bit but eventually had to leave when it became clear that you didn't really have any plans to get another job, or find somewhere else to live. It wasn't that you were lazy exactly, it was just that you didn't know how to save yourself.

_____ thinks that the world owes her.

Appendix D

Currently inside for...

Possession of a class A drug with intent to supply - 4 years (2 on tag)

_____ can get stuff smuggled in.

Robbery with a firearm - 6 years tariff (Imprisonment for Public Protection - you have now served 8 years)

_____ is probably stuck in here forever.

Involuntary Manslaughter (death of a child under 8) - 7 years.

_____ killed a child and isn't sorry enough.

_____ doesn't want anyone to find out that she killed a child.

Possession of child pornography - 2 years

_____ told people she's inside for murder, but is probably lying.

_____ abused a child.

_____ is a peodophile and needs to pay for what she's done.

Two counts of shoplifting - 10 months

_____ is in here for shoplifting. Seems a bit unfair.

Burglary - 3 years

Grievous Bodily Harm - 4 years

_____ is obviously capable of hurting someone.

Theft of high value goods - 2 years

Benefit Fraud - 3 months

_____ doesn't realise what it's really like in here.

Driving while under the influence of alcohol - 4 months

Appendix E

In Prison

You miss your child. You've been moved away from your family so you rarely get visits. The lack of freedom makes you feel claustrophobic. You feel like you've had all control of your life stripped away from you and you are so angry about that. You've started fights before, with both other prisoners and staff, normally when you think someone else is being treated unfairly, but it's always you that gets the blame for it. You've had some of your privileges taken away because of it, but you can't seem to help it. You're in prison as an IPP prisoner - you have served your tariff, but as your appeals keep getting delayed you're still here, despite knowing that you're not a danger to anyone.

_____ is normally the person who does something to get us put on lockdown.

You can't sleep. The women next to you seem to insist on playing music as loudly as possible and shouting at each other through the windows as loudly as possible. The officers aren't doing anything and you're too scared to say anything - you just want to keep your head down and serve your time. You have a history of poor coping strategies and you've started self harming to deal with it, marking off days on your arm. An officer saw this and now you're considered high risk. When you do manage to sleep you're sometimes woken up by officers checking on you in the night.

_____ is slowly falling apart.

You were so lonely when you came in, and you missed your boyfriend desperately. You're also worried. He talks about other women who he says are just friends, but you don't know if he'll wait for you. Your friend has been browsing his Facebook and telling you what's on it and there are lots of pictures of him with other women. You argue about it a lot, and that makes you feel more lonely. He doesn't know that you have a girlfriend in prison (this can be another PC, if so talk about your relationship and what you know about each other - this supersedes any rumours that you might have heard.) You don't like women in that way on the outside, but having someone who cares about you is important in here. You just don't want to be lonely.

_____ is in a relationship with _____.

You just want to be listened to and no one is. You're being pushed around, bullied by women on your own floor and you can just see the days stretching out endlessly in front of you. You've been working out at the gym and only eating salad but it's not enough. It doesn't give you what you're looking for and you're not even sure what that is. You occasionally take the drugs that get smuggled in but you're trying to stop. You owe much more than you could ever repay. It's difficult though. You need them and you're scared what would happen if you tried to get help.

_____ owes money for drugs.

You know that if you get out you'll be back with your abusive partner. Patronising people have tried to advise you on staying away and staying clean. You put up with it so that you can get the Methadone you need, but they're slowly reducing the dose all the time and you can't think properly without it. You got put in segregation for 14 days for setting some paper on your room on fire. During that time you were kept in an isolated cell for 23 out of 24 hours and the only person who really spoke to you was the chaplain who also brought you a Bible. Reading that at least gave you something to do. Now you're out you still have it. It brings you some comfort, but your dose of Methadone is still decreasing and you know it's not enough.

_____ is a junkie.

You're so bored. You started spending time at the gym, once you earned that privilege. It's one of the few things they don't regulate so you've been going as often as you can, for at least 6 hours a day. It helps to counteract the food you're given. You've always tried to eat healthily, but now you have no option which allows you to do that. You can feel yourself getting stronger and some of the girls have suggested that you're a bit obsessed, but you're not really. You just found something to do and it was that or spend the time knitting.

You threw boiling water at a woman who you know was inside for hurting a child. It got you put in seg for 24 days, you don't have access to a kettle anymore and your room is searched regularly. Your act of anger has made prison much more bearable though. You're popular now - far more so than you were on the outside. The women around you regard you as someone heroic and you like it. It feels like belonging.

_____ is against child abusers. One of the good ones, but don't get on the wrong side of her.

_____ is against child abusers. One of the good ones, but don't get on the wrong side of her.

You were counting down days but at some point you lost track. There doesn't seem to be any point to anything in here. You're occasionally forced out to classes and you go when you have to, but only to avoid losing privileges and being moved into a different cell where you're not left alone.

You've stopped leaving to shower, or go to the gym, and you've even stopped knitting or reading. Mostly you just lie on your bed and wait for the day to be over. The guards have made a few comments, but it's usually annoyance at having to come and fetch you specifically because there's a class you have to attend. The other women are getting annoyed that you're not showering. They're easy to shut out though.

_____ isn't showering and is starting to smell. It's not really fair that you have to be in class with her.

_____ isn't showering and is starting to smell. It's not really fair that you have to be in class with her.

_____ isn't showering and is starting to smell. It's not really fair that you have to be in class with her.

You have a roof over your head, and food. You can sleep without worrying about whether you're safe. You are getting the education you didn't manage to get before. You know you stand out, that odd, hypervigilant, nervous. But at the same time you feel safe. The loss of freedom was frightening at first, but you've got used to the fact you don't get to make your own decisions. It makes you feel powerless which you hated but are beginning to get used to.

_____ is really strange and seems completely out of it.

Appendix F

In Education

You don't want to come here, but you were told that you had to. You can't concentrate and you're terrified, although you'd never admit it. The teacher is going to patronise you and think you're stupid, although they won't know anything about the real world. You need the teacher to know that you shouldn't be here, or failing that, that it would be too difficult to keep you. There's no way that they would understand, so you just need to get out.

Possible actions:

- Don't let the teacher see your work.
- Try to sit as far away from everyone as possible.
- Argue with the teacher that you shouldn't be in the class
- Try to be disruptive so the teacher decides it's easier to ignore you and send you back to your cell.
- Panic and get upset or angry.

_____ is going to kick off again.

_____ needs help to pass this class. Would you offer it?

At least being here is better than being locked in your cell, but you need something to make it easier. You have two cigarettes hidden in your pockets, at least maybe you could get out and smoke in the toilets for a bit. You don't want to sit in the classroom, but you'll probably be able to get out and wander around the corridor for a bit. You get restless sometimes.

Possible actions:

- Try to leave as much as possible.
- Ask another learner if they want to come out and smoke with you - try to stagger your bathroom visits to avoid suspicion.
- Instead of doing the work maybe draw something, or have a chat. This is your free time.

_____ has managed to sneak cigarettes into the class. They might share.

_____ tends to disappear into the toilets for a long time during class. What are they doing in there? Hiding out? Drugs?

You've just been told that your latest appeal has been postponed again. You're not sure when the new date is, although you suspect the staff know and are not telling you. You could be out of here in a week or you could be in here for years. You really can't think about anything else.

Possible actions:

- Tune out, you're really worried.
- Get tearful - you just want to get out of here.
- Try to write a plan for the future. Angrily scribble it out.
- Talk about how terrible the prison is.

_____ is getting out of here soon.

_____ is really freaked out about something.

You really hate one of the other prisoners in this class. This can be for any reason you want and the feeling doesn't have to be mutual. (Once you get your rumours, that might give you an idea of who) You really don't think you should have to be here with her. You want to make it clear that she's not wanted. You're keen to work though, and want to show what you can do.

Possible actions

- Try to show your knowledge to the teacher. Work hard and ask thoughtful questions.
- Get angry at the person you dislike. Threaten to hurt them. Mess with their work.
- Try to get them to start a fight so that they get in trouble.
- Keep up subtle bullying. Try to get them worried about what's happening later.

_____ is a bully. Not to be messed with.

_____ broke someone's hand. You should keep her happy, or show her that you won't let her push you around.

_____ has all these books about law in her cell that she reads in the evenings.

You're having severe withdrawals and no one's doing anything to help. You feel yourself flushing hot, and then shivering cold. You feel sick. You feel scared. You have no energy. You want to hurt yourself just to feel something that isn't this. You tried to explain that you couldn't come to class today, but you were threatened with having your privileges withdrawn if you didn't.

Possible actions:

- You are ill. You can't focus. Maybe you want to sleep or get up to be nearer to a window.
- You want to find a distraction from the withdrawals. Maybe a pen or something sharp.
- You want to convince someone you need to get out of there.
- Be emotionally reactive. Get angry. Get tearful.

_____ is a junkie.

_____ can get hold of drugs.

_____ is going through hell at the moment, but might get clean.

You know how to do this, but the prison staff say they haven't received your certificates. You suspect that they just haven't bothered to find them. You were someone outside, and now you're forced to sit through this stupidity, with people who actually find it difficult. You were forced to be here and you'd really rather be anywhere else.

Possible actions:

- Show your frustration. You don't belong here.
- Day dream. Where would you rather be?
- Antagonise other people in your class. What can you get away with?

_____ thinks she's better than the rest of you.

_____ doesn't belong here.

You were told that if you passed this class you could get a job in the canteen and actually earn some money. Just enough to buy some treats and have a little bit of freedom. You actually like the opportunity to take this class. You never had a chance to do this before and there is a part of you that's hoping that maybe it will make a difference in your life and give you an opportunity to do something when you get out. You know you're not as smart as the others though, and you don't want them to notice that.

Possible actions:

- Try to ask for help without anyone noticing.
- Get upset at the idea of exams. You know that you won't pass.
- Get angry if the teacher or anyone else tries to encourage you. You would do it if you could, but you know that you can't.

_____ just comes in here to cause trouble.

_____ acts really strangely in class.

_____ tries to copy other people's answers.

There's no point to this. You can't think straight and you can't see past what might happen tomorrow. Everything scares you and you hate how trapped you are. Loud noises make you jump and unexpected things make you nervous. You didn't used to be like this - you just want to get out.

Possible actions:

- You get startled easily, and then get angry at the person who made you nervous.
- You're panicking - you just want to get out of here..
- You can try to focus on your work as a distraction but it's going to be really difficult to ignore your anxiety.

_____ is so jumpy. It would be funny if it wasn't so tragic.

_____ is really easy to set off.

_____ never gets any work done.

You've been keeping your head down but it's clear that everyone knows that you don't fit in here. They're deliberately keeping you awake at night and blaming you for things you know you haven't done. They've threatened to hurt you and it has happened a few times. You don't really know why. You just wanted to keep to yourself and get through it

Possible actions:

- Try to find someone to sit next to who you think is likely to leave you alone.
- You're nervous - show it.
- You're tired - show it
- Don't trust people to sit behind you or get close to you.
- Try not to show any weakness until you break down or get angry.

_____ is an easy target.

No one likes _____. It would look good if you showed that you didn't like her.

_____ is less popular than you. An easy target for your anger.

Appendix G

Rules that you need to uphold - For the teacher

Only one student leaves the class at a time to go to the bathroom or for any other reason. They shouldn't leave for too long - bring them back if they're spending more time out of the classroom than they should.

You have to ensure that students treat you and each other with respect.

You can be sympathetic towards students, but be careful. Don't make too many allowances, and don't allow them to break any class rules or be rude to you. If you get a reputation for allowing things they will try to take advantage.

Remain professional, even if you get angry.

You can call an officer for backup if there seems likely to be a physical fight or if you can't get a bad behaviour to stop. They will have the power to remove a student. (Represent this by taping a student on the shoulder)

Students must call their teacher Miss or Sir. You're not allowed to let them use your first name.

Watch out for potential self harm, students could try to take a pen or something sharp. (Count pens in and out)

Don't share anything personal.

Keep the students focussed on the work. They need to pass the exam.

Enforce the classroom rules.

Not everyone signs up for the class, but if the prison has decided that they should be there then you can't let them leave.

Appendix H

Classroom rules

Call your teacher Sir or Miss.

Respect other learners at all times.

No swearing - this is an educational establishment.

Don't discuss the reasons that you're in prison.

Let the teacher know if you're leaving the classroom.

Only one learner should leave the classroom at a time.

You must sit an exam at the end of the course.

You're here to learn, so please put any differences aside.