The Newpin Inside Program Functions

I. Overview of the Newpin Inside Program

The Newpin Inside Program is an educational and support program designed to empower and assist individuals who are incarcerated. This program aims to provide a safe and supportive environment for participants to enhance their skills and knowledge, thereby contributing to their personal and professional development.

The program offers a range of services and resources, including educational workshops, job training, and personal development courses. It is open to individuals regardless of their background or status, and is intended to provide them with the tools they need to succeed in life.

The program is supported by a dedicated team of professionals who work closely with participants to ensure their success. The program also includes partnerships with local businesses and organizations to provide practical opportunities for participants to gain real-world experience.

II. Program Components

A. Educational Workshops
   - Mathematics
   - English
   - Computer Literacy
   - Job Training

B. Personal Development
   - Personal Development Courses
   - Life Skills Workshops

C. Support Services
   - Mental Health Services
   - Legal Assistance
   - Substance Abuse Counseling

III. Program Benefits

The Newpin Inside Program offers numerous benefits to participants, including:

- Increased self-esteem and confidence
- Improved job prospects
- Enhanced social and emotional skills
- Access to educational opportunities
- Supportive community

IV. Program Evaluation

The Newpin Inside Program is evaluated regularly to ensure that it meets the needs of its participants. Feedback from participants and stakeholders is used to continually improve the program's offerings and effectiveness.

V. Conclusion

The Newpin Inside Program is a valuable resource for individuals seeking to improve their lives and contribute to society. By providing education, support, and opportunities for growth, the program helps individuals take control of their lives and move towards a brighter future.
Background Information: Navy Yard Complex — The Navy yard was the site of the Battle of the Chesapeake on October 18, 1813. The battle was fought between the US Navy and a British fleet. The British fleet was commanded by Vice Admiral John Jervis, who had taken the British fleet to the Chesapeake Bay to intercept American ships. The battle lasted for several hours and resulted in a decisive victory for the British. The battle was a significant victory for the British and helped to solidify their control over the Chesapeake Bay.

The Battle of the Chesapeake was a turning point in the War of 1812, which was fought between the US and the UK. The war lasted from 1812 to 1815 and was fought primarily in North America. The war was fought to determine the fate of the British and US colonies and their status in the world. The war was eventually ended by the Treaty of Ghent, which was signed on December 24, 1814. The treaty ended the war and restored the status quo ante bellum, which means that it restored the status of the colonies before the war.
School Counselors Share Their Favorite Activities

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Supportive environment for students are also included
with the emphasis on: cooperation, group counseling, and
mentoring. Students benefit from these activities, and
they enjoy opportunities to share their thoughts and
feelings with others. Students also participate in various
activities, such as sports teams and clubs, which
provide opportunities for personal growth and
development.

In group work, there are many opportunities for students
to express their thoughts and feelings in a safe and
supportive environment. This allows students to
better understand themselves and others, and to
develop a sense of community with their peers.

This book is a compilation of over 50 group activities that
represent a variety of types of school counseling
programs, including those in elementary, middle,
and high school settings. The activities are designed
to engage students in meaningful conversations
and promote personal growth.

Edited by Louise L. Ross and Judy Green, Keyli Yomni-Switters, and Janice L. Delicato-Wender.

Therapeutic Games That Move the Program

"I really enjoy games during the meal. It helps to keep everyone engaged and
interested in the session. It also provides a way for students to express
their thoughts and feelings through play."

"I find group counseling sessions to be more effective when students are
given opportunities to participate in hands-on activities. This helps
them to engage more deeply with the material and with each other."

"I use journaling activities to encourage students to reflect on their
experiences and to express their thoughts and feelings. This helps
them to develop a greater sense of self-awareness and
self-compassion."

"I encourage my students to try new things and to step out of their
comfort zones. This helps them to build confidence and
self-esteem."

"I find that using music and movement in counseling sessions
provide a way for students to release their emotions and
express themselves in a safe and supportive environment."

"I use role-playing activities to help students develop their
social skills and to practice new behaviors in a safe and
supportive environment."

"I use art therapy and crafts as a way for students to express
their emotions and to develop their creative skills. This helps
them to gain a sense of accomplishment and to develop a
greater sense of self-confidence."

"I find that using games and puzzles during group sessions
provide a way for students to work together and to
build a sense of community."

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been very resistant to the idea of respect for the mother at the begin-
ning of the program, said the course

"also helped me to realise the mother of my child is struggling being a single
parent when I'm in here. She might cope in ways I don't understand or con-
done, but I imagine it would be tough, so I respect her for that".

As part of the program the men were required to write statements
about what they appreciated about the mother of their children. After
sharing these responses with the other participants, many of the men,
one at a time, imagined one of their children sitting in an empty
chair and completed the sentence- 'Hi (their child's name), there is
something I have been meaning to tell you about your mum...'. They
would then complete the sentence with what they appreciate about
the mother.

This was a very challenging exercise, but it had profound results
for most of the men. For example, one participant stated,

"I have come to realise the importance of good parenting and also ever
thankful for the efforts of my wife for her understanding and kind contrib-
ution to keeping our family together with the day to day running of our
household, especially due to the current situation [incarceration]."

Increased confidence and perception of themselves as their child's father
Newpin also has shown to build the participant's sense of character
and their role as the father to their children. This perception is critical
as it can help them to overcome other feelings of inferiority about
their past and criminal history. Many men spoke about this increase in
confidence:

"I feel a lot more responsible than before and much more comfortable discussing
my family's needs, wants and affairs, especially my children's state of mind".

"I always thought I was a good father, good husband, but now I know I have
learned a much more effective parenting style. The program has offered me and
my family the chance to develop into a healthy relationship... it has inspired me
to change for the better. The many valuable lessons and experience of the
program has made me aware of my role and duty as a father".

"The course has brought about positive changes in my attitude and under-
standing of a new parenting style. I have changed my way of thinking in
order to correct my past lack of cooperative and close role-models. I've learnt
the power of empathy and effective communication and how to be a sup-
portive father. My role as a father has definitively improved based on my
children's responses and praises from my wife".

Challenges
A challenge in implementing this program and achievement of the
outcomes was the varying length of time between the programs' conclu-
sion and when many of the men were due for release. Two men

were released in the closing weeks of the program, several men were
to be released within the next three months and the remainder were
to be released in following 8 months except for one man, who was to
be released in another 2 years. All of the men requested it would be
useful to have a maintenance group following this program to keep
reinforcing the values and ideas that they had learnt. This was beyond
the scope of this trial, but it is recommended when the program is
implemented in the future. In closing, the facilitators express their
appreciation for the support given by the UnitingCare Burnside, the
Department of Corrective Services, the Correctional Centre manage-
ment, other staff at the Centre and the risks the men took to have a
stronger vision for themselves, their children and their family.

Summary
It is apparent based on the feedback from the participants that the
course should continue in jails and in communities so fathers can gain
knowledge, experience, and self-development for their children's
sakes. In fact, the Newpin Inside Program continues to be facilitated
on a yearly basis at the Correctional Centre. The Newpin Inside
Program Manual is updated as part of the facilitation experience at
the Correctional Centre and the program has been adopted as a NSW
State wide parenting program by Corrective Services and is imple-
mented in other Correctional Centres.

Fathering is a key role that has been and will continue to be an
important social role for each of the men. It is by highlighting their
significance as a father, that this social role builds empathy and a
greater reflection on the consequences of their actions. It challenges
previously held beliefs, attitudes and values they have used previously
to survive in life. This change was demonstrated over time by:

- their openness to be challenged and consider alternative perspectives
- the respect they showed towards the female facilitator
- the emerging respect they showed towards the mothers of their
  children
- the respectful ways they started to use when communicating in the
group
- accepting the differences they had towards some other group
  members.

For further info, please use the following websites:
info@groupworksolutions.com.au
www.groupworksolutions.com.au
www.newpin.org.au

References
published.