

Scared Straight! 20 Years Later

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1-800-FOR-AIMS

1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

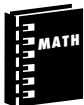
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

Scared Straight! 20 Years Later

THEMES

Scared Straight! 20 Years Later explores the harsh realities of prison life. It discusses how drug and alcohol abuse can lead to a life of crime. The program also illustrates how the work of “the Lifers” serves as a powerful form of crime prevention for young people. Most importantly, it illustrates the benefits of a clean, law-abiding lifestyle over a life of crime.

OVERVIEW

Winner of an Academy Award, eight Emmys and a Peabody Award, this program reveals what really goes on in prisons and how the prisoners themselves can be the best form of crime prevention. In 1978, 17 teenage lawbreakers were taken inside Rahway—a maximum security prison in New Jersey. Crimes committed by members of the group included burglary, assault, and shoplifting. In a raw confrontation, a group of hardened criminals called, “the Lifers” literally tried to scare the kids into going straight. In addition to clips from the original *Scared Straight*, this program revisits the teenagers and the convicts—twenty years later—to see the lasting effects of their encounter at Rahway.

OBJECTIVES

- ▶ To show the realities of prison life from the perspective of those who are incarcerated.
- ▶ To demonstrate to viewers that there is nothing glamorous or admirable about spending time in prison.
- ▶ To emphasize how drug and alcohol abuse often cause the addict to commit crimes that lead to imprisonment.
- ▶ To demonstrate that even the most hardened criminal can be rehabilitated and lead a productive life.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Twenty years after its debut, the original *Scared Straight* is still considered one of the most groundbreaking and powerful educational movies ever produced. The brutal language and “in your face” tactics used by the Lifers created a moving experience when it first aired on television. In *Scared Straight! 20 Years Later*, interviews with the teenagers—now in their thirties—and with the convicts are just as emotional and revealing as their original encounter. Among the many truths revealed, viewers learn that drug and alcohol abuse play a major role in the downward spiral that leads to incarceration.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

incarcerate - to put in prison or to confine

larceny - the unlawful taking away of another’s property

arson - the act of intentionally setting a fire with intent to damage property or cause harm

rehabilitate - to restore a person’s role in society to that of a positive, useful and constructive citizen

FOCUS

Some people believe that hardened criminals deserve few rights and no respect from society. The convicts at Rahway accomplished something that made people on the outside see them differently—as constructive members of society who were regretful about their past behaviors. Ask the class to keep these facts in mind as they begin the program.

DISCUSSION IDEAS

The inmates at Rahway created and operated the education program seen in the original *Scared Straight*. Why do you think they wanted to participate in such a program? What do you think they gained from the experience, if anything?

JUMP RIGHT IN

HOW TO USE THE *SCARED STRAIGHT! 20 YEARS LATER* AIMS TEACHING MODULE

Preparation

- ▶ Read *Scared straight! 20 Years Later* **Themes, Overview,** and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *SCARED STRAIGHT! 20 YEARS LATER*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *Scared straight! 20 Years Later* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *SCARED STRAIGHT! 20 YEARS LATER*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension,** and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Link to the World

Since *Scared Straight!* first aired, many similar crime intervention programs have been formed. Some organizations have also created teen “boot camps” to help kids with discipline problems. Ask students to use the Internet or the school library to find out about some of these programs. What kinds of tactics are used? How successful are the programs?



60 Minutes

After everyone has read about at least one program, discuss the similarities and differences among the various approaches. Do students think that simply yelling at kids is a good way to change their behavior? How are the programs different from the one at Rahway?

In the program at Rahway, prisoners plan follow-up activities and try to keep in touch with the young people they meet. Are any of the other programs guilty of trying to solve a lifetime of discipline and emotional problems in a few days? Can that realistically be done? Encourage all students to contribute their thoughts and ideas.

Writing

Ask each student to complete a piece of creative writing based on what they saw in *Scared Straight! 20 Years Later*. They may choose to write a short story or a poem. Encourage them to describe their feelings about the program, the Lifers, the teens featured, and their overall impression of the video as a prevention/intervention tool.



60 Minutes

When students have completed their creative writing projects, ask for volunteers to read them aloud.

Extended Activity

Ask each student to write a letter of encouragement to the Lifers’ Group. They can express their positive feelings about what they saw in the video, ask questions, offer suggestions, or simply wish the group success.



15 Minutes

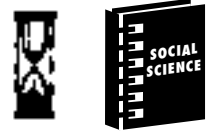
Mail the letters to:

Lifers’ Group, Inc.
Lock Bag R
Rahway, NJ 07065

Connection to Social Science

The program clearly illustrated a link between drug abuse and crime. The downward spiral caused by drugs often puts people into situations they wouldn't normally be in. Ask students to provide some examples of how this can happen.

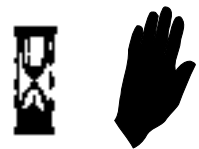
(People who are addicted to drugs quickly run out of money. Their addictions compel them to get money in a variety of ways, including prostitution, burglary, and dealing. People on drugs also have a lessened ability to make good judgements. While intoxicated, they can do foolish things they wouldn't normally do.)



15 Minutes

Hands On

Initiate a class project to create a collective work of art that illustrates the harsh realities of prison life. Encourage students to collect images, stories and articles related to the subject. They may find good material in newspapers, magazines, on the Internet or in library books. When necessary, have them photocopy the images or stories they need. They might also collect articles, statistics or facts on similar topics.



Extended Time

When the materials have been collected, encourage students to work together as a class or in small groups to decide how to organize the work of art. It could take on the form of a scrapbook, a slide show, a giant mural, a video, or a live presentation. If possible, share the finished product with other classes.

Critical Thinking

In the program, the teens were asked why they had stolen things from others. They claimed that they were "too lazy to work," that they only stole what they "needed," and that "everybody else" was doing it.



15 Minutes

They were also asked how they felt about their victims. They said that their victims, "shouldn't have been around me at the time," and that "if you don't know the person, you really don't think much about it."

Ask students to think about the rationalizations that people offer when they commit crimes. How many of us have taken something that wasn't ours, thinking to ourselves, "I deserve this," or "No one will miss it." How does this make us feel later? How can rationalizations get us into trouble?

In the Newsroom

Many stories in the news are related to juvenile crime. Ask each student to find such a story from a local or national newspaper. The story might be about a young person who was charged with burglary, shoplifting, vandalism, possession of narcotics, battery, or another crime.

Have students write summaries of their articles, along with their own thoughts on the significance of the information. How do they feel about the young person mentioned in the article? How were the victims of the crime affected? Ask students to attach their articles to the summaries before handing them in.



60 Minutes

Critical Thinking

After students watch the clips from the original *Scared Straight!*, and before the discussion break, ask them the following questions.

- Of the teens featured in the original program, which ones do you think will abandon crime as a result of the experience? Which ones do you think will continue to have trouble? Why?
- Of the convicts featured in the original program, which ones do you think will be able to leave prison and move on to a productive life? Why?



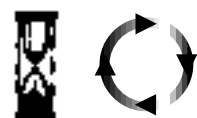
45 Minutes

After completing the video, ask students the following questions.

- Did you expect so many of the teens to be changed by their experience at Rahway? Why or why not?
- Were you surprised by what happened to any of the convicts or teenagers? If so, explain why.
- Which teen or convict was the most memorable for you? What did you learn by watching the person's experiences?

Culminating Activity

Ask each student to complete the following statement: "I do not want to go to prison because..." Give the class a few minutes to brainstorm some responses. Encourage them to use and discuss what they learned in the video. When several responses have been listed, ask students to choose their strongest responses.



10 Minutes

SCARED STRAIGHT! 20 YEARS LATER
Review Questions

1. Describe the attitudes of the teen offenders before they went to Rahway. How did they seem to feel about themselves, their ways of life, and their victims?
2. What did the teens expect to encounter at Rahway? How was their experience different from what they expected?
3. What tactics did the convicts use to get through to the kids?
4. What effect did this approach seem to have on the teens during the confrontation?
5. After the teens were "released" from Rahway, they spoke about their feelings. What did they have to say?
6. Looking back after twenty years, what did most of the now-adult participants feel that the Rahway experience did for them?
7. How did the experience have a positive effect on some of the convicts?

VOCAB REVIEW

Look over the words below carefully. If you're uncertain of a word's meaning, look it up in the dictionary. Then use the words to fill in the blanks.

incarcerated
rehabilitate
inmates
menacing
battery
narcotics
solitary
intervention

1. Some of the teens featured in *Scared Straight* had been caught selling and possessing _____.
2. The Lifers were, and are, a group of _____ at Rahway prison in New Jersey.
3. By operating a juvenile crime _____ program, the Lifers work to help troubled young people give up crime and build a better future for themselves.
4. All of the convicts featured in the program were _____ for 25 years or more.
5. Some of the teens visiting Rahway had been involved in violent crimes, including _____ and assault.
6. The convicts talked about being placed in "The Hole," or _____ confinement.
7. The Lifers used harsh language and _____ posture to get the attention of the teenagers.
8. By participating in the program, some of the prisoners were able to _____ themselves, make it out of jail, and live a normal life.

THE MEDIA ON CRIME

Many movies and television shows portray criminals as cool, intelligent rebels who never get caught. Even when criminals do get caught, their jail time is rarely shown on the screen. To us, it looks like a few seconds of punishment. To real convicts, like the ones featured in *Scared Straight*, jail time is long and hard.

During the next week, watch one movie or television show that features a criminal as a main character. While watching, take careful notes about how the criminal is portrayed. Afterward, use your observations to answer the questions below.

1. What movie or television show did you watch?

Which character did you study?

Briefly describe the character.

2. Do you think the character was portrayed realistically or unrealistically? Explain your answer.

3. Did the character differ from the convicts featured in *Scared Straight*? Explain the differences.

4. What kind of message or messages do you think the character sent to the audience?

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Before going into Rahway, the teens seemed frightened of what might happen.
2. ___ Once the convicts began to talk, the teens became very intimidated.
3. ___ The teens were asked to take off their shoes so they could feel what it was like to be "ripped off."
4. ___ One teen stood up for himself and refused to take off his shoes.
5. ___ When their encounter with the prisoners was over, most of the teens expressed a desire to change their lives.
6. ___ Twenty years later, all of the convicts had made it out of jail and were productive citizens.
7. ___ Of the teens featured, one died of an AIDS-related illness and one went to prison.
8. ___ Most of the teens gave up their criminal habits after the experience at Rahway.
9. ___ Many of the teens had a strong memory of the convict who had lost an eye.
10. ___ Of the unhappy endings featured in the video, all seemed related to drugs and alcohol.

FOLLOW UP

Each topic below was discussed in *Scared Straight! 20 Years Later*. Choose a topic and use books, newspaper and magazine articles, websites, and personal interviews to learn more about it. Write a brief report to summarize your findings.

- 1 The Link Between Drug Abuse and Crime:** How strong is the link between drug and alcohol abuse, and crime? Why do so many people with drug problems return to prison again and again? What can be done to help the situation?
- 2 Juvenile Crime and Its Punishments:** How do most kids get involved in crime? Is the rate of juvenile crime going up or down? What could be the reasons? What usually happens to kids who break the law? What kind of punishments do they receive?
- 3 The Lifers' Group, Inc.:** Does the program still exist? Is it effective? How many prisons, other than Rahway, have adopted such a program?
- 4 Recidivism:** What is recidivism? What are some of its major causes? What is being done to lower its numbers?
- 5 Rehabilitation and Prisoners Returning to Society:** What is rehabilitation? What factors can contribute to a criminal being rehabilitated? What challenges are faced by a former prisoner as he or she returns to society?

PERSONAL OUTCOMES

Match each person on the left with their outcome—twenty years later.

- | | |
|--|---|
| 1. Ali: convict known as the “Eye Guy” because he lost an eye in a fight | Never really made it out of jail after <i>Scared Straight!</i> ; Spent his entire adult life behind bars |
| 2. Qaadir: teen who predicted in the original <i>Scared Straight!</i> that he would go to security school and learn how to be a professional thief | Grew up, stopped stealing, and opened a printing business; Got his license as a private pilot |
| 3. Ken: teen with a drug problem; said in the original <i>Scared Straight!</i> that he was a thief because he was “too lazy to work” | Only <i>Scared Straight!</i> teen who ended up in a maximum security prison; Other than the camera crew, had no visitors for five years |
| 4. Robert: convict who raised himself on the streets with a 5th grade education | Long-term drug problem landed him in jail; Although he was trying to turn his life around, he died of an AIDS-related illness at age 34 |
| 5. Angelo: teen who was asked to read the headline about a prisoner who was stabbed to death | Proud father and grandfather who made it out of jail; Surprised everyone when he visited a reunion of the <i>Scared Straight!</i> group |

Choose one of the people from above. On the back of this sheet, write the person a letter describing how you feel about his story. What did you learn by seeing his experience?

ALTERNATIVES

No one sets out to be a criminal. Some young people stumble into trouble because of peer pressure, boredom, or just being in the wrong place at the wrong time.

1. A friend has been tipped off that his locker will be checked for drugs after lunch. He asks you to keep a bag of pot for him until after school. He's a nice kid and you don't want him to get in trouble. He'll probably be expelled if the drugs are found.

What could happen short-term and long-term, if you do what the guy asks?

How could you deal with the problem, without breaking the law?

2. You go to the mall and a couple of friends you're with put CDs in their pockets. You didn't do anything, but you're standing right next to them. You look up and realize that the manager is staring right at you.

What could happen short-term and long-term, if you go along with your friends?

How could you deal with the problem, without breaking the law?

3. A guy in your neighborhood is known for stealing things. Last month, he stole your new sneakers out of your gym locker and started wearing them. When you asked him about it, he told you to prove that they were yours.

Today, before the guy got to his own gym locker, a friend of yours opened it and dared you to steal something.

What could happen short-term and long-term, if you take the dare?

How could you deal with the problem, without breaking the law?

TEST

Circle the phrase which best answers each question.

1. In 1978, seventeen _____ visited Rahway, a prison in New Jersey.
 - teens with drug problems
 - normal teenagers
 - teens with a history of criminal behavior
 - teenage prisoners

2. At Rahway, the teens met a group of hardened criminals who called themselves:
 - the Lifers.
 - the Elders.
 - the Crooks.
 - the Fellas.

3. Before going into Rahway, most of the teenagers were:
 - scared about what might happen.
 - sorry for the crimes they had committed.
 - ready to change their lives.
 - unconcerned with their lifestyles.

4. The prisoners quickly got the attention of the teenagers by:
 - yelling and using in-your-face tactics.
 - showing them pictures of prisoners who had been killed.
 - giving them kind advice.
 - pointing weapons at them.

5. Twenty years later, most of the teens who had visited Rahway:
 - had been involved in various crimes.
 - ended up in prison themselves.
 - were speakers in the same program.
 - had given up their criminal ways and gone on to lead normal lives.

TEST (CONTINUED)

6. Qaadir, who had predicted in *Scared Straight!* that he would become a professional thief, was the only participant who:
- became a counselor at a drug rehab center.
 - became a police officer.
 - went on to lead a healthy life.
 - ended up in a maximum security prison.
7. As an adult, Ken struggled for years with a drug problem. At age 34, he died of a/an _____-related illness.
- lung
 - AIDS
 - heart
 - liver
8. Frank, another teen involved in the program, later got arrested for illegal gambling. After serving five years in prison, Frank:
- changed his life and went straight.
 - broke parole and went back to jail.
 - committed suicide.
 - disappeared.
9. Twenty years later, most of the teens said the experience at Rahway:
- had not affected them very much.
 - had been enjoyable.
 - had made a big impact on their lives.
 - none of the above
10. As adults, many of the participants remembered Ali, the prisoner who:
- was missing an eye.
 - was wearing a baseball cap.
 - took their belongings.
 - spoke softly.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

ANSWER KEY for page 18

SCARED STRAIGHT! 20 YEARS LATER Review Questions

1. Describe the attitudes of the teen offenders before they went to Rahway. How did they seem to feel about themselves, their ways of life, and their victims? **They felt very confident about themselves and their ways of life. They had little care or concern for their victims.**
2. What did the teens expect to encounter at Rahway? How was their experience different from what they expected? **The teens expected the prisoners to treat them nicely. Some of the teens expected to have a lot in common with the convicts. They said that they were not afraid of what might happen.**
3. What tactics did the convicts use to get through to the kids? **The convicts were very menacing in voice, attitude and posture. They spoke loudly, swore openly, gave explicit descriptions of prison life, and yelled in the faces of individual teens.**
4. What effect did this approach seem to have on the teens during the confrontation? **The kids seemed to very intimidated and frightened. They tried to do and say as little as possible.**
5. After the teens were “released” from Rahway, they spoke about their feelings. What did they have to say? **They said they were frightened inside the prison. Many talked about a new understanding of the realities of prison life. Some expressed a commitment to change their ways and avoid ever having to return to a prison.**
6. Looking back after twenty years, what did most of the now-adult participants feel that the Rahway experience did for them? **At the time, the experience made them see that their futures would be very bleak if they didn’t change. Some thought that, without the visit to Rahway, they might have ended up in jail. As a result, most never committed any crimes after Rahway and went on to lead productive lives.**
7. How did the experience have a positive effect on some of the convicts? **Some of the convicts expressed the feeling that their time in prison was not completely wasted if they could persuade others to stay out of trouble. Their participation gave them a sense of worth.**

ANSWER KEY for page 19

VOCAB REVIEW

Look over the words below carefully. If you're uncertain of a word's meaning, look it up in the dictionary. Then use the words to fill in the blanks.

incarcerated
rehabilitate
inmates
menacing
battery
narcotics
solitary
intervention

1. Some of the teens featured in *Scared Straight* had been caught selling and possessing **narcotics**.
2. The Lifers were, and are, a group of **inmates** at Rahway prison in New Jersey.
3. By operating a juvenile crime **intervention** program, the Lifers work to help troubled young people give up crime and build a better future for themselves.
4. All of the convicts featured in the program were **incarcerated** for 25 years or more.
5. Some of the teens visiting Rahway had been involved in violent crimes, including **battery** and assault.
6. The convicts talked about being placed in "The Hole," or **solitary** confinement.
7. The Lifers used harsh language and **menacing** posture to get the attention of the teenagers.
8. By participating in the program, some of the prisoners were able to **rehabilitate** themselves, make it out of jail, and live a normal life.

ANSWER KEY for page 20

ANSWER KEY for page 21

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. F Before going into Rahway, the teens seemed frightened of what might happen.
2. T Once the convicts began to talk, the teens became very intimidated.
3. T The teens were asked to take off their shoes so they could feel what it was like to be "ripped off."
4. F One teen stood up for himself and refused to take off his shoes.
5. T When their encounter with the prisoners was over, most of the teens expressed a desire to change their lives.
6. F Twenty years later, all of the convicts had made it out of jail and were productive citizens.
7. T Of the teens featured, one died of an AIDS-related illness and one went to prison.
8. T Most of the teens gave up their criminal habits after the experience at Rahway.
9. T Many of the teens had a strong memory of the convict who had lost an eye.
10. T Of the unhappy endings featured in the video, all seemed related to drugs and alcohol.

ANSWER KEY for page 22

ANSWER KEY for page 23

PERSONAL OUTCOMES

Match each person on the left with their outcome—twenty years later.

-
1. Ali: convict known as the "Eye Guy" because he lost an eye in a fight
Never really made it out of jail after *Scared Straight!*; Spent his entire adult life behind bars
 2. Qaadir: teen who predicted in the original *Scared Straight!* that he would go to security school and learn how to be a professional thief
Grew up, stopped stealing, and opened a printing business; Got his license as a private pilot
 3. Ken: teen with a drug problem; said in the original *Scared Straight!* that he was a thief because he was "too lazy to work"
Long-term drug problem landed him in jail; Although he was trying to turn his life around, he died of an AIDS-related illness at age 34
 4. Robert: convict who raised himself on the streets with a 5th grade education
Proud father and grandfather who made it out of jail; Surprised everyone when he visited a reunion of the *Scared Straight!* group
 5. Angelo: teen who was asked to read the headline about a prisoner who was stabbed to death
Only *Scared Straight!* teen who ended up in a maximum security prison; Other than the camera crew, had no visitors for five years

Choose one of the people from above. On the back of this sheet, write the person a letter describing how you feel about his story. What did you learn by seeing his experience?

ANSWER KEY for page 24

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. In 1978, seventeen _____ visited Rahway, a prison in New Jersey.
 - teens with drug problems
 - normal teenagers
 - teens with a history of criminal behavior
 - teenage prisoners
2. At Rahway, the teens met a group of hardened criminals who called themselves:
 - the Lifers.
 - the Elders.
 - the Crooks.
 - the Fellas.
3. Before going into Rahway, most of the teenagers were:
 - scared about what might happen.
 - sorry for the crimes they had committed.
 - ready to change their lives.
 - unconcerned with their lifestyles.
4. The prisoners quickly got the attention of the teenagers by:
 - yelling and using in-your-face tactics.
 - showing them pictures of prisoners who had been killed.
 - giving them kind advice.
 - pointing weapons at them.
5. Twenty years later, most of the teens who had visited Rahway:
 - had been involved in various crimes.
 - ended up in prison themselves.
 - were speakers in the same program.
 - had given up their criminal ways and gone on to lead normal lives.

ANSWER KEY for page 26

TEST (CONTINUED)

6. Qaadir, who had predicted in *Scared Straight!* that he would become a professional thief, was the only participant who:
- became a counselor at a drug rehab center.
 - became a police officer.
 - went on to lead a healthy life.
 - ended up in a maximum security prison.
7. As an adult, Ken struggled for years with a drug problem. At age 34, he died of a/an _____-related illness.
- lung
 - AIDS
 - heart
 - liver
8. Frank, another teen involved in the program, later got arrested for illegal gambling. After serving five years in prison, Frank:
- changed his life and went straight.
 - broke parole and went back to jail.
 - committed suicide.
 - disappeared.
9. Twenty years later, most of the teens said the experience at Rahway:
- had not affected them very much.
 - had been enjoyable.
 - had made a big impact on their lives.
 - none of the above
10. As adults, many of the participants remembered Ali, the prisoner who:
- was missing an eye.
 - was wearing a baseball cap.
 - took their belongings.
 - spoke softly.