

LEISURE TIME ANIMATION IN THE CONTEXT OF REHABILITATION OF JUVENILES IN YOUTH DETENTION CENTRES/CORRECTIONAL FACILITIES

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Abstract. This article is a theoretical study on the role of leisure time animation in the process of rehabilitation of juveniles staying in correctional facilities. The work consists of three parts. The first one presents the structural and functional outline of leisure time institution. The second one deals with the offer of rehabilitation, and the third discusses the role of the pedagogy of fun in the context of rehabilitation and physical education sciences. The study emphasizes the fact that the educational function is implemented mainly in the boarding house of the correctional facility. Classes are held in accordance with a predetermined schedule that is tailored to the individual needs of the pupil. The process of rehabilitation should be assisted by fun (including physical activities). It is therefore necessary to enrich traditional games and fun activities including the newer trends, using, among others, ice-breakers, energizers and team-builders. The implementation of the aforementioned play therefore requires the continuous staff performance improvement in this field. Additionally, games and activities pose the possibility of volunteering, making pupils more sensitive to the needs of others.

Key words: animation, rehabilitation, youth detention centre/correctional facility

*All prison staff, regardless of the continent or country, knows what does work in life:
If YOU do not keep your inmates busy (positively) – THEY will keep YOU busy...
Jaano Rasa, Chairman KESA Foundation*

Structural and functional outline of the institution of youth detention centre

According to A. Węgliński “rehabilitation institutions for socially maladjusted youth, have all the features of planned correctional institution, aiming to complete a series of tasks which can be arranged in linear functions, understood as a set of tasks and their consequences (in terms of upbringing, education, and care)” (Węgliński 2004: 11). The way of implementation of these functions, and partly the functions themselves, is determined by the character, or as the legislator requires, by the type of correctional facility. The legal solutions being in force in

Poland provide significant variations in this area. At the same time the most important criterion for the distribution seems to be the degree of isolation assigned to particular types of correctional institutions. It can be assumed that it is arranged on a continuum from a relatively high degree of openness, to the rigorously defined isolating function. Therefore, youth detention facilities have been divided into: open, called youth centers for social adaptation, semi-open, closed, with increased educational supervision, rehabilitation and revalidation, rehabilitation and therapeutic, readaptation (Frąckowiak 2010). This solution is to lead to the optimization of the conditions under which the process of juveniles rehabilitation is carried out in conditions of social isolation. Though the circumstances in which this process is to be run are naturally determined by the nature of the correctional institution itself, they impose significant restrictions in the scope of the possible forms and methods of rehabilitation work. In addition, these restrictions are largely due also to the nature, development potential and the scope of interests of the rehabilitated youth themselves.

Despite the fact that youth detention facilities substantially differ from one another in terms of profile, their organizational structure is basically identical. Each time it includes four main departments which are: a boarding facility, school, school workshops, diagnostic and correction team. In each of the departments, however, the emphasis is put on slightly different areas involved in the area of rehabilitation impact. However, what is generally accepted is the primacy of an educational function over any other (Lipkowski 1987). In particular, the educational function is implemented in the space that is created by a detention center's boarding facility. It is a section of the correctional institution which normally provides for the organization of educational and recreational activities oriented towards the extension of the competence of juveniles in organizing leisure time. The conclusions arising from participant observation conducted by the authors of this study show significant deficits in this area of social competence of juveniles in correctional facilities.

Organizational and functional structure of the institution of youth detention centre is based, almost by definition, on a very broad and diverse material base. It is actually assumed that "to ensure proper implementation of the tasks, the facility should have: 1) the accommodation and hygienic – sanitary spaces; 2) the rooms for educational activities (subject classrooms) with some back-office for teaching aids; 3) a gymnasium; 4) a library with a reading room; 5) a workshop premises suitable for the conducted vocational training and course training; 6) doctor's surgery, dentist's surgery and infirmary; 7) psychological and pedagogical office; 8) transition rooms; 9) isolation rooms; 10) rooms used for hostels outside the facility or in the facility; 11) areas and equipment for recreational and sports activities (Regulation of the Minister of Justice, § 15.1).

The aim of so extensive material base is to guarantee proper living conditions for young inmates and the conditions for learning, work and leisure. It is dictated by the nature of the institution of correctional facility, which belongs to the category of total care institutions. Simultaneously, the youth detention centre corresponds well to the definition of a total institution, along with all of its formalism, system of social roles, the division of tasks and rigour (Goffman 2011). The structure and order of each day are strictly defined. Most activities are part of a predetermined hourly schedule specific to each particular day. The division into groups and types of classes implemented in the various branches of the facility are defined on permanent basis. This leads to some kind of life ritualization in the institution, but also to its specific monotony. It is assumed that these phenomena significantly restrict the effectiveness of the rehabilitation impact on young inmates (Pytka 1998; Konopczyński 2013). On the other hand, such solutions ensure the relative level of discipline and strengthen the process of residents' conformation which, in a measurable manner, translates into a level of safety of both themselves and the staff. Inevitably, the question arises

about the possibility of minimizing the negative aspects of the stay in the correctional facility, while maintaining the guarantees of relative safety and appropriate educational atmosphere (Pytka 1980; Frąckowiak 2006).

The issue of the rehabilitation offer of a juvenile correctional facility

The answer to the question about the ability to balance the negative and positive aspects of a juvenile's stay in a correctional facility includes itself in the concept of the educational microsystem and the rehabilitation offer which closely correlates with it (Węgliński 2004; Frąckowiak and Dec 2013). A. Węgliński while making an attempt to define the issue of the educational microsystem refers to the concept of J. Radzewicz, according to which "concepts of education have invariant character (universal for a given class of systems), and educational microsystems, especially the innovative one, are" variants "of the general concepts. And further on, this author puts forward the hypothesis about a unique character of educational microsystems and about the repeatability of the educational concepts, which may give birth to their realizations, i.e. microsystems" (Węgliński 2004: 13).

On a practical level the assumptions of educational microsystem of a correctional facility are reflected in the form of the implemented offer of rehabilitation. According to the aforementioned contents of the regulation of the Minister of Justice, which regulates the operation of a correctional facility, the rehabilitation offer can be defined as a whole of the institutional educational, therapeutic, and didactic process, which is adapted to the individual needs of the juvenile (Frąckowiak and Dec 2013). Rehabilitation offer refers in particular to the three areas of interactions, which are: 1) educational and therapeutic influence; 2) engagement of residents in the centre; 3) principles of education dominant in the process of teaching. These three basic microsystem assumptions create the space for the conditions for individualizing the rehabilitation impacts on the juveniles. Causal assumptions adopted in this dimension are operationalized within five important areas that constitute individual plans of rehabilitation of minors. They define: 1) the types and forms of rehabilitation interactions, in which the juvenile is engaged, indicating the expected duration thereof; 2) the scope, directions and forms of education, vocational training, which is to be covered by the pupil, and their individual obligations binding with the course curriculum; 3) the scope and way of cooperation with the family and other people in order to achieve social integration and to become independent; 4) the manner and criteria for assessing the rehabilitation process; 5) a program preparing a juvenile to life after being released from the detention centre. (Regulation of the Minister of Justice, § 59, item 3). The concept of microsystem of working with socially maladjusted youth structured in such way to a large extent makes the correct course of the process of rehabilitation more likely. At the same time it meets all the criteria mentioned by S. Palka that are necessary for making practical decisions in the process of education (Palka 1989). An important issue to be resolved, however, remains the question of encouraging the juveniles to participate actively in the process of rehabilitation. It should be assumed that this should not be done via a prescriptive formula, but rather persuasive one, based on the psycho-technical methods associated with broadly understood culture-technical methods (Czapów 1978; Konopczyński 2006a). Research conducted by M. Konopczyński emphasize the significant role of sport and recreation in building an attractive offer of rehabilitation activities, absorbing the minors (Konopczyński 2006b). It should be noted that this formula plays a particularly important role in the space including juveniles' leisure time, structuring of which, consistent with the legal and social standards, poses significant problems to them. This is due to a range of factors, such as the lack of proper socialization patterns, resulting in incorrect beliefs internalized by the minors concerning the appropriate, socially acceptable forms of spending free time. It is worthy to emphasize another aspect of this problem. The described state of affairs is in large part the result of a total nature of the institution of the correctional

facility. This results in a partial loss of the minors' autonomy towards facility procedures and organizational order, which are enforced by the staff. As a result, over time, the sense of dependence on the proposals of activities formulated by the educational staff increases in the juveniles. It is particularly strongly reflected in relation to leisure time free from school and work. In the case of the absence of intervention by educational personnel, the described state translates into passive forms of leisure activities preferred by the minors. All the same, increases the importance of that category of time and its educational creation as the space of boosting the process of rehabilitation and building auto-presentation capacity and a changed identity suit of the minors (Konopczyński 2006a). Such activity should also encourage a sense of subjectivity in pupils. In addition, its justification is also found in the concept of rehabilitation proposed by C. Czapów, understood as a re-education in terms of an internal conflict (Czapów and Jedlewski 1971).

Certainly one of the most important proposals for the planned development of leisure time of the minors are sports activities. The previously mentioned results of studies conducted in youth detention centres by M. Konopczyński prove that willingness to participate in such activities, depending on their type, is reported by 25 to 55% of pupils. In addition, up to 100% of staff members indicate the need for carrying out just such activities (Konopczyński 2006b). This speaks for the need to develop the proposals formulated in this regard and permanent, systematic extension of knowledge concerning the correlation between the activating forms of the process of rehabilitation, and the effects obtained in the form of expanding and consolidating the resource of constructive social competences which are held by a minor.

Pedagogy of fun in the context of rehabilitation and physical education sciences

The development of the pedagogy of fun in the world dates back to the seventies of the previous century (Piechocka 2011). "Civilization of fun", which is mentioned by A. Surdyk draws attention to the fact that now the term has become so widespread that it is used by the media for marketing purposes of various products (Surdyk 2008). This is due to the fact that the fun and play is associated with something pleasant. Therefore, attention should be paid to the fact that games and fun activities are becoming more and more common, not only among children and youth, but also among adults. This subdiscipline of education is becoming increasingly popular as it plays an important role in the life of every human being. This results, among others, from the needs of the individual, as well as the ontogenetic development of man (both in motor and mental terms). The attention is drawn to the development of their positive social attitudes. Hence its large importance in shaping the aforementioned behaviors in socially maladjusted youth.

From the point of view of physical education sciences, fun is one of the forms used in physical education (Strzyżewski 1986; Kozdroń and Mogiła-Lisowska 1994; Pluta 2010). Fun and games influence the growth of the cultural level of the individual, develop their psychomotor performance, and contribute to the disciplining and socialization of the participants of entertainment activities (Woźniewicz-Dobrzyńska 2001: 286–287). Participants have the opportunity to acquire specific knowledge concerning, inter alia, spending leisure time. They also acquire new skills (e.g. regarding leisure time organization). They can expand or acquire new social competences whose role in today's world increases with each passing day. The ability to cooperate, reaching compromise (Karpowicz 1905; Grabowski 2011), or choosing a leader indicate the role that the individual plays in a given environment. This gives the opportunity to get to know the personality traits of the individual (Naglak 2002), becoming simultaneously the indication for an educator/ staff member in the context of methods for dealing with it.

There are many divisions of games and fun activities, however, this article deals only with those games and activities that R. Trzeźniowski (2003) considers to be ones of the most interesting in relation to children and youth. "Playing physical games is a simple, uncomplicated form of movement based on the fundamental human motor movements (...). It is based on individual competition (...). The rules of fun activities are simple and uncomplicated" (Owczarek and Bondarowicz 1997: 7). The same authors indicate that the fun is different from the physical game in terms of rivalry, while having fun it is individual, and in the game – team rivalry. An important role of games and activities can be observed in the idea of Fr. J. Bosco (Misiaszek 1998) or children's playgrounds called "Jordan's gardens" (Osiński 2002). The results of numerous studies prove that team sports games are often used in rehabilitation work in youth detention centres (Brzeziński 1990; Karpuszenko 2008; Paczyńska-Jędrycka 2013). Perhaps educational programs should be diversified by introduction of less popular games and activities (Paczyńska-Jędrycka 2013)? It may be worthwhile to enrich the repertoire making use of traditional games that have long been present in the methodology of physical education, in conjunction with those that appear in holiday resorts under the name of 'animation' (Paczyńska-Jędrycka and Łubkowska 2014) or "outdoor education".

Games and activities that successfully could be used in work with the so-called difficult youth certainly include:

- ice-breakers,
- energizers,
- team building.

An important element which would enrich the educational process are the so-called "ice-breakers" that help the group members get to know each other (www.icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf, access: 11.08.2014). Fun as such is irrelevant, what is significant is the process of cognition that occurs during its duration (McGourty and De Meuse 2000, 2001). Sometimes it is difficult to break down the barriers, especially for the new members of the group. The so-called "ice-breakers" also translate into the teacher-pupil relationship. The teacher in a given activity is of equal importance with the pupil. It should be noted, however, in which group the classes are held. It cannot be forgotten that pupils must not exceed the demarcated border. It is by far easier for the pupil to trust their teacher or animator conducting the classes, because they see that "he is like us," and he can play with us. Using this type of play one must depart from traditional methods consisting in the fact that all the pupils introduce themselves and say something about themselves. These activities should be conducted with the use of the simple movement acts, so that they are attractive to the juveniles. Their purpose is mainly to integrate the members of the group, as well as the instructor with the pupils. With this type of fun activities they may feel more at ease, more comfortable in the group. These are fun activities that encourage cooperation. Thanks to them, pupils learn to listen to others, which in far-reaching consequences can result in empathy. They are designed to encourage interaction with all members of the group, and not only with the "best" friends. "Ice-breakers" contribute to improvement of social skills, at the same time creating a pleasant atmosphere (Knox). The examples of activities include: throwing something, Zip-Zap (www.poradnia.wroclaw.pl/czytelnia/dla_nauczycieli/ksiazeczka-zabawy.netne.net-ver1.pdf, access 11.08.2014) or Passport (Training "Non Formal and Formal Partnership in Adult Education"). It is worth remembering that all the principles can be modified, depending on the group.

The second category of play are energizers, i.e. enlivening and stimulating fun activities. They play an important role when we observe that the group is bored, sleepy or tired. They are applied to liven up and activate the participants, to enthuse them. They should be carried out regularly, so as not to exhaust the group by the other tasks. The point is that they should intersperse with all the classes, including the games and fun activities (100 ways

that energize groups, Games to use in workshops, meetings and the community). Stimulating games must be short, because they constitute a stimulus for restoring vital energy. Energizers are pastimes that allow for breaking down barriers, putting in good mood, allow you to relieve stress and stimulate the body. It is proposed to use some dances, which are used, among others, during hotel animation, for example, Ram Zam Zam. Other energizers include: fruit salad (www.poradnia.wroclaw.pl/czytelnia/dla_nauczycieli/ksiazeczka-zabawy.netne.net-ver1.pdf, access: 11.08.2014) or stays on the earth (www.malocakids.com/p/zabawy-7-12.html, access: 11.08.2014).

The last of the mentioned groups of fun activities are team-building games which are not easy to carry out. On the one hand, they teach cooperation in the group and integrate it. Group members aim to achieve a common goal. This type of game shows the roles played by individual members within a group, simultaneously selecting and designating the leader. The situation, however, may happen in which all members of the group will be leaders, and then the conflict will arise. These are games that teach openness to others and listening to them. They show that even if the group includes people who do not like each other very much, they still have an appointed common goal which can only be achieved if they work together. An example of such type of fun can be an urban game. The instructor earlier prepares a map containing the appointed tasks or instructions. The solution of one task may be a clue how to earn another point. It is worthwhile to enrich the game by adding group tasks, e.g. when you are in the street X, you should dance in a certain way. All of these tasks must be documented. The more attractive the tasks, the better cooperation of the members within the group. By carrying out such tasks in an open urban space, we also mark a positive effect on others. Depending on the resourcefulness of a leading person, also the random passers-by can be encouraged to get involved in some tasks. The completion of the task, reaching the target, must be crowned with some summary. Certainly, the participants will be fully of reflection, will identify the mistakes they made, as well as tell you how you could have avoided them.

Summary

Due to the changing conditions, as well as the needs of the pupils, it is worthwhile to consider the introduction of this type of games and activities into the offer of correctional facilities with some regularity. These are simple games, based on the uncomplicated movements, and simultaneously teaching broadly defined social competences. Perhaps it would be worthwhile to use them also for the idea of volunteering, referred to by the White Paper on Sport? On the one hand, correctional facility pupils through participation in games enrich the resource of their social competences, as well as become richer in experience. On the other hand, with the help and involvement of facility's staff, animators of physical culture or physical education teachers they may organize some events for others, for example for children from orphanages. This type of action, due to "a mix of backgrounds" would have to bear fruit with plenty of ice-breakers and energizers. The main focal point could be a huge board game whose rules could be developed by pupils. It would have to be based mainly on motor tasks. The idea of creating such an activity would certainly contribute to the increase in sensitivity of juveniles to other people.

To be able to use the above-mentioned games in the process of rehabilitation of socially maladjusted youth, there is a need to equip teaching staff with appropriate knowledge and skills or to employ some physical culture animators. Properly prepared staff is half of the success (Sas-Nowosielski 2002; Maszorek-Szymala 2012). It is thanks to them that pupils will be able to learn new games and activities, at the same gaining some knowledge and skills. Perhaps "the cooperation of youth detention centres with graduates from the field of tourism and recreation specializing in leisure time animation may occur to be (...) the proverbial hit a bull's eye" (Paczyńska-Jędrycka 2014).

There also opens an unprecedented opportunity to organize training courses for leisure time animators of socially maladjusted youth. In addition to the typical animation course there should also be introduced the basic knowledge of psychology and rehabilitation pedagogy in working with difficult youth. There is therefore no doubt that in order to provide the attractive classes, also the current physical culture animators must participate in continuous training, or trips to resorts conducting this type of activity. The canon of games and activities is still growing. New games are continuously being created and the old ones modified

Physical activity, provided it is taken in moderation and is tailored to the individual capabilities of the individual, has a positive impact on the human body. It influences both his psyche and physicality. (White Paper on Sport, the Council conclusions dated November 18, 2012: 2010/C 326/04). Therefore, from the point of view of physical education sciences, it seems essential to search for more and more attractive physical activities. Hence the proposal to use pedagogy of fun in the rehabilitation of socially maladjusted youth.

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