

UNDERSTANDING WEB3

LESSON 20: PREPARING RESPONSIBLY FOR THE FUTURE OF WEB3

A Prison Professors Self-Directed Course

Estimated time: 90–125 minutes

Educational and Safety Boundary:

This lesson provides general education about Web3, ethics, uncertainty, continuing education, career preparation, and related risks. It does not provide individualized financial, investment, legal, tax, employment, or career advice. No activity requires internet access, an account, a wallet, a digital asset, a purchase, or a transaction.

Opening Guidance

During 26 years in federal prison, I learned to prepare for a future I could not see. I did not know which technologies would exist when I returned to society. I did know that I could read, write, ask questions, organize information, and create a record of disciplined effort. Those choices gave me a constructive response to uncertainty.

I pursued self-directed learning because I expected limits on employment after release. I wanted to develop skills that could help me create opportunities and multiple income streams. I also wanted other people to see how I used my time. Dated writing, completed projects, correspondence, and a record of follow-through helped people evaluate my preparation before they knew me well.

The internet changed substantially while I was incarcerated, and it continued changing after my release. Blockchain, digital assets, smart contracts, decentralized finance, and new forms of online coordination became part of that change. I did not need to predict every development. I needed a process for learning, checking claims, protecting myself, and deciding which abilities to develop.

That process remains useful. Web3 includes working systems, active experiments, unfinished standards, promotional claims, and forecasts that may never become reality. A responsible learner does not treat all of those categories as equal. The learner identifies what can be observed now, what is still being tested, what is only predicted, and which evidence could change the conclusion.

This final lesson brings the course together. Completion does not make a person an expert, promise a job, or require financial participation. It gives you a foundation for continuing to learn. I encourage you to finish with a written plan and a capstone that another person can review. The quality of that work can show judgment, persistence, communication, and personal responsibility.

PURPOSE AND ESSENTIAL QUESTION

Lesson 20 synthesizes the course, examines uncertainty, and helps you create a realistic continuing-learning plan. It separates established capabilities from work in progress and future forecasts. It also connects responsible innovation with ethics, safety, evidence, accountability, and practical preparation.

Essential Question:

- » How can I use what I learned about Web3 to evaluate future claims, continue developing useful skills, and document a responsible plan without purchasing an asset or creating an account?

LEARNING OBJECTIVES

After completing this lesson, you should be able to:

- » Summarize the course's major concepts and recurring risks.
- » Distinguish established capabilities from forecasts about the future.
- » Identify lawful and ethical ways to continue learning without purchasing assets or creating accounts.
- » Create a personal plan for skill development, evidence of preparation, and responsible participation.

KEY TERMS

RESPONSIBLE INNOVATION

Definition: The development, use, or evaluation of technology with attention to purpose, evidence, people affected, safety, fairness, privacy, accountability, access, and long-term consequences.

Sample sentence: The team practiced responsible innovation by testing the claimed benefit, protecting private data, identifying who could be harmed, and assigning authority for corrections.

ETHICS

Definition: Principles and reasoning used to evaluate right conduct, duties, harms, fairness, honesty, and responsibility.

Sample sentence: Ethics led the analyst to ask whether a legal data practice was also fair to people who could not correct an inaccurate record.



UNCERTAINTY

Definition: A condition in which available knowledge is incomplete, changing, or insufficient for a guaranteed conclusion.

Sample sentence: The proposal acknowledged uncertainty about future adoption instead of presenting a pilot as a universal solution.

CONTINUING EDUCATION

Definition: Intentional learning that continues after a course through study, practice, feedback, reflection, and updated evidence.

Sample sentence: My continuing education plan combines reading, written summaries, case analysis, and monthly review.

ACTION PLAN

Definition: A written sequence that identifies an objective, tasks, resources, dates, evidence of completion, and a point for review or adjustment.

Sample sentence: The action plan divides one learning goal into 30-, 60-, and 90-day stages.

EVIDENCE OF PREPARATION

Definition: Dated, reviewable work that shows knowledge, skill, effort, reliability, and improvement.

Sample sentence: The learner used revised case briefs, a safety checklist, and Profile journal entries as evidence of preparation.

MAIN LESSON

A MAP OF THE COURSE

The course developed through six connected areas. Each area answered a different part of the larger question: What is Web3, how does it work, where can it help, and how can a person participate responsibly?

- » Section 1 — Internet and Web3 foundations: self-directed learning, changes from the early web to Web2 and Web3, ownership and participation claims, centralization, decentralization, and tradeoffs.
- » Section 2 — Blockchain foundations: blocks, transactions, hashes, nodes, networks, consensus, network comparisons, and layers.

- » Section 3 — Digital assets and tokenization: cryptocurrencies, coins, tokens, stablecoins, tokenization, non-fungible tokens, uses, structures, limitations, and risks.
- » Section 4 — Access and safety: wallets, public addresses, private keys, seed phrases, custody, self-custody, transaction flow, scams, privacy, and irreversible errors.
- » Section 5 — Programmed applications and coordination: smart contracts, decentralized applications, oracles, decentralized finance, decentralized organizations, governance, treasuries, voting power, and accountability.
- » Section 6 — Application and preparation: real-world uses, conventional alternatives, transferable skills, career pathways, future claims, ethical participation, and a continuing-learning plan.

The sections build a connected way of thinking. A token depends on a network. A wallet or service helps a person interact with that network. A smart contract may define rules. An application may provide an interface. Governance may change the rules. Oracles or administrators may add outside information and human control. Every layer creates questions about authority, security, access, evidence, and responsibility.

SEVEN RECURRING QUESTIONS

A changing technology becomes easier to evaluate when the learner returns to a durable set of questions. These questions apply to a blockchain project, a workplace proposal, a financial claim, an online community, or a forecast:

- » What problem is being described, and who experiences it?
- » How does the proposed system work in technical and human terms?
- » Who can control, change, pause, upgrade, approve, reverse, or influence an outcome?
- » Which claim is supported by observable evidence, and what remains unverified?
- » Which security, privacy, financial, legal, operational, access, and governance risks remain?
- » Could a simpler or more familiar system achieve the objective?
- » Who is accountable when the system fails, harms someone, or produces an incorrect result?

These questions reduce dependence on slogans. They also help a beginner contribute without pretending to know everything. A clear question, supported by a source and a dated note, can be a valuable form of work.

SEPARATE THE PRESENT FROM THE POSSIBLE FUTURE

Future discussions often combine three different categories. A careful explanation separates them and dates the supporting evidence.

Established or currently observable capability: A system, feature, standard, or event can be examined now through operating code, official documentation, a published standard, a public record, a completed transaction, or another reliable source. Public blockchains can record and validate transactions under network rules. Smart contracts can execute programmed instructions. A public explorer can display selected on-chain records. These capabilities do not prove that every use is safe, accurate, fair, legal, or suitable.

Active development, pilot, or working draft: A design is being tested, revised, standardized, or used on a limited basis. The work can be real without being final or widely adopted. For example, the World Wide Web Consortium published the Verifiable Credentials Data Model v2.0 as a Recommendation in 2025. In May 2026, version 2.1 was a Working Draft. The draft status tells a reader that the newer text may change and should not be described as a final standard.

Forecast, expectation, or speculation: A statement describes what someone believes may happen later. Examples include predictions that every employer will use blockchain credentials, every bank will move all activity on-chain, a token will reach a certain price, or a particular job category will expand by a precise amount. A forecast may be informed or uninformed, but it is not a present fact.

A claim can move from one category to another as evidence changes. A working draft can become an approved standard. A pilot can become a larger service or be discontinued. A forecast can receive support, remain unresolved, or prove false. Dating the source helps another reader understand what was known when the statement was written.

USE AN EVIDENCE LADDER

Not all support has the same strength. A learner can organize evidence from weaker to stronger without assuming that one item settles every question:

- » An anonymous post, advertisement, slogan, or repeated rumor.
- » A named person's opinion, estimate, or prediction.
- » A project website, white paper, or official statement describing its own design.
- » Technical documentation, source code, public records, or a reproducible demonstration.
- » A completed pilot with disclosed methods, limits, and results.

- » An independent audit, evaluation, peer-reviewed study, regulator record, or adopted standard.
- » Continued performance observed across time, conditions, and different users.

The ladder does not eliminate judgment. A project website may accurately describe code while presenting benefits more confidently than risks. An audit may cover only a defined version or component. A public record may show a transaction without explaining identity, intent, custody, off-chain agreements, or future decisions. Strong analysis states what each source supports and what it cannot establish.

UNCERTAINTY IS PART OF RESPONSIBLE ANALYSIS

Technology, law, standards, prices, providers, security conditions, and public behavior can change. A responsible explanation does not hide that uncertainty. It describes the current evidence, the limits of the evidence, and the facts that would justify an updated conclusion.

Uncertainty should not become an excuse for careless claims or total inaction. A learner can still take useful steps: protect credentials, avoid urgency, compare sources, use hypothetical amounts, preserve dated notes, ask qualified professionals when necessary, and choose learning activities that do not create financial exposure.

The Commodity Futures Trading Commission warns that virtual-currency markets can involve volatility, fraud, cyber risk, limited customer protections, and uncertain future value. Those warnings support caution. They do not tell every person what decision to make, and this course does not provide an individual recommendation.

RESPONSIBLE INNOVATION BEGINS WITH PEOPLE AND PURPOSE

A new technical feature can attract attention before anyone defines the human objective. Responsible innovation reverses that order. It begins with the problem, the people affected, and the result that the team is trying to improve.

A responsible-innovation review can include the following questions:

- » Purpose: Which defined problem is the project trying to solve?
- » People: Who benefits, who carries risk, and who may be excluded?
- » Evidence: Which current facts support the proposed design or expected result?
- » Safety: How will the project address security, privacy, recovery, errors, abuse, and fraud?
- » Fairness: Can affected people understand the process, give meaningful consent, and challenge a decision?



- » Access: Does the system create barriers based on money, devices, literacy, disability, location, or incarceration?
- » Governance: Who sets rules, controls resources, resolves conflicts, and authorizes changes?
- » Alternatives: Could a simpler database, contract, institution, or procedure produce a stronger result?
- » Review: How will the team measure results, report failures, receive feedback, and correct course?

A design can be technically impressive and still fail this review. Code cannot decide whether the purpose is fair, whether an exclusion is acceptable, or whether a community has earned trust. People remain responsible for those decisions.

ETHICS EXTENDS BEYOND MINIMUM COMPLIANCE

Laws, regulations, contracts, institutional rules, and professional standards create important boundaries. Compliance asks whether a person or organization follows applicable requirements. Ethics asks additional questions about honesty, fairness, harm, duty, dignity, and stewardship.

A data practice may be technically permitted yet expose more personal information than the service needs. A token distribution may follow code yet concentrate influence in a small group. A marketing statement may avoid a direct falsehood yet create a misleading impression through omitted risks. An ethical review examines those consequences.

A beginner should not invent a legal conclusion. A responsible response may identify the issue, preserve the source, describe the uncertainty, follow facility and organizational rules, and refer a specialized question to a qualified professional.

THE PRISON PROFESSORS CASE: RECORDS, COMMITMENTS, AND FORECASTS

The independent PP token community offers a practical way to apply these categories. After the publication of Freedom of Money in 2026, people unknown to CZ and me organized an independent token community connected with the Prison Professors mission. Neither CZ nor I created the token, and Prison Professors did not organize, manage, or control the project.

The community website, smart-contract records, public treasury address, and dated blockchain-explorer snapshot provide evidence that can be examined. In Lesson 9, we provided a snapshot from July 21, 2026, which showed the public address holding more than 943 WBNB and a smaller native BNB balance. The figure was a dated observation, not a permanent value.



I described the treasury arrangement as cold storage and pledged to reserve the resources at least until summer 2027 while we develop a responsible, mission-aligned plan. That statement records my commitment. It does not establish future value, legal or tax treatment, custody details, community participation, mission results, or the final use of resources. Those questions require continuing documentation and appropriate review.

The case also shows why documented work can reach people who do not know the author personally. The community could read about our mission and examine a body of work. I find that response encouraging, but I do not present it as a formula or promise. Another learner's work may create a different opportunity, or it may not receive immediate attention. The responsible lesson is to build credible evidence before an opportunity appears.

CONTINUE LEARNING WITHOUT BUYING ANYTHING

A person can develop Web3 knowledge without purchasing an asset, opening an account, using a wallet, or accessing a live application. The learning objective is not financial participation. It is stronger understanding and better judgment.

- » Review the course glossary and rewrite definitions in your own language.
- » Read approved books, newspapers, magazines, course materials, or institutional resources.
- » Use correspondence to ask a teacher, librarian, mentor, family member, or professional a focused question.
- » Write a one-page explanation of a concept for a person who has not studied Web3.
- » Compare a blockchain proposal with a conventional alternative.
- » Analyze a fictional transaction, governance proposal, scam message, or credential system.
- » Keep a dated question log and record which source answered each question.
- » Revise earlier work after receiving feedback, and explain what changed.
- » Create safety, source-evaluation, and project-review checklists.
- » Preserve Profile journal entries and other work samples when facility rules permit.

If internet access becomes available later, the same habits still apply. Use primary and official sources when possible. Check the publication date and status. Distinguish documentation from advertising. Never enter a private key, seed phrase, password, authentication code, or confidential information into an unfamiliar site or message.

PRACTICE INFORMATION HYGIENE

Information hygiene is the routine of keeping sources, claims, and uncertainty organized. It can reduce confusion when a subject changes quickly.

- » Record the source title, author or organization, publication date, and date reviewed.
- » Label the source as official documentation, adopted standard, working draft, research, news, opinion, promotion, or personal account.
- » Write the exact claim in your own language and identify the supporting evidence.
- » Separate current fact, personal perspective, observed result, commitment, and forecast.
- » Record what the source does not prove and which questions remain open.
- » Return to time-sensitive notes before publication, instruction, or a major decision.

This practice supports clear writing. It also makes revision easier because the learner can identify which conclusion depends on a changing source.

BUILD EVIDENCE OF PREPARATION

A certificate can show that a person completed a course. Evidence of preparation shows what the person can explain, analyze, create, revise, and complete. A useful collection may include:

- » A dated glossary with original definitions and sample sentences.
- » A comparison memo evaluating a blockchain design and a conventional alternative.
- » A case brief separating facts, claims, evidence, risks, commitments, forecasts, and open questions.
- » A wallet, transaction, privacy, or scam-prevention checklist.
- » A fictional customer-support response that explains a technical problem clearly and safely.
- » A project outline with objectives, roles, dependencies, milestones, and reporting.
- » A revised work sample accompanied by a short explanation of the feedback used.
- » A 30-, 60-, and 90-day action plan.
- » The final Profile capstone from this lesson.

The collection should represent current ability honestly. Do not include private keys, seed phrases, passwords, authentication codes, account numbers, real wallet addresses, another person's private information, employer confidential information, or facility-sensitive information. Replace sensitive details with clearly labeled fictional examples.

RESPONSIBLE PARTICIPATION IS A PATTERN OF CONDUCT

Responsible participation does not begin with a transaction. It begins with conduct. A person can practice the following habits in study, work, community service, business, and technology:

- » Slow down when a message creates urgency, fear, secrecy, or pressure.
- » State uncertainty instead of presenting a guess as a fact.
- » Disclose conflicts, incentives, control, and important limitations.
- » Respect privacy, consent, intellectual property, contracts, and institutional rules.
- » Use only access and information that you are authorized to use.
- » Protect credentials and verify addresses, identities, instructions, and counterparties.
- » Document decisions, corrections, failures, and lessons learned.
- » Seek qualified help for legal, tax, financial, security, health, or other specialized questions.
- » Avoid promises of profit, guaranteed adoption, employment, support, or personal outcomes.

These habits are useful beyond Web3. They help a person earn credibility because other people can see a consistent process rather than a confident slogan.

AN ACTION PLAN CONVERTS INTEREST INTO PRACTICE

A general intention such as “learn more about blockchain” is difficult to measure. An action plan defines a narrow objective, available resources, tasks, dates, evidence, and a review point.

A realistic plan fits current conditions. An incarcerated learner may depend on books, printed materials, correspondence, classes, approved institutional messaging, and handwritten work. A released learner may have additional tools. Neither person needs to pretend that unavailable resources are available.

A plan should also allow adjustment. If a resource does not arrive, select another approved source. If a concept remains unclear, return to the foundation and write a



new explanation. If feedback reveals an error, revise the work and preserve both the original date and the revision date. Adjustment is evidence of learning, not failure.

APPLIED SCENARIO: THE FUTUREREADY WEB3 FORECAST

This scenario is fictional. It does not describe an existing Prison Professors course, employer, token, credential, investment, or partnership.

A magazine article promotes a program called FutureReady Web3. The article states that within two years every employer will verify education through block-chain credentials, every major bank will move all customer activity on-chain, artificial-intelligence agents will conduct most transactions, and the program's token will increase ten times in price.

The article says that anyone who finishes its six-week course is guaranteed a Web3 job. It cites a limited credential pilot at three organizations as proof of universal adoption. It also cites the World Wide Web Consortium's Verifiable Credentials Data Model v2.1 as a final global standard, even though the cited document is labeled Working Draft.

The article provides no audited employment results, no method for its price prediction, no explanation of employer requirements, no security review, and no comparison with signed digital credentials or ordinary databases. Enrollment requires an immediate token purchase. A countdown clock says that hesitation will eliminate the opportunity.

SCENARIO QUESTIONS

- » Classify each major statement as an established or currently observable capability, active development or pilot, forecast, or unsupported promotional claim.
- » Identify at least eight pieces of evidence or missing information that a responsible reviewer would seek.
- » Explain why a three-organization pilot does not establish universal adoption and why a Working Draft should not be described as a final standard.
- » Identify financial, security, privacy, employment, access, governance, and ethical concerns in the offer.
- » Rewrite two of the article's claims using accurate categories, dates, limitations, and uncertainty.
- » Recommend one continuing-learning activity that does not require a token purchase, account, wallet, or internet connection.



BENEFITS, LIMITATIONS, RISKS, AND MISCONCEPTIONS

POSSIBLE BENEFITS OF CONTINUED WEB3 STUDY

- » A learner can understand technology that may influence finance, identity, organizations, records, and creative work.
- » Case analysis can strengthen research, writing, source evaluation, communication, and critical thinking.
- » Safety education can help a person recognize impersonation, credential theft, false urgency, and irreversible errors.
- » Comparing blockchain with conventional systems can improve project and business judgment.
- » Dated work samples can show preparation, revision, persistence, and ethical reasoning.
- » Continuing education can help a learner adapt when technology, standards, and workplace needs change.

LIMITATIONS AND RISKS

- » Course concepts and examples can become outdated.
- » Restricted access may prevent direct use of devices, networks, applications, or current sources.
- » Promotional material may present forecasts as present facts.
- » Public records may be accurate about recorded events yet incomplete about identity, intent, custody, or off-chain activity.
- » Digital assets may involve volatility, liquidity limits, fraud, custody failures, cyber risk, fees, and legal uncertainty.
- » Smart contracts, interfaces, oracles, administrators, and governance systems may fail or be exploited.
- » Public or permanent records may create privacy, correction, discrimination, or safety concerns.
- » Standards, laws, employers, providers, and community practices can change.
- » A course, certificate, Profile, portfolio, relationship, or plan cannot guarantee income, employment, adoption, support, or release outcomes.

COMMON MISCONCEPTIONS

- » “A prediction from a famous person is an established fact.”
- » “A pilot proves that every organization will adopt the system.”



- » “A Working Draft is the same as a final standard.”
- » “Responsible innovation means using the newest technology available.”
- » “If an action is technically possible or legally permitted, it is automatically ethical.”
- » “A public blockchain reveals every fact about a project and every person involved.”
- » “Continuing education requires buying an asset or opening an account.”
- » “Completing this course makes a learner a Web3 expert.”
- » “A portfolio should hide mistakes and uncertainty.”
- » “A 90-day plan guarantees an opportunity at the end of 90 days.”

OFFLINE EXERCISE: BUILD A 30-, 60-, AND 90-DAY LEARNING PLAN

Materials: Separate paper and a pen or pencil. You may use this workbook, approved books, correspondence, classes, writing exercises, or other institutional resources. You do not need internet access, an account, a wallet, a digital asset, a purchase, or a transaction.

STEP 1: CHOOSE ONE OBJECTIVE

Write one objective that can be demonstrated. Examples include explaining blockchain in plain language, evaluating Web3 claims, improving technical writing, building a safety checklist, comparing governance systems, or creating a project-analysis portfolio. Do not write a promised result that another person controls.

STEP 2: DEFINE THE 30-DAY FOUNDATION

- » Identify two available learning resources.
- » Review or create a glossary of at least 20 course terms.
- » Produce one baseline work sample that shows your current understanding.
- » Write three questions you want the next stage to answer.
- » Record a review date and the evidence you will preserve.

STEP 3: DEFINE THE 60-DAY PRACTICE STAGE

- » Create two or three additional work samples.
- » Use at least one comparison, scenario, or source-evaluation exercise.
- » Seek feedback through an approved teacher, mentor, family member, class, or correspondence method when available.
- » Revise one work sample and explain what changed.
- » Update the question log and source record.



STEP 4: DEFINE THE 90-DAY EVIDENCE STAGE

- » Complete the final Profile capstone in this lesson.
- » Organize selected work into a dated list or portfolio record.
- » Write a short statement describing the abilities the work demonstrates.
- » Identify one limitation in your current knowledge and the next resource you need.
- » Set the next review date and a new learning objective.

STEP 5: TEST THE PLAN

Review the complete plan and answer the following questions:

- » Can I complete each task with the resources and permissions available to me?
- » Does each stage produce evidence that another person could review?
- » Have I avoided financial participation, sensitive information, unauthorized access, and unrealistic promises?
- » Does the plan include dates, feedback, revision, and a decision point?
- » What alternative will I use if a resource or opportunity is unavailable?

Keep the plan with your course work when circumstances permit. Record the date you complete each stage. If conditions change, revise the plan and explain the reason.

KNOWLEDGE CHECK

MULTIPLE CHOICE

Which statement best describes an established or currently observable capability?

- a. A claim that every employer will use blockchain credentials within two years
- b. A public blockchain currently records transactions under its network rules
- c. A prediction that one token will increase ten times in price
- d. A promise that one course will guarantee employment

Which action best demonstrates responsible innovation?

- a. Selecting a blockchain before defining the problem
- b. Removing risk disclosures so users remain enthusiastic
- c. Examining purpose, evidence, affected people, safeguards, access, governance, and alternatives
- d. Assuming that legal permission resolves every ethical question



Which example is strongest as evidence of preparation?

- a. A general claim that the learner is passionate about technology
- b. A token purchase made to show interest
- c. A dated set of original work samples showing analysis, feedback, revision, and completion
- d. A copied promotional description of a project

TRUE OR FALSE

- » A forecast becomes an established fact when a confident or well-known person repeats it.

SHORT EXPLANATION

- » In four to six sentences, explain the difference between an established capability and a forecast. Give one example of each and identify one piece of evidence that could support an updated conclusion.

SUMMARY AND PRACTICAL TAKEAWAYS

- » Web3 combines networks, digital assets, wallets, smart contracts, applications, organizations, and human decisions.
- » The course's recurring risks include security failures, privacy exposure, scams, volatility, custody loss, irreversible errors, concentrated control, unclear accountability, and legal uncertainty.
- » An established capability can be observed now; a pilot or working draft remains in development; a forecast describes a possible future.
- » A source should be dated, categorized, and limited to the claim it actually supports.
- » Responsible innovation examines purpose, people, evidence, safety, fairness, access, governance, alternatives, and correction.
- » Ethical judgment includes honesty, dignity, harm, duty, fairness, and stewardship, even when a technical action is possible.
- » The independent PP token community provides a case for separating public records, personal perspective, commitments, observed results, forecasts, and unanswered questions.
- » Continuing education can rely on reading, writing, correspondence, classes, comparison, scenario analysis, feedback, and revision.



- » Evidence of preparation consists of dated, reviewable work that represents current ability honestly.
- » A 30-, 60-, and 90-day action plan converts a broad intention into tasks, evidence, dates, review, and adjustment.
- » No course, certificate, plan, Profile, portfolio, relationship, or Web3 project can guarantee a job, income, support, adoption, or personal outcome.

The practical takeaway is to keep learning with discipline. Separate present evidence from future possibility, protect yourself and other people, document your work, revise when facts change, and build a record that shows how you think and follow through.

FINAL PROFILE CAPSTONE ASSIGNMENT

Title: What I Learned About Web3 and How I Am Preparing for the Future

Length: 800–1,200 words

Write one coherent essay in a personal, first-person voice. Organize the response with an introduction, connected body paragraphs, and a conclusion. Do not submit a disconnected list of answers. Use the prompts below to guide your writing:

- » Explain why you chose to complete the course and how self-directed learning connects with your future.
- » Summarize blockchain, Web3, digital assets, wallets, smart contracts, decentralized applications, decentralized finance, and governance in your own language.
- » Identify at least four recurring risks or limitations and explain how a responsible participant responds.
- » Describe the difference among an established capability, active development or pilot, and a forecast. Provide one example of each.
- » Use the independent PP token community case to separate a public record, a personal perspective, an observed result, a commitment, a forecast, and an unanswered question.
- » Explain what responsible innovation and ethics mean to you. Identify at least three questions you would ask before supporting or participating in a technology project.
- » Identify at least three transferable abilities you practiced through the course and the evidence you can preserve to demonstrate them.
- » Summarize your 30-, 60-, and 90-day learning plan, including resources, tasks, work samples, feedback, review dates, and an alternative if a resource is unavailable.



- » State the boundary of your current knowledge. Explain which questions require more study or qualified professional guidance.
- » Conclude with a realistic statement of how you intend to continue learning and participating responsibly. Do not promise an outcome that you cannot control.

Your capstone should show critical thinking, self-directed learning, clear writing, ethical judgment, and practical planning. You are not being asked to purchase an asset, create an account, open a wallet, join a community, reveal confidential information, or predict a financial result.

SUBMISSION REMINDER

Write your response on separate paper or in an approved institutional messaging system. Include your name or approved Profile identifier, the capstone title, and the date completed.

Use one of the established Prison Professors Profile methods, subject to your facility's rules:

- » Send it by institutional email to Playbook@PrisonProfessors.org. Suggested subject: Web3 Final Capstone — [date completed].
- » Send it by postal mail to: Prison Professors, 1205 BMC Drive, Suite 706, Cedar Park, TX 78613.
- » Send it to an approved family member or supporter who can enter it on your Profile at PrisonProfessors.org.

Keep a copy when circumstances permit. Never include passwords, private keys, seed phrases, authentication codes, account numbers, real wallet addresses, employer confidential information, another person's private information, or facility-sensitive information.