

# Unit 1: Getting Started



**Time Required: 2.5 hours**

## Resources Needed

- Chalkboard or tearsheets
- Class contracts (see appendix A)
- Pre-/post-tests (see appendix B)
- *Participant Workbooks* (pages 1–2)

## Prior to the Session

- Make enough copies of the class contract to hand out to all participants.
- Make enough copies of the pre-/post-test to hand out to all participants. (Make sure to copy only the test, not the scoring instructions.)



- Set tone and class structure.
- Create interest and “buy in.”

## Objectives

- Present overview of program.
- Have participants understand their responsibility for learning.
- Understand participants’ preconceptions about victim impact and what they think they will learn in this program.



## Facilitator Introduction



5 minutes

Introduce yourself to the class. Be sure to include the following information:

- Name
- Experience/background
- Program training and preparation
- Interest in teaching the class
- Special interest/commitment to victims’ issues



## Participant Introductions



20 minutes

- Name
- Prior group experience
- Interest in the class



## Program Introduction



25 minutes

Explain that the curriculum consists of 13 units, each requiring approximately 2.5 hours to complete. It is built around 10 core crime topics: property crime, assault, robbery, hate and bias, gang violence, sexual assault, child abuse and neglect, domestic violence, drunk and impaired driving, and homicide.

Let offenders know that the program uses an adult-oriented learning model and briefly explain to them what the basic concepts are as applied to offenders. Emphasize that—

- Offenders need to take a leadership role in the learning process.
- Offenders must be motivated to learn and change.
- Each individual has a unique learning style, but all people go through the same sequence of changes when they try to learn a new behavior: precontemplation, contemplation, preparation, action, and maintenance.

The format of each unit uses varied learning strategies, including—

- Discussions
- Readings in the *Participant Workbook*
- Video clips
- Group activities
- Victim speakers
- Homework

**Participant expectations:** During the first class session, ask participants to share their expectations to clarify any misconceptions about the class process or objectives. Answer participants' questions so they can make a well-informed commitment to participate. Inform the group that they will not receive benefits such as good time credits or early release for participating in the class.

**Participation requirements** include—

- Commitment to participate form
- Class attendance
- Certificate of completion
- Discretion to repeat class

**Objectives:** Through discussion, participation in activities, and listening to victims' experiences, participants will learn and discuss the following points:

- Who is harmed when an offender commits a crime.
- The ways in which people are harmed by an offender's criminal behavior.
- What it means to be accountable for one's criminal thinking and behavior.

## Review Use of Workbook With Participants



10 minutes

- Explain the format used for each unit.
- Either provide entire workbook to students or print one unit at a time to prevent participants from reading ahead.

## Ground Rules for the Class



10 minutes

List ground rules:

- Abide by all institutional rules and procedures.
- Follow the facilitator's directions.
- Respect one another, the facilitator, and all guest speakers.
- Maintain confidentiality.
- Come prepared to participate.

Solicit additional ground rules.

Solicit questions and concerns.

Post ground rules.

## Administer Class Contract



10 minutes

Hand out copies of the class contract (appendix A) and ask each participant to complete it and turn it back in.

## Administer Pre-/Post-Test



60 minutes

Hand out copies of the pre-/post-test (appendix B) and ask each participant to complete it and turn it back in.

**Facilitator Note**

After introductions, have participants read pages 1–2 of their workbooks and complete the exercises during unit 1 or as homework. Discuss during units 1 or 2.

**Questions and Answers**

10 minutes

