



# VICTIM IMPACT:

## Listen and Learn

### FACILITATOR MANUAL

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# Acknowledgments

The Office for Victims of Crime (OVC), within the U.S. Department of Justice's Office of Justice Programs, awarded a cooperative agreement to the California Department of Corrections and Rehabilitation, Office of Victim and Survivor Services (OVSS), to develop a standardized victim impact curriculum for corrections. The 18-month project began on October 1, 2005.

The project team included Project Director Sharon English, Dr. Kevin "Kip" Lowe, and OVSS staff members Jill Weston and Suzanne Neuhaus. Contracted consultants were Drs. Mario Gaboury and Christopher Sedelmaier from the University of New Haven and national expert Anne Seymour. Frankie Lemus of The Change Companies® served as the curriculum manager.

State pilot sites were California, Ohio, Tennessee, and Virginia. The project team is indebted to state coordinators Michael Davis in Ohio, Sheryl DeMott in Tennessee, and Wendy Lohr-Hopp in Virginia. The team also thanks corrections directors James Tilton, Gene Johnson, George Little, and Terry Collins for their willingness to host this project in their facilities.

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The curriculum was finalized with considerable input from the offenders who participated in the classes, the instructors, and the victim speakers whose willingness and courage ensured that the materials are victim centered. We are grateful for their time and dedication. The instructors were:

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This training was updated in 2016 and reflects data gathered from current sources, which are noted in appendix G. We would like to thank Jeralita Costa, Costa Consulting, for her contributions.

# Introduction to the Victim Impact Program

This chapter describes the history and philosophy of victim impact classes and details the training requirements for facilitators.

## History of the Program

Picture a juvenile correctional facility from the 1970s, one that houses offenders who have committed murders, serious assaults, gang-related crimes, robberies, and sex offenses. Juvenile offenders are sent to the facility to participate in treatment programs. A visitor might find offenders playing ping-pong, lifting weights, or watching television.

“Is this the best we can do with offenders? Why can’t they learn about their victims and about the harm they have caused?” The newly appointed director of the California Youth Authority (CYA) posed these questions in the early 1980s, triggering the development of a powerful and innovative program known then as the Impact of Crime on Victims (ICV).

CYA staff asserted that traditional models of offender programming were ineffective in curbing delinquent behavior and, that subsequently, offenders returned to the community unchanged. Treatment programs at the time addressed what offenders needed: education, vocational training, substance abuse intervention, and life skills. None of the programs focused on how the actions of offenders had affected victims.

Furthermore, most correctional staff lacked formal training or information about either victimization or offender accountability. Victims’ issues are rarely part of certificate or degree programs, and many correctional agencies do not offer victim-related training to staff. Consequently, staff were often uncomfortable discussing topics such as intimate partner violence, child sexual abuse, and homicide.

CYA staff believed that offenders were being granted parole because they were compliant, not because they took responsibility for harming others. CYA’s premise was that it is “not enough to teach offenders to read or to become welders if they returned to the community with no respect for other people’s bodies or property.”

In 1984, the first ICV curriculum was developed and implemented. Since then, it has undergone major format changes, updates, and name changes.

In 1998, the California Youth Authority and Mothers Against Drunk Driving developed the first comprehensive national victim impact curriculum with funding from OVC. The program has been replicated in many states, in both juvenile and adult facilities.

OVC recognized that a standardized curriculum was needed—one that could be used with both adults and juveniles, in correctional facilities or in the community, and one that puts “victims first.” In 2005, OVC awarded funding to the California Department of Corrections and Rehabilitation to develop a standardized curriculum.

The Victim Impact Curriculum integrates clips from OVC’s DVD, *Victim Impact: Listen and Learn*, which was developed at the request of victim service coordinators from around the country who were seeking to supplement their victim impact programs.

This training was updated in 2016. Significant portions of the content were revised and the statistics updated to reflect 2015-2016 data. In addition, instructor calculations for the pre- and post-tests were incorporated into a spreadsheet for simplified grading.

## The Case for Evidence-Based Programming

In 1989, Anne Seymour conducted the first national survey of victim impact programs in the United States. At that time, only 10 percent of states had victim impact classes in place. By 2004, when the National Institute of Corrections surveyed the 50 states, U.S. territories, the District of Columbia, and the Correctional Service Canada, 73 percent of U.S. jurisdictions reported that they conducted these programs (Gaboury and Sedelmaier, 2007).

Clearly, the programs are expanding rapidly, but do they work? Although only a small number of studies have been conducted on the effects of victim impact classes, the results thus far have been promising. The Washington State Department of Corrections evaluated its victim impact classes in 1990. The study (Stutz, 1994) followed 75 offenders who completed the classes, along with a comparison group of 75 who did not. Assessment measures included pre- and post-education attitude questionnaires, re-offense rates, restitution payments, and community placement violations. The study found evidence of lower re-offense rates and higher restitution payment rates among those completing the classes.

In 2000, the University of New Haven's Dr. Mario Gaboury directed a project that evaluated victim impact classes in the Connecticut Department of Correction. Gaboury published the results of the evaluation in the *Journal of Offender Rehabilitation*, believed to be the first peer-reviewed article on this subject (Monahan, Monahan, Gaboury, and Niesyn, 2004). Study results supported the hypothesis that participation in victim impact classes increased offenders' understanding of victimization facts, knowledge of victims' rights, and sensitivity to the plight of victims. When compared with a matched control group whose members did not attend victim impact classes, participants showed a significant improvement in these three measures. However, when victim blaming was assessed, no significant differences were found between the groups. Age was a significant covariate, with younger offenders initially conveying less knowledge about victims' rights or sensitivity to their suffering. Younger offenders also made greater positive changes in these attitudes posttreatment (Monahan, Monahan, Gaboury, and Niesyn, 2004).

Other research has also supported the efficacy of impact of crime classes. Schiebstad (2003) indicated similar gains in knowledge and attitudes among offenders who attended victim impact classes in Iowa. Putnins (1997) studied whether exposure to victim impact classes could positively affect "sociomoral reasoning maturity" in delinquent adolescents and found significant, positive differences in the group exposed to the classes compared with the control group. His results go beyond demonstrating tangible improvements in delinquents' attitudes toward victims and indicate a positive change in prosocial behaviors among these adolescents.

In 2008, Gaboury and his colleagues followed up on their 2004 study, this time investigating disciplinary infractions that occurred while participants in the study were incarcerated to determine whether or not participation in the awareness program influenced subjects' short-term behavior in the correctional setting.

An individual's record of disciplinary infractions is considered one of the best available measures of inmate behavior. For this study, each subject's disciplinary history was standardized by the number of months from program completion to either release or, for those subjects who were never released, the end of data collection. Initial analysis indicated that the treatment group committed significantly fewer infractions than did the comparison group. Additional separate analyses were performed by severity of infraction, race, time-to-release, and the combination of race and time-to-release.

While initial analyses seemed to indicate that there were group differences, further analysis revealed that these findings were limited to one group. In all cases except that one group—African-American adult males—there were no statistically significant differences in the mean number of disciplinary actions taken per month against the program participants versus the comparison group subjects.

Although limited to this one subgroup, the finding is significant and may prove useful given that African-American males are typically overrepresented in correctional populations and given the seriousness of the offenses involved. Reducing the frequency of serious infractions and, as a consequence, these additional victimizations, is critical to the safety of both inmates and correctional officers (Gaboury, Sedelmaier, Monahan, and Monahan, 2008). These findings are promising regarding the potential for behavioral changes attributed to victim impact programs, and further research is required in this area.

In addition, facilitators should:

- Approach training as a facilitator, not an instructor.
- Engage participants in discussion, critical thinking, and problem solving.
- Demonstrate a commitment to a multidisciplinary approach to training.
- Prepare thoroughly for all training sessions.

### **Ongoing need for evidence-based programming in corrections**

The original version of the victim impact curriculum was evaluated by Mario Gaboury and Christopher Sedelmaier using much of the methodology developed for the Connecticut project (Monahan, Monahan, Gaboury, and Niesyn, 2004).

The study involved 10 participating correctional facilities in 4 states: California, Ohio, Tennessee, and Virginia. Participants in both the victim impact groups and comparison groups volunteered for the study. All participants were given a 50-item questionnaire before beginning the evaluation and at the end of the study. Of particular interest were the offender's:

- Knowledge of victim rights.
- Knowledge of the facts about criminal victimization.
- Sensitivity to the victim's plight.
- Victim blaming.
- Willingness to assume personal accountability.

Victim impact class participants demonstrated statistically significant improvements in knowledge of victim rights and the facts about criminal victimization, whereas comparison group members showed no such improvement from the initial test. Class participants also showed marked improvement in their sensitivity to the victim's plight scores. As one of the program's objectives is to reinforce the message that being victimized is a traumatic experience, this seemed a clear indication that participants were getting the message.

The fourth measure, victim blaming, included only two questions and showed no statistically significant changes—positive or negative—in either group. Although a link was not established between increased knowledge about and sensitivity to victims, on the one hand, and victim blaming, on the other, if it turns out that the first three factors were sufficient to alter the behavior of offenders that may be justification enough for the program. In any case, additional research on this measure should be conducted in future studies.

Analysis of the fifth measure, self-accountability, revealed several surprises. Although the participant group showed no statistically significant change in score, the comparison group's scores were significantly lower upon retest. This issue needs further study, but it may be that the classes might have helped participants to at least maintain their current attitudes, whereas zero exposure to messages aimed at promoting self-accountability in the comparison group may have allowed them to further rationalize their own behavior. (See full evaluation report (PDF, 386 kb) and PowerPoint presentation (PDF, 227 kb) for details about the findings.)

### **Working with human subjects**

Finally, those programs hoping to conduct their own evaluation of their victim impact classes must be aware of the need for an institutional review board (IRB) or ethics review whenever research involves human subjects. The purpose of an IRB review is to ensure that appropriate steps are taken to protect the rights and welfare of individuals participating as subjects in a research study, including research in the social sciences.

If a program involves vulnerable populations, the IRB should have members who are familiar with these groups; in the case of offenders, for example, it is common for an IRB to include an offender advocate. Guidelines for research in the social sciences may be found on the website of the National Science Foundation at <http://www.nsf.gov/bfa/dias/policy/hsfaqs.jsp>.

IRBs review research protocols and related materials (e.g., informed consent documents) to ensure protection of the rights and welfare of human subjects of research. The IRB's objectives are to assess the ethics of the research and its methods, to promote fully informed and voluntary participation by subjects who are capable of making such choices (or, if that is not possible, informed permission given by a suitable proxy) and to maximize the safety of subjects once they are enrolled in the project.

### References for "The Case for Evidence-Based Programming"

Gaboury, M.T., Sedelmaier, C.M., Monahan, L.H., and Monahan, J.J. (2008). "A Preliminary Evaluation of Behavioral Outcomes in a Corrections-Based Victim Awareness Program for Offenders." *Victims & Offenders* 3(2), 217-227.

Gaboury, M.T., and Sedelmaier, C.M. (2007) "Impact of Crime on Victims (IOC) Curriculum Development Project: Final Evaluation Report." Unpublished report. (PDF, 386 kb) (PPT slides, 227 kb)

Monahan, L.H., Monahan, J.J., Gaboury, M.T., and Niesyn, P.A. (2004). "Victims' Voices in the Correctional Setting: Cognitive Gains in an Offender Education Program." *Journal of Offender Rehabilitation* 39(3), 21-33. For more information, see <http://www.ncjrs.gov/App/publications/abstract.aspx?ID=208110>.

National Science Foundation. Interpreting the Common Rule for the Protection of Human Subjects for Behavioral and Social Science Research, Retrieved August 12, 2009 from <http://www.nsf.gov/bfa/dias/policy/hsfaqs.jsp>.

Putnins, A.L. (1997). "Victim Awareness Programs for Delinquent Youths: Effects on Moral Reasoning Maturity." *Adolescence* 32, 709-715.

Schiebstad, I. (2003) "An Evaluation of Victim Impact Classes." Unpublished paper. Saint Ambrose University, Social Work Program, Davenport, IA.

Stutz, W.A. (1994). "Victim Awareness Educational Program Evaluation." Unpublished paper. Washington State Department of Corrections, Victim Services Unit, Olympia, WA.

## Evaluation of Victim Impact: Listen and Learn

In 2015, Janette Baird, Ph.D., of the Alpert Medical School at Brown University evaluated the effects of the *Victim Impact: Listen and Learn* program on prisoner recidivism and prisoner behavior in the Delaware Department of Correction. Below is a synopsis of the findings.

Baird's research focused on two questions:

1. What proportion of prisoners who have attended the *Victim Impact: Listen and Learn* program are recidivates within 3 years of release?
2. Are there additional benefits in attending the *Victim Impact: Listen and Learn* program?

Baird reviewed the available data of 333 prisoners who had attended the *Victim Impact: Listen and Learn* program prior to their release back into the community and found that over a 3-year period after release, 35 percent had reoffended and been recommitted into prison in Delaware. Comparable data for all offenders released from Delaware prisons showed that 67 percent of released prisoners reoffended and were recommitted back into Delaware prisons.

Baird also found that prisoners who attended the program and remained in prisons after completion of the program showed a 1/3 reduction in the frequency of disciplinary charges in the remainder of their time in prison.

Overall, most prisoner attendees – regardless of age, gender, race, or ethnicity – showed substantial improvement in key areas measured by the pre-/post-survey:

1. Knowledge about the effects of crime on victims;
2. Expressed empathy for the victim(s) of crime;
3. Decrease in victim blaming;
4. Increase in personal responsibility for their actions.

However, Baird's study found that 19 percent of female prisoners and 25 percent of male prisoners either did not change, or had worse post-program survey scores. Looking at racial demographics for those who did not change or had worse post-program scores, Baird found that 24 percent of Hispanic prisoners, 25 percent non-Hispanic prisoners, 24 percent of African American prisoners and 24 percent of white prisoners did not change, or had worse program scores.

So, still about a quarter of those participating either did not change or had worse program scores. Age of participant seemed to be the area where there was a more significant difference in those whose post-survey scores did not change or were worse. Eighteen percent of participants under the age of 35 and 31 percent of those over age 35 had either no change or worse scores on the post-survey.

The full report can be found at: [www.victimsvoicesheard.org/images/pdf/delaware-evaluation-report-2015.pdf](http://www.victimsvoicesheard.org/images/pdf/delaware-evaluation-report-2015.pdf)

## Mission and Philosophy

### **What is the premise of the program?**

Although the program has undergone many revisions over the years, the direct involvement of victims and victim service providers who share their experiences remains a key element. Victims' voices and the "power of the personal story" reinforce the curriculum content.

Offenders know they have been found guilty of a crime and that their behavior was against the law. Some may even acknowledge that they have caused harm, but most offenders focus only on how the crime has affected them. What they need to understand and to acknowledge, however, is exactly how their actions have harmed victims, victims' families, and their communities. Without empathy for the people they have hurt and remorse for their actions, offenders are likely to repeat their victimizing behaviors.

### **What are its basic precepts?**

- The focus is on victims and the impact of crime on them.
- Victims' personal experiences are the centerpiece of the program.
- Victims deserve to have their rights enforced.
- Victims deserve to have a voice.
- Anyone can become a victim of crime.
- Victimization has a "domino" or a "ripple" effect, moving beyond the actual victim to family members, co-victims, and the community as a whole.
- There are no victims who deserve to be harmed or hurt.
- Victims are hurt in physical, emotional, financial, and religious/spiritual ways.
- The program provides offenders with the opportunity to change their thinking and their behavior.
- Offenders have an obligation to make amends to their victims, directly and indirectly.

## Victim Impact and Adult-Centered Learning

The Victim Impact Curriculum requires a unique learning environment to enable the "power of the personal story" and its impact on offender thinking and behavior to unfold. The facilitator's challenge is to set up a rich learning environment that incorporates relevant curriculum materials, adult-centered learning principles, experiential learning opportunities, cultural sensitivity, and activities to facilitate changes in offenders' thinking, feeling, and behavior.

Malcolm S. Knowles was one of the first education experts to propose that adults have different educational needs than children in his 1973 book, *The Adult Learner: A Neglected Species*.<sup>1</sup> Knowles' assumptions about adult learning have made a significant impact on adult education and training programs in general.

The Victim Impact Model is an ideal environment for incorporating Knowles' assumptions and principles of adult learning (e.g., adults are autonomous and self-directed and learning should reflect that fact; learning should be tied to life experience).

Developers of the curriculum adapted Knowles' principles for their work with offenders in the following ways:

**First, offenders take a leadership role in the learning experience.** Instead of simply transmitting information to offenders, facilitators should actively involve them in the learning process through discussions, case exercises, processing of speaker stories, victim/survivor vignettes, and application of the information to their own experiences. This approach helps offenders to move through the "stages of change" (discussed in the next section) and promotes information retention.

**Second, offenders must be motivated to learn and change.** Acknowledging an offender's ability to change and reinforcing new behaviors can motivate him or her to become more involved in the learning environment. Be aware of literacy issues or any special needs so that offenders do not feel embarrassed or alienated.

**Finally, individuals, including offenders, have unique learning styles.** All learners have developed a preference for sending and receiving information through one sense or another. Using curriculum materials that are multisensory (that have both visual and auditory components), in combination with interactive activities, will enhance learning and retention.

- Approximately 70 percent of students are visually oriented—they learn best by seeing. They will benefit from having access to written materials and outlines that allow them to take notes and from viewing videos/DVDs and overhead transparencies. For these students, "seeing is believing." In general, printed instructions, checklists, graphs, and charts are preferred over lectures.
- About 20 percent of students are auditorily oriented—they learn best by hearing. They tend to do well with a lecture format and in discussion groups.
- Only 5 to 10 percent of students are primarily kinesthetic or motor oriented. They learn best by performing a task and are generally good at role-playing activities.

Classroom interactions with offenders will be most effective if multiple learning styles are used.

## Victim Impact and "Stages of Change"

Change is a process, not an event. It takes time, motivation, and work. A variety of change models have emerged in the psychological research literature. The most widely researched one is the "stages of change" model developed by James Prochaska, Ph.D., John Norcross, Ph.D., Carlo DiClemente, Ph.D., and others.<sup>2</sup>

The work of these researchers has provided valuable insight into how people make lasting, positive changes in their lives. Their model has been used by the Centers for Disease Control and Prevention, the National Cancer Institute, the National Institute on Alcohol Abuse and Alcoholism, and the American Lung Association, among others.

Research conducted on self-change reveals that people can and do make positive behavioral changes on their own. Although individuals will change in different ways and at different rates, research has shown that they all go through a distinct and consistent set of stages:

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<sup>1</sup> Knowles, M. 1973. *The Adult Learner: A Neglected Species*. Houston, TX: Gulf Publishing Company

<sup>2</sup> Prochaska, J.O., Norcross, J., and DiClemente, C. 1995. *Changing For Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward*. New York: Avon Books

1. **Precontemplation.** Individuals at this stage are unaware or in denial that they have a problem, despite factors to the contrary, and are generally uninterested in changing.
2. **Contemplation.** At this stage, people acknowledge that they have a problem and begin to think about solving it. Some people get stuck in this stage, waiting for a “magic moment” for change. Others look for ways to maintain their current behavior while lessening the severity of the consequences. Contemplators have not yet made a decision to change.
3. **Preparation.** Individuals now begin to focus less on the past and more on the future. They have made a decision to change their behavior and are preparing to do so. Their primary concern at this stage is in finding alternatives and solutions.
4. **Action.** Individuals are ready to act and to commit to change and are very involved in implementing their plans. The emphasis is on effective countering, problem solving in tough situations, and focusing on the benefits of change.
5. **Maintenance.** At this stage, individuals practice their new behaviors and concentrate on preventing relapse.

Change is not easy, and movement through these stages may not be linear. It is not unusual for individuals to slip back and forth through the stages as they work toward lasting change. These slips should not be considered as failures, but as learning opportunities that can bring a person closer to success if he or she continues to work through the stages. The ultimate power to make positive changes resides in each individual. The challenge for facilitators is to guide and encourage offenders who may be at different stages. The *Participant Workbook* incorporates each of the nine processes that promote change as outlined in the stages of change model by Prochaska et al. (1995). Material in this section has been adapted from *The Ultimate Trainer* (2005)<sup>3</sup> and *Some Things Impact a Lifetime* (1996).<sup>4</sup>

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3 Office for Victims of Crime Training and Technical Assistance Center 2005. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime. <https://www.ovcttac.gov/trainingcenter/training.cfm>.

4 Mothers Against Drunk Driving and California Youth and Adult Correctional Agency. 1996. *Some Things Impact a Lifetime*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime, NCJ 164436.

# The Victim Perspective

This chapter gives facilitators a brief introduction to the victims' rights movement and to victims' reactions and responses to the trauma of crime. The information provided will assist facilitators in responding to questions and comments from participants about victims' experiences.

## History of the Victims' Rights Field

The crime victims' movement—now called the victim services field—had its early beginnings in the 1970s when child abuse, sexual assault, and intimate partner violence awareness began to capture the Nation's attention. For almost a decade, self-help programs started, then stopped when their meager funding ran out. In the early days of the field, most programs were initiated by victims and survivors of crime. At that time, victims' rights were primarily restricted to the right to restitution, and offenders had substantially more rights than victims.

In the early 1980s, crime victims' issues received a greatly needed boost when President Reagan appointed Lois Haight Harrington to chair the President's Task Force on Victims of Crime. Mrs. Harrington's leadership led to the formation of study groups and preparation of detailed reports and recommendations for the Nation. It also inspired individual states and the Federal Government to address this neglected area. Mrs. Harrington worked with Congress to establish the Victims of Crime Act of 1984 (VOCA), which uses offender fines, fees, and penalties to fund the development and continuation of services for victims and survivors of crime. VOCA continues to be the primary funding source for crime victim programs and innovations throughout the country.

During the same period, states began passing Victims' Bills of Rights and state-level constitutional amendments. Over the past 20 years, more than 33,000 victim-related laws have been passed at the state and national level. Thirty-two states have passed amendments making victims' rights part of their constitutions.

Today, more than 10,000 organizations throughout the country assist victims of crime. Many of the organizations struggle to provide services because they lack funding and adequate staffing. In addition, victims are not always aware that both community and government organizations exist to help them.

## Victims' Rights

Despite an increase in the rights afforded to victims, offenders still benefit from more protections and rights than victims. Although victims are the ones directly harmed by crime, the design of the criminal justice system often excludes them. The system makes the major decisions about the offender's arrest, types of charges to be levied, plea bargains, and dispositions. Victims are not always allowed or encouraged to be a part of these decisions. In addition, without assistance from victim service providers, most victims have difficulty understanding and asserting their rights. Although victims do have rights, there are very few consequences for violating these rights.

Victims are entitled to certain core rights; however, facilitators should research state-specific rights before teaching this curriculum, as these rights vary in each state.

Basic rights include:

**Information and referral:** Victims have the right to information about their case, including the disposition of the offender, and to referral to people and agencies that can assist them.

**Notification:** Victims have the right to notification of offender status such as arrest, release on bail, and release to parole.

**Safety:** Victims have the right to protection from threats or harassment by the offender.

**Restitution and compensation:** Victims have the right to seek restitution directly from the offender for losses resulting from the crime. In addition, victims of violent crimes have the right to apply to their respective State Victim Compensation Fund for financial assistance.

**Participation:** Victims have the right to attend certain proceedings and to submit a victim impact statement.

## The Victim Experience

### Who Is a Victim?

For this curriculum, the term “crime victim” includes a person, group, business, or organization that has been harmed or injured due to criminal activity. The harm inflicted may be physical, financial, mental, or religious/spiritual. Facilitators should not allow offenders to debate the legal definition of a victim or argue whether or not someone is a victim because the criminal charges were dropped. The focus should remain on the impact of crime on victims.

Discussion and activities reinforce the idea that crime touches more than the primary or immediate victim. To help offenders understand this concept, facilitators should expose offenders to the terminology used to describe those who are affected and harmed by crime.

**Victims, primary victims, immediate victims, or direct victims** are those individuals who directly experience the crime or those whom the offender directly harms. Some victims choose to call themselves survivors.

**Survivors** are the family members and close friends of a homicide victim.

**Secondary victims or covictims** are those individuals who have a close relationship with the victim.

A **ripple** or **domino effect** refers to how the effects of a crime can travel throughout a community, affecting both those who are close to the victim and those who do not know the victim, but hear about the crime. The impact of crime may spread to:

- The victim’s immediate family (spouse, partner, parents, children).
- The victim’s extended family (nieces, uncles).
- The victim’s social circle (friends).
- The victim’s coworkers.
- Criminal justice personnel (prosecutors, judges, victim advocates).
- First responders (law enforcement, medical personnel, clergy).
- Those assisting victims (insurance agents, funeral directors, counselors).
- Community members in general.

Offenders may argue that the ripple effect should exclude people who choose professions that are supposed to help victims, such as police, funeral directors, or insurance agents. Remind offenders that these people are put in a position to help victims because of the offender’s behavior.

### How are Victims Harmed?

Becoming a victim of crime thrusts an individual into an abrupt and chaotic atmosphere for which he or she is unprepared. Regardless of the crime, victims may experience intense fear, helplessness, or horror, and may even develop posttraumatic stress disorder. These thoughts and feelings may be of short or long duration.

Many victims change their thoughts, beliefs, and behaviors because of their experience. Victimization may alter people's sense of freedom and influence the choices they make about where to live, where to travel, and what time of day they carry out business, social, or recreational activities.

Crime victims may become afraid of people who share the offender's characteristics (e.g., age, race, voice tone, clothing, body language, or distinctive features). Victims may react negatively to smells or noises that remind them of the crime scene. Their behavior may change toward the people around them. For example, parents may be too confused and upset to pay attention to their children's needs. If one of their children has been injured or killed, their other children may not receive ongoing care and attention. Husbands, wives, and partners may withdraw from the people they love. Children who were nonviolent may start acting out toward family, friends, and pets.

In addition, victims differ in how they attempt to derive meaning from their experience. Some victims express forgiveness toward the offender, using words like "healing," "closure," "survivor," or "recovery" to describe their experience. Others have a strong, negative reaction to these words and are angered by their experience. Many victims will feel a range of emotions. Family members' reactions to the crime may differ completely from the victim's, which can cause further disruption.

Although victims react in individual ways, there are common themes that offenders need to understand. Facilitators do not have to be experts in this area: the goal is to simply focus on the basic areas of impact and to facilitate offenders' discussions and activities. The victim/survivor speakers will testify to the similarities and differences in how victims respond to their experience.

## Areas of Impact

When teaching the curriculum, facilitators should focus on the impact of crime in the following areas: physical, financial, emotional, and religious/spiritual. Facilitators should instruct offenders to keep these areas in mind during class discussions, while watching video clips, and listening to victims/survivors or other guest speakers.

### Physical

Physical problems may include headaches, increased heart rate, difficulty breathing, weight gain or loss, lack of energy, and stress-related health problems. Victims of specific crimes can experience bruises, broken bones, concussions, or death. Physical problems can occur immediately or months or years later.

### Financial

Almost all crime victims undergo some financial costs, including:

- An insurance deductible (and higher deductibles in the future).
- Ambulance and medical bills.
- Damaged clothing;
- Replacement of personal documents.
- Burial expenses.
- Property repairs.
- Salary loss.
- Moving expenses.
- Replacement of stolen or damaged items.

## Emotional

Victims of all crimes are affected emotionally, but each individual will be faced with different thoughts and reactions and will experience varying intensities of feelings.

## Religious/Spiritual

Victims of any crime may question their religious/spiritual beliefs about good and evil. Victims who feel that they are good people may wonder why something bad has happened to them. Faith tenets about forgiveness, retaliation, and punishment may be called into question.

## Decisionmaking

Victims are affected in many ways and struggle to make a variety of decisions directly and indirectly related to the crime:

### Crime-Related Decisions

- Providing information for a police report
- Making funeral arrangements
- Contacting insurance companies
- Monitoring offenders' court dates

### Daily Decisions

- Paying household bills
- Buying groceries
- Spending time with family
- Negotiating work schedules
- Keeping up with errands
- Attending social functions

The cost of crime is enormous and some statistics are difficult to collect. What is the price of a human life? How do you assess the cost of changes in lifestyle that victims make because of crime? How many weapons are bought by fearful victims? How many crime-related lost days of work are undocumented? Some information linked to crime-related health and medical costs has been compiled, but it does not reflect the true financial cost of uninsured crime victims, long-term disability costs, quality of life issues, covictims' medical costs, and mental health costs, among others.

The trauma a victim, survivor, or covictim experiences does not always disappear. Victims don't necessarily "get over" what has happened to them just because time passes. Days, weeks, months, and years can pass and victims may still suffer physically, financially, emotionally, or religiously/spiritually.

## What Do Victims Need and Want?

Although victims are most affected by a crime, they often feel ignored by the criminal justice system. They lack control over whether the offender will be caught or punished and do not have much of a voice in the system. In addition, the criminal justice system is difficult for victims to understand. The following comments reflect some of the common issues and concerns that victims express:

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### *Safety*

*“The police didn’t catch the offenders yet; I’m scared they will come back and carry through with their threats.”*

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### *Talking about their experience*

*“I need to tell people about my experience. Maybe I can keep someone from going through what I did.”*  
*“I need to talk to people about what went wrong so I can improve the criminal justice system.”*

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### *Restitution*

*“I want the offenders to pay for what they did. That’s part of the consequences.”*  
*“How will I pay the hospital bills? I don’t have insurance.”*

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### *Apology*

*“The offender just laughed in court—she didn’t show any remorse.”*  
*“I wonder if the offender feels anything at all for putting me through this anguish?”*

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### *Needing answers*

*“Why me? Why was I victimized? What did I do wrong?”*

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# Implementing the Curriculum

This chapter gives facilitators an overview of the curriculum and includes easy-to-use “How To” sections about the class structure and use of speakers.

## Curriculum Basics

The Victim Impact Curriculum consists of 13 units, each requiring approximately 2.5 hours to complete. It is built around the 10 core crime areas that are highlighted in OVC’s *Victim Impact: Listen and Learn* DVD (property crime, assault, robbery, hate and bias, gang violence, sexual assault, child abuse and neglect, intimate partner violence, drunk and impaired driving, and homicide). In addition, there are 2 introductory units and a final unit, Making Amends.

The *Participant Workbook* should be handed out to each offender for individual reading, response to questions, and note taking. Facilitators may also choose to hand out only one chapter, page, or activity at a time.

### Icons Used Throughout the Curriculum

Facilitator information or helpful tip



Words To Know (dictionary)



In the News: Crime trends and statistics



Use of chalkboard or tear sheets



Triangular sharing groups (triads)



OVC *Victim Impact: Listen and Learn* DVD clip



Group discussion/activity



## Role of the Facilitator

Teaching the Victim Impact Curriculum will require thorough preparation in subject content and facilitation skills. Guidance in both these areas is provided in this manual; additional information is available in the appendixes.

Facilitators must be prepared to respond to offenders who dispute issues or blame victims. Although they are not expected to provide crisis counseling or therapy to offenders, facilitators are trained to identify those who require referrals to further address either their victimizing behavior or their feelings.

This training also prepares facilitators to recruit, select, and follow up with victim speakers to ensure that speakers are not revictimized by the experience and are recognized for their contribution to the program.

### Facilitator Style

Good preparation and a thorough knowledge of the subject are the foundation for effective facilitation. Participants will quickly determine whether or not the facilitator is sincere, trustworthy, and interested in the class. First impressions have tremendous influence on class success. Work to engage the participants from the onset and maintain a high level of creativity and energy.

Discussing victimization is serious and can be unsettling. Although this is a serious topic, there are appropriate times to use personal style to lighten discussions. The curriculum is not about “shock value” or imposing guilt. It is about helping offenders to understand the harm they have caused. Effective facilitators are confrontive, yet respectful and supportive. Participants will be more open to learning in a relaxed, yet structured environment.

Facilitators are not required to be content experts and may not know all the answers to participants’ questions; however, they are encouraged to research answers and consult with experts. They should keep the focus on participants’ values and beliefs and avoid discussions about their own values or beliefs. Personal disclosure from the facilitator about his or her own victimization is discouraged.

A facilitator’s introduction may include:

- Facilitation and teaching background.
- Victim impact training and preparation.
- Interest in teaching the Victim Impact Curriculum.
- Any special interest or commitment to victims’ issues.

## Establishing Ground Rules

Facilitators must establish and maintain a physically safe environment and maintain a structured learning environment. Many of the same ground rules that apply in any classroom or group setting apply in this curriculum. Start by listing a few ground rules and then ask the group for input. When possible, post the ground rules for each session. Review and modify them as needed. See appendix A for a sample class contract.

At a minimum, the following ground rules should be enforced for all participants:

- Follow all institution and site rules and procedures.
- Follow the directions of the facilitator.

Keep class discussions confidential. Do not divulge any personal information learned in class.

- Participate during class.
- Respect one another, the class facilitator, and all guest speakers.



### Facilitator Note

Facilitators are responsible for knowing any local laws or policies related to mandated reporting if and when offenders disclose current crime details or threats to harm themselves or others.

## Class Structure

Each class session requires approximately 2.5 hours.

- The facilitator guides participants through the *Participant Workbook* in an interactive manner, ensuring that participants understand both the language and content.
- The facilitator then shows a clip from the *OVC Victim Impact: Listen and Learn DVD*. Clips reinforce the focus on victim impact.
- Time permitting, additional activities may be conducted after the unit is completed.
- The facilitator may then debrief and end this part of the class.
- An additional class session would then be held making use of activities and a victim speaker.

Class attendance is required for successful completion. Participants may make up classes at the discretion of the facilitator or in conjunction with the facility policy.

Upon successful completion of the class, participants may be presented with a “Certificate of Completion” (see appendix K). Facilitators may administer pre- and post-tests at the beginning and end of the course to determine whether offenders have undergone a change in knowledge or attitude as a result of this class.

In addition to class attendance, participants may be expected to complete homework assignments as directed.

## Unit Format

Each of the crime-specific units has a standard format; delivery options are listed with each section within the unit to assist facilitators. To optimize participants’ individual learning styles and keep material from becoming repetitive, facilitators should use varied delivery options.

### Words To Know

Each chapter begins with words that may be either unfamiliar to participants or important terms for them to learn and integrate into their daily language.

Delivery options:

- Read words aloud and survey participants for understanding.
- Write words on a chalkboard or tear sheet and survey for understanding.
- Select participants to read words aloud and survey for understanding.
- Divide participants into small groups or pairs and survey for understanding.

## “What Is . . . ?”

This section provides an overview of specific crime areas. It includes both legal and user-friendly definitions, and discusses how being a victim of a particular crime harms victims.

Delivery options:

- Facilitators take turns with participants in reading the content aloud.
- Divide participants into small groups or pairs for part of the session.
- Refer back to “Words To Know” as they appear in the chapter.
- Cover only a few sentences or paragraphs at a time.
- Solicit feedback on an ongoing basis. Ask the following: “Do you understand what we are talking about?” “Talk about the information in your own words.” “What do you think?” “What is your reaction?” “What are you feeling?” “Do you know of other examples?”
- Encourage note taking.

## In the News: Crime Trends

The crime trends provided are designed to give participants an understanding of the prevalence, cost, and impact of specific crimes. The trends were gathered from current sources listed in appendix F and are presented here in a user-friendly context. **Facilitators are encouraged to routinely update local and national statistics** (appendix F).

Delivery options:

- Read trends aloud and survey for understanding.
- Take turns with participants in reading aloud the crime trends.
- Use local news articles.
- Have participants answer the question provided.
- Develop additional questions.

## Crime Examples

To encourage understanding and, most importantly, to personalize crime, this section provides brief scenarios of crimes and sample questions or prompts. Definitions from the 2009 Federal Bureau of Investigation's Criminal Justice Information Services Division were used. **Facilitators are encouraged to provide participants with any pertinent state-specific statutes.**

Delivery options:

- Take turns with participants in reading scenarios aloud.
- Select participants to read scenarios; be mindful of reading abilities.
- Divide participants into small groups or pairs to discuss scenarios.
- Refer back to “Words To Know” as they appear in the scenarios.
- Solicit feedback by asking the following questions: “Who was the primary victim?” “Who else may have been harmed by the offender?” “How was the victim harmed?” and “What do you think the victim is experiencing?”
- Add details to the scenarios.
- Encourage note taking.

## What Is the Impact?

Each unit includes lists of four areas of impact: financial, physical, emotional, and religious/spiritual, along with specific reactions that victims and survivors of a specific crime may experience. Space is included for participants to add their own ideas. The goal is for participants to identify how victims are affected or harmed by specific crimes.

Delivery options:

- Take turns with the participants in reading the list aloud.
- Survey participants for understanding.
- Have participants add to the list.
- Encourage note taking on how offenders specifically harmed their victims.

## OVC Victim Impact: Listen and Learn DVD

Each DVD clip is designed to reinforce learning after the basic information in the unit has been presented. The *Participant Workbook* provides questions for offenders to answer. This *Facilitator Manual* includes possible answers.

Delivery options:

- Review questions with class prior to showing the DVD clip.
- Repeat or start and stop segments to reinforce learning, emphasize specific points, or point out issues that participants did not identify.
- Integrate the DVD clip with an activity.

## Being Accountable for Your Crimes

This section provides a summary of the impact of crime on victims and reinforces a theme of the curriculum: “No one has the right to harm another person.” Offender statements are provided to encourage participants to think about how they can become accountable. This section is designed as a brief introduction to the concept of accountability in an education-based setting. Casework staff are encouraged to work with participants more intensely following their graduation from the Victim Impact Program.

Delivery options:

- Have participants read accountability statements.
- Solicit feedback by asking, “What do you think about these statements?”
- Have participants write accountability statements.

## Victims’ Words and Quotes

Victims’ and survivors’ quotes appear throughout the units to prompt participants to think and feel differently about crime and victimization. Facilitators can use the quotes in various activities.

Delivery options:

- Read statements during review of the unit.
- Read statements after completion of the unit.
- Solicit feedback by asking, “What do you think about this victim’s and survivor’s statement?”
- Integrate the quotes with an activity.

## Additional Activities

Each unit concludes with a series of activities that reinforce the following key concepts: areas of impact, short- and long- term effects on victims, the ripple effect of crime, and offender accountability. **Participants are to complete at least one activity prior to hearing a victim speaker.**

## Integrating OVC's *Victim Impact: Listen and Learn* DVD

The OVC DVD, *Victim Impact: Listen and Learn*, is an important part of the curriculum. After the facilitator provides participants with information about a specific crime and the impact of that crime on victims, one or more clips from the DVD are used to reinforce the information.

The DVD features 14 powerful vignettes of victims/survivors sharing their experiences—how they were victimized, the short- and long-term impact of victimization on themselves as well as on their families and friends, and their suggestions for holding offenders accountable for their crimes.

Each unit includes recommended discussion prompts. Appendix H contains additional information about the victims featured in the DVD.

## Participants

Offenders are selected for participation in the program in one of three ways: (1) a parole authority may mandate the class, (2) the offender may be referred through a casework process, and (3) the offender may volunteer to attend. Most states have found the program to be most effective when offenders who have committed different crimes are mixed together in one group rather than being segregated by offense. Most victim impact programs do not prescreen offenders based on offenses, although parts of the curriculum have been used effectively in treatment groups with a specific offender population.

## Participant Screening

The goal of the curriculum is to educate all participants about victimization and change their attitudes. Classes do not provide intense or confrontive therapy about the offender's behavior or thoughts about his or her particular offenses. Instead, the curriculum lays the groundwork for correctional casework staff to help offenders apply their new knowledge to their specific victimizing behaviors. General screening criteria include acceptable behavior in classroom and group settings; ability to process information; and absence of severe mental health issues.

Offenders who exhibit extremely violent, criminal, predatory, or bizarre behavior should be excluded from participation. Their behavior will be disruptive to other participants and create an unsafe atmosphere for the facilitator and speakers. Moreover, some of these offenders may take a perverse pleasure in learning about how victims suffer rather than using the experience to develop a sense of remorse or empathy.

## Participant Expectations

During the first class session, participants will be asked to share their expectations to clarify any misconceptions about the class process and its objectives. The facilitator will address participants' inquiries so they can make a well-informed commitment to participate. Offenders will then be required to sign a "class contract" (appendix A). Make sure you tell participants that they will not receive benefits such as good time credits or early release for participating.

## Learning Objectives

Discussions and activities are designed to ensure that learning objectives are met. Facilitators must continually refer back to these objectives at the beginning of each unit to maintain focus. Every discussion activity and DVD clip is designed to help participants understand the impact of crime on victims. When beginning the first class, “Getting Started,” provide participants with an overview of the curriculum, including its objectives.

To meet the learning objectives:

- Tell participants what they will learn.
- Teach the material.
- Remind participants what they have learned.

## Integrating Guest Speakers Into the Curriculum

Victim impact speakers are a vital part of the program. Although facilitators have taught participants how tragic crime is, and participants may have applied this knowledge during group activities, victim speakers offer a personal and real education. Participants cannot dispute the stories and experiences of crime victims and survivors. In the event that speakers are not readily or consistently available, consider taping victim presentations for use in conjunction with OVC’s *Victim Impact: Listen and Learn* DVD.

It is important that speakers be carefully selected and well prepared to make presentations to this population. To be effective, speakers must be able to tell their stories without blaming or accusing offenders, as both may prove counterproductive. For purposes of the Victim Impact Curriculum, speakers must be clear and candid about their reasons for wanting to speak to offenders. They must keep their presentation focused on the harm and impact of the crime.

### Speaker Recruitment

Many victim-serving agencies and community-based organizations may be able to assist in referring potential speakers, although some may be skeptical about working with offenders. Facilitators should discuss the goals of the Victim Impact Curriculum to earn “buy-in” from supporting agencies. Developing a brochure that contains an overview of the program, quotes from victim speakers, and website information may be helpful.

Facilitators may be able to recruit speakers by contacting the following:

- Community-based victim support groups or chapters (e.g., Parents of Murdered Children, Family and Friends of Murder Victims, MADD)
- Victim and witness assistance programs
- Victim-serving agencies (e.g., rape and sexual abuse centers, intimate partner violence shelters, child abuse prevention organizations)
- Churches, faith-based communities
- Funeral directors
- Coroners
- Law enforcement chaplains
- Volunteers in correctional programs

## Speaker Selection and Screening

Not all speakers are well-suited to speak to a victim impact class, even if they have been effective in speaking to other types of groups. Consider observing the speaker at a community presentation or invite him or her to make a presentation to staff. Invite potential speakers to sit in on victim impact classes to observe experienced speakers.

Facilitators should consider the following when selecting speakers for their classes, discuss any concerns, and make appropriate modifications:

### **Does the speaker have references?**

Attempt to contact someone who has heard the speaker present, has provided assistance to the speaker, or knows the speaker.

### **If the speaker has a court case pending, what is the status of the offender in that case?**

Use caution if speakers have a court action pending. Discussions may take place that jeopardize the case. Unsolved cases may be appropriate, if the facilitator has reviewed the circumstances.

### **Where is the speaker's offender housed?**

Ensure that the speakers will not have contact with their offenders and notify a supervisor prior to the presentation.

### **When did the crime occur?**

Be aware of the anniversary date of the crime or other special occasions (birthdays, Mother's Day, Father's Day).

### **What is the speaker's goal in presenting to offenders?**

Most victims participate in victim impact classes to prevent victimization of others. They do not want anyone else to suffer as they have. Speakers often cite an interest in changing even one offender.

### **Is the speaker emotionally ready and appropriate to speak with offenders?**

Emotions are natural and appropriate, as long as the speaker can focus on and communicate about the impact of the crime. If the speaker does not think he or she is emotionally prepared to "relive" the crime, he or she should not be expected to speak to offenders.

## Why Do Victims and Survivors Choose To Speak to Offenders?

The following stories may help facilitators to better understand why speakers participate in victim impact programs.

*The man who murdered Nancy and Jesse had begun his criminal activities as a youngster; he had spent time at a Boy's Ranch. He apparently was not taught, nor had he, in all of his life, learned anything about feeling sorry for another person's shortcomings. He had never learned to feel bad when another person was hurting (for any reason), had never learned that the possessions a person works for are important to him or her, and had never learned that family members are especially important to each other.*

*Therefore, my reason for going into these places is to try to bring "empathy," "awaken feelings"—make the pain come to life in them that they have never felt before. Therefore, I tell the story of the stabbing of a helpless baby, a helpless little girl in her nightgown—stabbed innumerable times—who could not defend herself.*

—Jean O'Hara, California, Homicide Survivor

*When I speak it helps me to heal from the horrendous pain of losing my son, Brent. I also realize that when I can effectively change another person's life while incarcerated, then maybe when they are released, they won't continue on the same path they have been on. I believe with all my heart that when Brent's murderer is released (and he will be), he will not reoffend. This is a direct result of our visits with him over the years. It works; maybe not with all inmates, but if it changes one, that will make our world a better and safer place for all of us.*

—Debbie Parnham, Arizona

*Serving on a victim impact panel helped me emphasize to everyone the long-term ramifications of violent crime, and not only do I talk about the senseless murder, but I also get to relive all the joys she brought me during her lifetime.*

—Homicide Survivor, Texas

*I believe that offenders have trouble realizing what crimes do to victims. I believe if offenders understand what happens to the people left behind, maybe that empathy will change the offender. I do not believe that there is a 'throw-away' person.*

*If I can do something good with the bad that has happened to me, then it makes this lemonade out of lemons. Why do I do it—youth facilities, prisons—they are all going to get out. I do not want more victims, more people hurting beyond anyone's wildest dream, and I believe that people can turn their lives around. If you face what you have done in your life and ask for forgiveness . . . you can be set free! Free while you are in prison, free from guilt, free from hate, and forgiven! There are lots of victims who are prisoners in their own homes because they stay victims. Youth facilities and prisons are my favorite places to talk. I have chosen to become a survivor. I have chosen to make a difference!*

—Cheryl Ward-Kaiser, California, Homicide/Robbery Survivor

*A part of speaking in prisons is "therapy," an enormous sense of healing for me. My voice is heard when, for so many years, I spoke only within my soul and nobody heard me. If I have impacted one offender in 7 years, I have accomplished a huge part of what I have set out to do. There is no better feeling than walking away from a group of offenders after telling my story and one man or woman walking up to me and simply saying "thank you." It makes every minute worth it. When someone says to me, "Why in the world would you go to prison to tell your story?" my answer is, "Why not!"*

—Nicole, Ohio, Child Sexual Assault Survivor

*The reason I have gone to Florence to speak to the classes is somewhat selfish. I wanted to feel that Brett's death was not forgotten; to share his life with others; and get people to think about how their actions will impact not just the victim, but also the victim's family and friends, as well as the perpetrator's family and friends—and even themselves. It makes me feel like I have accomplished something in my life knowing that by speaking to a class I may have touched an inmate and saved just one person/family from dealing with what has happened to our family in the aftermath.*

*It makes me feel good to receive letters from the inmates who have been touched and who have started to sincerely think of other people, not just themselves.*

*I find that by speaking, it helps make the hurt a little more tolerable.*

—Carolee Holbrook, Arizona

*When I first began presenting to offenders, I was simply "giving a victim impact presentation." I quickly realized that more than anything, I was dispelling the myth that the person who died was the only VICTIM. In fact, the VICTIM was indeed all of the murdered person's family and friends. The lives of the survivors had been forever changed by the deeds of the offenders and, even now, I don't feel as if most offenders ever give a second thought to others affected by the crimes they commit.*

*The presentations also developed a healing component for me in that I was reaching out to hopefully stop at least one person from escalating their violent activities. I needed to stop the growth of survivor groups and dispel the myth of victimization. And, I needed to turn a negative into a positive for as much as that was possible. I had never been one to sit around wringing my hands and sobbing . . . and I couldn't do so now.*

—Helene Davis, California, Mother of a Murdered Son

*There is a price to pay for participating in this program . . . the emotional toll it takes on my psychological and physical self before and after speaking engagements. None of these problems are enough to prevent me from participating—just a bit of self-awareness in the toll of it all.*

—Tennessee Survivor

*There are many, many prisoners in the system who have no idea just what they have done and how the effects linger long after the crime has been committed. Going to the prisons and speaking helps me, as well. I get to vent. I have been told I need to talk about what happened in order to heal, but people around me have, frankly, heard enough. After all, I am supposed to be “past it” by now.*

*I have chosen to try to help make a difference. As long as I try, and encourage others to do the same, I feel only good can come from it. Only when you try to look from another’s point of view, can you truly see yourself.*

—Stephanie, Tennessee, Home Robbery and Assault Survivor

## Speaker Preparation

A pre-presentation interview between the facilitator and potential speakers is mandatory. The goal is for the speakers to feel safe, comfortable, and confident. At a minimum, speaker preparation should include the following information:

- Victim Impact Program information, including specific information pertaining to the unit in which they will speak.
- Current class dynamics (i.e., number of participants, attitudes).
- Presentation needs (e.g., TV/VCR/DVD, chair, table, podium, microphone).
- Presentation items that might be appropriate (e.g., photos, mementos).
- Preferred speaker introduction (e.g., “victim” or “survivor,” use of first and/or last name).
- Guest speaker timeframe (30–45 minute presentation, with 15 minutes for questions and answers).
- How the speaker prefers to respond to participants’ questions (i.e., free-flowing, written questions, no questions).
- Role of a support person.
- Safety concerns and security procedures, including required identification background checks and searches.
- Will transportation within the facility be provided?
- Written visitor and volunteer guidelines.
- Will media be present at the request of the facilitator or the speaker?
- Appropriate clothing.
- Allowable/nonallowable items (e.g., audio/video materials, medication, drinks/food, tobacco, lighters).
- Any special needs of the speaker.
- Map or directions.
- Facility contact phone numbers, including facilitator name and number.
- Specific instructions on parking, where to enter the facility.
- Are meals, transportation, or compensation available?
- In addition, speakers may need assistance in developing their presentations. The following questions and guidelines might help:
- What was your life like prior to the crime? How has it changed?

- What areas of your life have been affected (e.g., physical, emotional/psychological, financial, religious/spiritual)?
- How have your family, friends, and community members been affected?
- Share with offenders why you are choosing to speak to the class.

## Safety

Facilitators are responsible for the safety of speakers. Speakers are to be accompanied by a staff member at all times, regardless of the presence or absence of offenders. If required by the facility, or requested by the speaker, personal alarm devices are to be provided. Explain to the speaker how the room is set up and the proximity of the offenders. Facilitators and other correctional staff are to take action if offenders make unwanted contact with a speaker during or after a presentation.

## Debriefing Speakers

Victim impact presentations are an emotionally charged experience for crime victims and survivors, usually triggering an assortment of feelings that speakers may or may not be prepared to address on their own. The debriefing of speakers should take place in a private, comfortable area. Attentive listening is critical during debriefing. This is the speakers' opportunity to process their thoughts and feelings.

Facilitators should ask speakers how they felt about their presentation, as well as their experience speaking before the group. In addition, speakers should be asked how they felt about the group's response and interaction with them prior to, during, and after their presentation. Speakers can be asked if they would be willing to speak again, and whether they have any concerns, complaints, or suggestions.

During the debriefing, the facilitator should be prepared to refer speakers to community victim assistance services and programs, if needed. Facilitators can also ask if the speaker has other support people available.

## Speaker Acknowledgment

It is critical for speakers to be acknowledged for their presentations. Some victims relive the crime each time they speak. Speakers may have taken the day off from work, time away from their family, or spent their own money to travel to the facility.

Speakers often appreciate being acknowledged by class participants. Participants can verbally thank the speaker after class and, if acceptable, write a thank you letter. The letters should be reviewed thoroughly before the facilitator forwards them to the speaker. Facilitators should also follow up with a personal thank you letter or an official department recognition letter (see appendix J).

## Offender Preparation and Debriefing

Listening to a victim speaker may be an uncomfortable experience for offenders and result in an assortment of thoughts and feelings that the facilitator must be prepared to address. Beforehand, instruct participants about acceptable behavior during the presentation (e.g., be respectful, listen quietly and attentively, dress appropriately, follow directions, comment and ask questions only if invited to do so) and address all questions or concerns.

Discuss how you will confront any disruptive behavior during the presentation and provide an appropriate exit for any participants unwilling to stay and listen. Thoroughly debrief the group following the presentation and invite them to prepare thank you letters, if appropriate. If necessary, be prepared to refer individual participants for counseling or intervention services.

**Ask participants before the class**

- How do you feel about facing a crime victim?
- Why do you think the speaker is willing to speak to the class?
- What can you do to show respect?
- What do you do if you become uncomfortable?
- What are respectful ways to ask questions?

**Ask participants after the class**

- What did you think and feel as you listened to the speaker?
- What did you hear the speaker say that we also talked about during class?
- What did you learn that we have not talked about or that you did not think about before?
- Did hearing the speaker inspire you to commit to changing your behavior? If so, how? If not, why not?

# Unit 1: Getting Started



**Time Required: 2.5 hours**

## Resources Needed

- Chalkboard or tear sheets
- Class contracts (see appendix A)
- Pre-/post-tests
- *Participant Workbooks*

## 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.



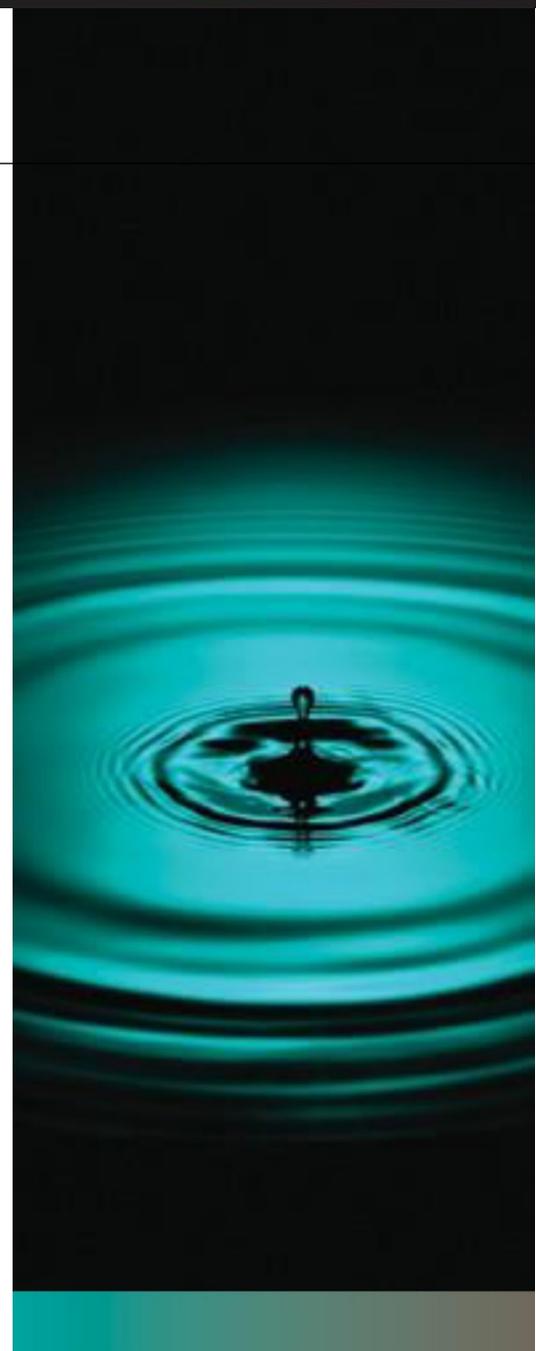
## Facilitator Introduction



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, intimate partner 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 and ask each participant to complete it and turn it back in.** The spreadsheet allows you to enter responses and convert scores easily.

### Facilitator Note



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



## Questions and Answers



10 minutes



# Unit 2: Introduction to Victim Impact



**Time Required: 2.5 hours**

## Resources Needed

- Chalkboard or tear sheets
- Crime Clock activity
- Ripple Effect activity
- “I Am Not A Victim” activity

## Prior to the Session

Prepare for the Crime Clock activity:

- Review the Crime Clock activity scenarios in appendix B and update any crime statistics, as necessary.
- Ensure that the scenarios are appropriate for your class and state crime statistics.
- Cut each scenario and its corresponding statistic into slips of paper, to be handed out later in class. These also will be used in the How Are People Harmed activity.
- Fold up the paper slips so that participants cannot see what is written.

Prepare for the Victims’ Rights activity by compiling a list of your state’s victims’ rights and offenders’ rights.

Prepare for the “I Am Not a Victim” activity:

- Turn to the “I Am Not a Victim” statements in appendix C.
- Cut the statements into slips of paper, to be handed out later in class.

## Objectives

- Define **primary and secondary victims**.
- Discuss victims’ rights.
- Discuss how the effects of crime ripple throughout a community.
- Discuss areas of impact.



## Facilitator Tip

- Use interaction techniques to foster learning and self-discovery versus lecturing or browbeating.
- Keep the focus on victims.
- Reinforce ground rules and structure.

## Introduction



10 minutes



Set the tone for a structured, yet interactive class.

- Review ground rules if necessary.
- Write the following questions on a tear sheet or chalkboard:
  - What rights do victims have?
  - Who is harmed by crime?
  - How are victims harmed?
- Randomly hand out one Crime Clock paper slip to all but two or three participants. Give those two or three participants two slips of paper. Instruct participants to set the paper aside and not look at it, and have a participant note the time.

## Victims' Rights



20 minutes

Be sure to review the materials on victims' rights and the victim experience before conducting this group activity and followup discussion.



### Facilitator Note

As offenders go from arrest to disposition, they tend to focus on themselves and what they experience. They focus on making sure that they can exercise their rights and tend to think they have very few rights. The goal of this activity is to show the imbalance between victims' rights and offenders' rights. Seeing this imbalance may help offenders begin to shift their thinking from themselves to crime victims.



### Rights of Offenders versus Rights of Victims Activity

- Write the words "Offenders' Rights" and "Victims' Rights" in two columns on a tear sheet or chalkboard.
- Without prompting, have participants discuss and then list the rights of each under the two categories. Refer to the copy of your state's victims' rights and offenders' rights as needed.



Discuss the following with the group:

- Did anything surprise you about these lists?
- How do you think a victim would feel about these lists?
- What rights do you think victims would like to add?
- What have you learned from this activity?

## Core Victim Rights

List the following core rights to which victims are entitled and discuss them with the group:

- **Information/referral:** The right to information about the offender, the case proceedings, and the offender's disposition. The right to be referred to people and agencies that can assist them.

- **Notification:** The right to receive notice of offender status such as arrest, release on bail, and release to parole.
- **Safety:** The right to protection beginning at the crime scene and continuing through the offender's release on parole.
- **Restitution/compensation:** The right to seek restitution directly from the offender for losses resulting from the crime. In addition, victims have the right to apply to their respective State Victim Compensation Fund for financial assistance.
- **Participation:** The right to attend certain proceedings and/or submit a victim impact statement.

## Crime Clock Activity



20 minutes



- Have a participant note the time.
- Ask participants to stand one at a time, read the scenarios and statistics on their slips of paper, and remain standing. (Participants may ask for reading assistance.)
- After the last participant reads his or her slip of paper, quiet the group and have participants look around the room.
- Tell the group that in the time period since the class started, each of these scenarios has occurred.
- Have participants sit down.
- Allow 2–3 minutes of quiet time, and then collect the slips of paper.

Ask participants the following:

- Those of you who had one slip of paper, what are you thinking and what are you feeling?
- Those of you who had two slips of paper, what are you thinking and what are you feeling?
- How did it feel not to have a choice about which type of crime you encountered?
- What have you learned, if anything?



### Facilitator Note

This activity teaches or reminds participants about the prevalence of crime and violence. Most participants have been exposed to violence and have probably become desensitized. The goal of this activity is to make crime more personal and to confront participants with a victim's perspective about the world.

Remind participants that all of these crimes will occur either while they are in class or by the end of the day. Statistically, their families, friends, and acquaintances could be victimized. Remind them that victims do not have a choice about what will happen, when it will happen, or how often they may be a victim of crime. Being victimized once can be devastating for people . . . have participants imagine being victimized more than once.

## Defining Who Is a Victim



10 minutes



### Facilitator Note

For purposes of this class, "crime victim" includes a person, a group, business, or organization that has been harmed and/or injured due to criminal activity. Do not allow offenders to debate the legal definition of a victim or argue whether or not someone is a victim because the criminal charges were dropped. The focus should remain the impact of crime on victims.

## Who Is Harmed?



30 minutes

It is important for participants to understand who they have harmed. The preferred language for referring to the people who are harmed varies from state to state and person to person. Encourage participants to understand these concepts and not to memorize the definitions.

### Types of Victims

- The categories **victim**, **primary victim**, **immediate victim**, and **direct victim** include people whom the offender directly harms. Some victims prefer to call themselves survivors.
- **Survivors** are usually considered family and close friends of a homicide victim. Some survivors call themselves “victims.”
- **Secondary victims** or **covictims** have a close relationship with the victim.

Crime affects more than the immediate victim. It can have a ripple or domino effect that spreads to victims’ extended families, their social circles, their professional communities, and to community members in general. Even people living in other states or countries who hear about a crime may be deeply distressed.



### Conduct a Ripple Effect Activity



List the following categories on a tear sheet or chalkboard:

- Extended family
- Social circle
- Professional community
- Community

Divide participants into small groups or pairs and assign the following relationship words to each: grandfather, grandmother, aunt, uncle, niece, nephew, half-brother, foster sister, best friend, mentor, teacher, faith leader, walking/running partner, workout partner, neighbor, BBQ buddy, football partner, store owner, mayor, Boys & Girls Club staff, taxi driver, newspaper delivery person, mail delivery person. Next, have the pairs list the words under the categories that best match.

## How Are People Harmed?



30 minutes



Being victimized is a shocking experience for people. Regardless of the type of crime, victims may experience intense fear, helplessness, or horror, and may even develop posttraumatic stress disorder. Crime victims may become afraid of people who share the offender’s characteristics (e.g., age, race, voice tone, clothing, body language, or distinctive features). They may react negatively to smells or noises that remind them of the crime scene. Their behavior may change toward the people around them. Symptoms may last for a short time or linger for years.

Although victims react in individual ways, there are common themes that offenders need to understand. Facilitators do not have to be experts in this area: the goals are to simply focus on the basic areas of impact (physical, financial, emotional, and religious/spiritual) and to facilitate offenders’ discussion and activities.

### Areas of Impact Activity

Discuss the four areas of victim impact: physical, financial, emotional, and religious/spiritual. (Be sure to review The Victim Perspective before leading a discussion.) For each type of victim impact, ask participants to name one example of a crime using their Crime Clock slips of paper (e.g., physical impact: “A drunk driver hit my car and killed my Dad. I was hurt badly.”).

**Facilitator Tip**

Remind participants that these areas of victimization are a constant theme throughout the class. During activities, speaker presentations and video clips, they will be asked to focus on the four areas of impact and will be provided with specific examples of how victims are harmed.

## “I’m Not a Victim” Activity



15 minutes



Hand out the “I Am Not a Victim” statements that you prepared before class.

- Have participants read each statement in order.
- Ask: “What did you notice as more statements were read?” “What did you learn about victimization?”

**Facilitator Note**

The goal of the activity is for participants to understand how people are affected even if they are not a direct victim or do not come into contact with a victim. The statements progressively show how sometimes just hearing about a crime can change people’s thoughts, feelings, and lifestyles.

## After a Crime Victimization



10 minutes

Review the aftereffects of crime victimization with participants. Have participants come up with additional points.

**After the crime, victims:**

- Worry about being believed or about being blamed or second-guessed for their behavior before, during, and after the crime.
- May become upset and/or have flashbacks in reaction to certain noises, smells, times of day, or times of month that remind them of the victimization.
- May become afraid of people who share the offender’s characteristics: age, race, voice tone, clothing, body language, or distinctive features.
- Spend much time filling out forms for the police, finding paperwork to give to the insurance company, making decisions about funeral arrangements, paying their bills, and caring for their distraught families.

## Review Lessons



10 minutes



Solicit feedback from the group and record responses under each of the following questions:

- What rights do victims have?
- Who is harmed by crime?
- How are victims harmed?

## Discussion/Wrap-Up

Discuss what participants learned in the Introduction to Victim Impact unit. Address any questions they may have.

# Unit 3: Property Crime



**Time Required: 2.5 hours**

## Resources Needed

- OVC *Listen and Learn DVD* (clip: Burglary/Leanna)
- *Participant Workbook*
- TV and DVD player
- Chalkboard or tear sheets

## Prior to the Session

- Consider gathering local and state statistics and/or newspaper or article clippings for the discussion about property crime trends.
- Research your state's statutes related to property crime; be prepared to provide information to participants about these statutes.



## Objectives

- Define **property crime**.
- Explain the impact of property crime on victims.
- Discuss thoughts and feelings about being held accountable for property loss crimes.
- Apply knowledge of insurance to property losses.



## Facilitator Tip

- Ensure that property crimes are not "rated" as being less serious crimes.
- Confront participants' dismissive language such as, "It was just a burglary," or "It's only graffiti."
- Participants may attempt to rationalize that victims will be compensated by insurance.

## What Is Property Crime?

Property crime is the illegal taking or destroying of someone's property or land without threats or force. Auto theft, burglary, forgery, shoplifting, and larceny (theft) are examples of the illegal taking of property. Arson and vandalism are crimes that damage land or property.

Although property crimes are not defined as using threats or force, this does not mean they are victimless crimes or "just" minor offenses. Offenders can't commit crimes against property; crimes are committed against people. Even if the victim does not witness the crime, it may be a frightening, life-changing, and disturbing event. Offenders can cause victims significant fear or distress and can disrupt their lives by stealing a car or stereo, burglarizing a home or business, setting a building on fire, or shoplifting.



**Facilitator Note**

Each unit begins with words that may be unfamiliar to participants but are important for understanding the material in this unit.

**Have participants read the “Words To Know” aloud.**

**Delivery options** include reading the terms aloud yourself, writing the words on a chalkboard or tear sheet, selecting participants to read words aloud, or dividing participants into small groups or pairs and having them discuss the terms among themselves. For all delivery options, survey participants to ensure that they understand the terms before moving on.

**Words To Know**

**Arson:** Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, or personal property of another.

**Burglary:** The unlawful entry of a structure to commit a felony or theft.

**Embezzlement:** The unlawful misappropriation or misapplication by an offender to his/her own use or purpose of money, property, or some other thing of value entrusted to his/her care, custody, or control.

**Extortion:** The use of fear of death, injury, property loss, or reputation to induce or compel another to deliver property or perform some act or omission.

**Insurance deductible:** The amount an insured person is responsible for before an insurance company will make payment.

**Irreplaceable:** Something that cannot be replaced if lost or damaged.

**Larceny-theft** (except motor vehicle theft): The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another. Examples are thefts of bicycles, motor vehicle parts and accessories, shoplifting, pocket-picking, or the stealing of any property or article that is not taken by force and violence or by fraud.

**Memorabilia:** Items associated with notable events and, therefore, worthy of being remembered; souvenirs.

**Sentimental value:** The value someone places on an object because of personal or emotional associations rather than material worth.

**Vandalism:** To willfully or maliciously destroy, injure, disfigure, or deface any public or private property, real or personal, without the consent of the owner or person having custody or control by cutting, tearing, breaking, marking, painting, drawing, covering with filth, or any other such means as may be specified by local law.

**Journaling Activity**

Review the list of issues that victims of property crimes have to deal with. Either individually or in small groups, have participants list additional issues in their workbooks.

**Property crime victims have to deal with:**

- Having their privacy violated.
- Being scared to stay in their burglarized homes.
- Being scared to return to work where the crime occurred.
- Seeing their businesses burned down.
- Waiting to have their property returned.
- Cleaning up after their homes or businesses have been vandalized.
- Filling out insurance paperwork.

## Group Discussion

Discuss participants' responses to the journaling activity above. Help participants understand the scope of what property crime victims experience.



## In the News: Property Crime Trends

This page offers recent statistics about property crimes. If you have gathered local and state statistics, integrate them into your discussion on property crime trends. If you found newspaper or magazine articles relevant to the topic area, read them out loud or assign participants into groups of three to discuss and then present the information to the larger group.

### When discussing property crime trends:

- Select participants to read aloud the property crime trends.
- Use local news articles, reviewing them carefully to avoid overly complex issues.
- Make sure that articles do not identify offenders in your facility or victims in your community.
- Survey participants to ensure that they understand the trends.



## Examples of Property Crime

Participants are asked to read nine examples of property crime and to consider the impact that each had on victims. You may want them to substitute the names of their family members or friends in the scenarios. You can also share with participants any state-specific statutes related to property crime. Remember to use varied delivery options when discussing the examples of property crime.



## Triad Session

Have participants write down their answers to the questions under each type of property crime. Then, in groups of three, have participants share their responses with one another and offer feedback. Finally, bring the larger group back together to review and discuss participants' responses.

## What Is the Impact of Property Crime?

Criminal behaviors such as property crime cause a ripple effect on a number of life areas: financial, physical, emotional, and religious/spiritual.



### Chalkboard Exercise

Have participants take turns reading the lists in their workbooks (p. 9) and come up with additional examples, including some of the following:

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Out-of-pocket costs</li> <li>• Repairs to property</li> <li>• Burglar alarm purchases</li> <li>• Acquisition of security services</li> <li>• Wage loss</li> <li>• Legal fees</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Fatigue</li> <li>• Stomach pain</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Sadness</li> <li>• Guilt</li> <li>• Shame</li> <li>• Embarrassment</li> <li>• Depression</li> <li>• Vulnerability</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• Questioning faith</li> <li>• Questioning how and why this crime could happen to a good person</li> <li>• Forgiveness issues</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>



**Facilitator Note**

If participants say they have never committed property crime, ask them whether they or someone they know was ever a victim of property crime and what the impact of that crime was.



### OVC Listen and Learn DVD

**Leanna and her family were the victims of a home burglary.**

Consider stopping and starting the video to reinforce key points and then initiate discussion at the end. Possible discussion and answers include the following:

What were the financial losses?

- Cleaning up the crime scene
- The loss of time it took to report the crime and work with the police

- Replacing the door, TV, and camcorder

How did this burglary affect Leanna and her family?

- The loss of the videotape of her newborn son had a devastating emotional impact that made her upset and angry—it was something that could not be replaced.
- Every day she discovered something else the robbers had stolen.
- She and her family lost a sense of security in their home, where they should feel safe.
- Leanna suffered from knowing that her children feel her lack of security.

## Being Accountable for Your Crimes

Property crime has a serious financial and emotional impact on victims. Victims suffer from a loss of security in their own homes, businesses, or workplaces. Their privacy is violated, and they may never regain the sense of security they once had.



### Group Discussion

Have participants read the accountability statements in their workbooks (p. 10) and share their thoughts with the group.



### Facilitator Note

If time permits after covering the material in this unit, you may conduct the additional activities listed on the next few pages before debriefing participants. You may also want to schedule a guest victim/survivor speaker.

## Additional Activities

Each of the following units concludes with a series of activities, whose theme is to reinforce the following key concepts: areas of impact, short- and long-term effects on victims, the ripple effect of crime, and offender accountability. **Participants should complete at least one activity prior to hearing a victim speaker.**

### Activity A – What is Important to You?

**Objective:** Participants experience what it's like to be a victim of property crime.

Have participants complete the “What Is Important to You?” worksheet, located at the end of this unit. Then, ask participants to discuss the following in small groups or as a class:

- Why did they choose the item they did?
- How do they feel about having the item stolen?
- How do they feel about not having a choice about being victimized?

### Activity B – Write a Story/Role Play

**Objective:** Participants focus on the wide range of specific financial losses to Leanna's family featured in OVC's DVD *Victim Impact: Listen and Learn*.

Play Leanna's clip again and have participants complete either of the following assignments:

- **Write a story/role play** that follows Leanna's family for a week after the burglary, focusing on the financial impact.

Have participants include at least some of these elements in their stories: *How much does it cost a family member per hour to take time off from work to have the house cleaned up, file a police report, wait for the repair person to replace the door, wait for the security system installation, and find the receipts for the stolen items?*

Make sure that participants consider:

- Cost of replacing personal items.
- Cost of repairing the broken door.
- Insurance costs.
- Legal fees.
- Security system.
- Other costs?

**Role play Leanna and her children** discussing their feelings about the burglary.

Possible role plays: *The children may ask their mother to promise they will be safe and the mother may be hesitant to make that promise. The children may refuse to talk about the crime. The children may ask how soon they will have a new TV. The children may be afraid to be away from Leanna. Leanna may not be able to talk without being emotional and this scares the children.*

## Activity C – The Sanchez Family

**Objective:** Participants begin to personalize crime and focus on the impact of crime on an elderly couple and their grandson.

Have participants, individually or in small groups, complete “The Sanchez Family” worksheet, located at the end of the unit. The worksheet provides a property crime scenario and asks readers to answer questions related to the scenario. The scenario, questions, and possible answers to the questions follow.

Tony takes his grandparents, Mr. and Mrs. Sanchez, to cash their Social Security checks and then they rent a few movies. When they return home, they see that it has been broken into. The house is a mess. The following items have been stolen: TV, \$300 from a cookie jar, and jewelry from Mrs. Sanchez’s grandmother. In addition, these items have been broken or destroyed: the cookie jar, Mr. and Mrs. Sanchez’s wedding picture, clothes (thrown around the bedroom), and a religious book.

*What might Mr. and Mrs. Sanchez be thinking or feeling?*

Possible answers:

- Feelings: Fear, anger, sadness, insecurity, vulnerability.
- Thoughts: Why our house? Will the police even show up? What will our insurance cover? What if we had been at home? Will the offenders come back?

*What might Tony be thinking or feeling?*

Possible answers:

- Feelings: Fear, anger, sadness.
- Thoughts: They looked so scared and sad. How can I protect my grandparents? They don’t have the money to replace what was taken.

*What might Mr. and Mrs. Sanchez experience in the next few days?*

Possible answers: Waiting for the police to show up, deciding if it is safe to stay in the house, getting the front door fixed, cleaning up the house, dealing with the media, finding their insurance policy and calling their agent, and telling family, friends, and neighbors.

*What might the emotional impact be on Mr. and Mrs. Sanchez 6 months from now?*

Possible answers: Fear, anger, sadness, vulnerability.

*What are the irreplaceable items that were taken or destroyed?*

Possible answers: Family jewelry, wedding picture and frame, and possibly the religious book if it is a family heirloom.

Which items will the insurance company cover?

- TV
- Money
- Religious book
- Lock on front door
- Jewelry
- Cookie jar
- Wedding picture frame
- New burglar alarm

Answer: Insurance will not necessarily pay full value for replacement. Insurance companies may require proof of value, which may not be available for many of the stolen items.

## Activity D – Elisa

**Objective:** Participants focus on the financial cost of property crime.

Have participants, individually or in small groups, complete the “Elisa” worksheet, located at the end of this unit. The worksheet provides a property crime scenario and asks questions related to that scenario. The scenario, questions, and possible answers to the questions follow.

Elisa makes \$7 an hour working 20 hours a week in a restaurant. She is studying photography and recently bought a \$500 camera with her tax refund, overtime pay, and birthday money. Someone broke into Elisa’s locker at work and stole the camera. She does not have insurance.

*How many hours of work will it take to replace the camera?*

Answer: \$500 divided by \$7 equals 71 hours of work.

*How long will it take Elisa to replace the camera?*

Answer: About 3.5 weeks. 71.5 hours x \$7 per hour equals \$500.50. Seventy-one and a half hours is approximately 3.5 weeks.

*Is it realistic to think that Elisa can use all of her work money to replace her camera in that time period? What other expenses may she have?*

Possible answers: Elisa may have crime-related expenses (e.g., loss of wages from time taken off work to identify suspects, attend court). She may suffer wage loss if she requests time off because she is uncomfortable returning to work right away. She is also likely to have noncrime-related expenses (e.g., rent, car payment/transportation, food, utility bills).

*If the offender is charged with a crime and ordered to pay restitution, how soon will Elisa receive restitution payments for the camera?*

Answer: Payment of restitution will depend on the offender’s custody disposition, his or her ability to work and willingness to pay restitution, and the correctional system method of collection.

## Activity E – Shanay

**Objective:** Participants focus on the seriousness of property crime and begin to personalize victimization. Read the following scenario to participants:

Eight-year-old Shanay is in front of her school waiting to be picked up. Three older kids walk up to her and surround her so she can’t move. One of the kids takes her backpack from her and then pretends to punch her.

Have participants answer the following questions:

- Is this a crime worth reporting to the police? Why or why not?
- Is this a serious crime to Shanay? To her family?
- If you don't think this is a serious crime, would it change your mind if you knew Shanay?
- How would you feel if Shanay was your sister?

## Recommended Speaker

Have appropriate speakers address the class on the topic of property crimes. Listening to victim/survivor speakers may be uncomfortable for offenders. Make sure to instruct participants beforehand about appropriate behavior during the speaker's presentation. (See "Implementing the Curriculum" for information about recruiting, selecting, and screening speakers and on how to prepare both speakers and participants for the experience.)



## Discussion/Wrap-Up

Discuss what participants learned in the Property Crime unit. Address any questions they may have.

# Unit 3 Participant Worksheets



## Activity C – The Sanchez Family

Tony takes his grandparents, Mr. and Mrs. Sanchez, to cash their Social Security checks and then they rent a few movies. When they go home, they see that it has been broken into. The house is a mess. The following items have been stolen: TV, \$300 from a cookie jar, and jewelry from Mrs. Sanchez's grand- mother. In addition, these items have been broken or destroyed: the cookie jar, Mr. and Mrs. Sanchez's wedding picture, clothes (thrown around the bedroom), and a religious book.

What might Mr. and Mrs. Sanchez be thinking or feeling?

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What might Tony be thinking or feeling?

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What might Mr. and Mrs. Sanchez experience in the next few days?

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What might the emotional impact be on Mr. and Mrs. Sanchez 6 months from now?

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What are the irreplaceable items that were taken or destroyed?

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Which items will the insurance company cover?

- TV
- Money
- Religious book
- Lock on front door
- Jewelry
- Cookie jar
- Wedding picture frame
- New burglar alarm

### Activity D – Elisa

Elisa makes \$7 an hour working 20 hours a week in a restaurant. She is studying photography and recently bought a \$500 camera with her tax refund, overtime pay, and birthday money. Someone broke into Elisa’s locker at work and stole the camera. She does not have insurance.

How many hours of work will it take to replace the camera?

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How long will it take Elisa to replace the camera?

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Is it realistic to think that Elisa can use all of her work money to replace her camera in that time period? What other expenses may she have?

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If the offender is charged with a crime and ordered to pay restitution, how soon will Elisa receive restitution payments for the camera?

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# Unit 4: Assault



**Time Required: 2.5 hours**

## Resources Needed

- OVC *Listen and Learn* DVD (clip: Assault/Alan)
- *Participant Workbook*
- TV and DVD player
- Chalkboard or tear sheets

## Prior to the Session

- Consider gathering local and state statistics and newspaper or article clippings for the discussion about assault trends.
- Research your state's statutes related to assault; be prepared to provide information to participants about these statutes.
- Find a newspaper or Internet story about an assault victim and make enough copies to give to each participant or to several small groups. (This is for activity B at the end of the unit.)

## Objectives

- Define **assault** and **posttraumatic stress disorder**.
- Explain the impact of assault crimes on victims.
- Discuss thoughts and feelings about being held accountable for assault crimes.



## Facilitator Tip

Participants may rationalize that some assaults are mutual fights, that the victim "deserved it," or that the act was committed in self-defense. Facilitators should keep the focus on the impact of assault on the victim.

## What Is Assault?

The legal definitions of **assault** vary from state to state; however, there are two general categories:

**Aggravated assault** is an unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

**Simple assault** is assaults and attempted assaults where no weapon was used or no serious or aggravated injury resulted to the victim. Stalking, intimidation, coercion, and hazing are included.

The number of assaults is much higher than the number of homicides in the United States. Unlike other violent crimes, assaults are committed almost their attackers. Nearly one out of every four assaults occurs in the victim's home; at a relative's, friend's, or neighbor's home; or on the street near the victim's home. Many juvenile assault victims say the first assault they remember occurred in their homes. In these cases, the attackers generally have been family members, friends, and acquaintances.



Victims may be threatened or attacked by offenders who have guns, baseball bats, knives, or other objects used as weapons. They may also be slapped, punched, or kicked. Victims' physical injuries include broken bones, serious bruises and sprains, lost teeth, internal injuries, and loss of consciousness. Even if assault victims are not subjected to serious injuries or losses, they may suffer intense fear, threats of additional violence, and physical harm at the hands of their assailants. Assault victims often experience shock, ongoing fear, distress, or a loss of their sense of reality. They may experience flashbacks, anxiety, or an inability to concentrate. These reactions and feelings, which are common responses to a traumatic event, are referred to as posttraumatic stress disorder.



**Have participants read the “Words To Know” aloud.**

**Delivery options** include taking turns with participants in reading the content aloud; dividing participants into small groups or pairs for part of the session; referring back to “Words To Know” as they appear in the unit; and covering only a few sentences or paragraphs at a time. Solicit feedback from participants on an ongoing basis to ensure that they understand the material. Ask the following: “Do you understand what we are talking about?” “Talk about the information in your own words.” “What do you think?” “What is your reaction?” “What are you feeling?” “Do you know of other examples?” Encourage note taking.



## Words To Know

**Aggravated assault:** An unlawful attack for the purpose of inflicting severe bodily injury. This assault usually involves a weapon or other means likely to produce death or great bodily harm.

**Posttraumatic stress disorder (PTSD):** The National Center for PTSD defines this disorder as a reliving or reexperiencing of a traumatic event accompanied by increased arousal and avoidance of anything associated with the event.

**Simple assault:** An attack on someone that does not involve a dangerous weapon and does not result in serious injury.



## In the News: Assault Trends

This section offers recent statistics about assault. If you have gathered local and state statistics and newspaper or magazine articles relevant to assault, integrate them into your discussion.

**When discussing assault trends:**

- Select participants to read aloud the assault trends.
- Use local news articles, reviewing them carefully to avoid overly complex issues. Make sure that articles do not identify offenders in your facility or victims in your community.
- Have participants discuss any facts they weren't aware of or those that surprise them.
- Come up with additional questions, if desired.



## Examples of Assault

The *Participant Workbook* provides definitions of the types of assault, along with scenarios that illustrate each type. Share any state-specific statutes related to assault with participants in this section.

**Delivery options** include taking turns with the participants in reading scenarios aloud; selecting participants to read scenarios (be mindful of reading abilities); and dividing participants into small groups or pairs to discuss scenarios. Refer back to “Words To Know” as they appear in the scenarios. Add details to the scenarios. Encourage note taking.



### Triad Session

Have participants write down their answers to the questions under each type of assault. Then, in groups of three, have participants share their responses with one another and offer feedback. Ask additional questions, if warranted, such as “Who was the primary victim?” “Who else may have been harmed by the offender?” “How was the victim harmed?” and “What do you think the victim is experiencing?”



### Group Discussion

Have volunteers read aloud the four quotes by assault victims in the *Participant Workbook*. As a group, discuss the impact of victimization on these individuals. Ask participants to consider how they would feel if the assaults had happened to their friends or family members.

## What Is the Impact of Assault?

Criminal behaviors such as assault create a ripple effect throughout several areas in victims’ lives: financial, physical, emotional, and religious/spiritual.



### Chalkboard Exercise

Have participants take turns reading from the areas of impact lists. Solicit additional examples from the group, looking for the following:

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Wage loss</li> <li>• Prescription medications</li> <li>• Counseling</li> <li>• Job loss</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Paralysis</li> <li>• Ulcers</li> <li>• Loss of control of bodily functions</li> <li>• Migraines</li> <li>• Bruises</li> <li>• Black eyes</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Depression and anxiety</li> <li>• Shame</li> <li>• Worthlessness</li> <li>• Hopelessness</li> <li>• Fear of being alone</li> <li>• Sleep disturbances</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• Questioning faith</li> <li>• Questioning mankind</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

**Facilitator Note**

If participants say they have never committed an assault, ask them whether they or someone they know was ever a victim of assault and what the impact of that assault was.

## OVC Listen and Learn DVD

**Alan is the victim of a brutal physical assault.**

Consider stopping and starting the video to reinforce key points and then initiate discussion at the end. Possible discussion questions and answers include the following:

- What was the **physical** impact?
  - He is physically unable to perform tasks that he was readily able to perform before the assault.
  - He has “no knees” to speak of.
  - His leg muscles and tendons are crushed.
  - Although he “really liked helping people,” he no longer can.
- What was the **emotional** impact?
  - He blames himself and feels guilty because he “never even defended” himself.
  - He lacks confidence in himself and his ability to take care of himself and his friends and family.
  - This happened after he was just starting to rebuild his life after many difficulties, and the assault has made it very difficult for him to continue his rebuilding efforts.
  - He suffers from depression.
  - He is afraid to walk from his house to his car.
  - He is very angry.
  - He wants “to get back to where he was” before the assault.

## Being Accountable for Your Crimes

How victims react to assault varies from person to person. An assault is a violent, life-threatening crime. Even if a victim is not seriously or permanently injured, during the assault he or she had to deal with the possibility of serious injury, death, and fears of leaving loved ones behind. This can have a great emotional impact on victims, immediately and in the long term. **Victims may survive an assault, but often are changed forever. Emphasize that no one has the right to harm another person.**

### Group Discussion

Have participants read the accountability statements in their workbooks and share their thoughts with the group.

## Additional Activities



### Facilitator Note

If time permits after covering the material in this unit, you may conduct the additional activities listed on the next few pages before debriefing participants. You may also want to schedule a guest victim/survivor speaker.

### Activity A – Assault Victim’s Impact Statement

**Objective:** Participants learn to understand assault from the victim’s perspective.

Refer participants to the “Assault Victim’s Impact Statement” at the end of the unit in the *Participant Workbook*. The impact statement was written by a father and stepmother whose son was seriously assaulted by several offenders. Have participants discuss or write down their thoughts, feelings, and comments. Work with participants to develop specific and detailed responses that address the areas of impact and the ripple effect.

### Activity B – Victims and Secondary Victims of Assault

**Objective:** Participants learn to identify victims and secondary victims of assault.

Hand out the copies you made before class with the news story about an assault victim. After reading the story to the class or assigning the reading in small groups, have participants answer the following questions based on what they imagine:

- Who is the victim?
- How was the victim harmed?
- Who are the secondary victims?
- How were the secondary victims harmed?

Have participants answer the same questions again, posing one or two of the following scenarios:

- The victim is elderly.
- The victim is hearing impaired.
- The victim does not speak English.
- The victim is in a wheelchair.

### Activity C – Impact of Gang-Related Assault

**Objective:** Participants focus on the impact of gang-related assault. Read the following scenario:

Ming, a junior high school student, had his nose broken by gang members who hit him with baseball bats and kicked him in the face because he was wearing “their” gang colors.

Divide participants into groups and have each group take on the role of one of Ming’s family members: father, mother, grandmother, brother who is out of the country serving as a Marine, sister who is a gang member, 10-year-old brother.

Have participants discuss and/or list specific ways that the family members are affected by Ming’s assault, both short term and long term.

## Activity D – Impact of Drug-Related Crime

**Objective:** Participants better understand the impact of drug-related crime.

Individually or in small groups, have participants write about or discuss how buying, selling, or using drugs and alcohol is related to victimization. If they have ever been under the influence of or involved in buying or selling drugs, encourage them to recall their victimizing behavior. Ensure that participants stay on track focusing on victimization, not the legalization of drugs or political/cultural needs.

## Activity E – Personalizing Victimization

**Objective:** Make victimization more personal to participants.

Have participants pick a comment, assault trend, or scenario from this unit and discuss/write what they think or feel. Helpful prompts:

- What did you learn?
- How would you feel if someone you know was the victim in the example you chose?
- What do you think the victim experienced after the assault?

## Recommended Speaker

Have a speaker address the class on the topic of assault crimes. Listening to victim/survivor speakers may be uncomfortable for offenders. Make sure to instruct participants beforehand about appropriate behavior during the speaker's presentation. (See "Implementing the Curriculum" for information about recruiting, selecting, and screening speakers and on how to prepare both speakers and participants for the experience.)

## Discussion/Wrap-Up

Discuss what participants learned in the Assault unit. Address any questions they may have.

# Unit 4 Participant Worksheet



# Unit 5: Robbery



**Time Required: 2.5 hours**

## Resources Needed

- OVC *Listen and Learn* DVD (clip: Robbery/Jim)
- *Participant Workbook*
- TV and DVD player
- Chalkboard or tear sheets

## Prior to the Session

- Consider gathering local and state statistics and/or newspaper or article clippings for the discussion about robbery trends.
- Research your state's statutes related to robbery; be prepared to provide information to participants about these statutes.

## Objectives

- Define **robbery**.
- Provide examples of types of robbery.
- Describe current trends for robbery crimes.
- Explain the impact of robbery on victims.
- Discuss thoughts and feelings about being held accountable for robbery crimes.



## Facilitator Tip

Watch for rationalizations that robberies are justifiable for financial gain. Keep the focus on the victim.

## What Is Robbery?

Robbery is the taking or attempting to take anything of value (actual or perceived) from another person by force or threat of force. Because robbery is face-to-face, it is considered a violent crime. Victims of robbery, unlike property crime victims, are directly threatened by their offenders. Robbery may be committed with or without a weapon and with or without physical injury. It is not uncommon for victims to be assaulted, to have obscenities shouted at them, or to be threatened with weapons. Robbers may make victims kneel or lie face down; they may tie victims up or lock them in a room—all adding to their fear and anxiety. Violence can easily escalate during a robbery, resulting in serious injury or even murder.





### Have participants read the “Words To Know” aloud.

**Delivery options** include reading words aloud yourself, writing the words on a chalkboard or tear sheet, selecting participants to read words aloud, or dividing participants into small groups or pairs and having them discuss the terms among themselves. For all delivery options, survey participants to ensure that they understand the terms before moving on.



## Words To Know

**Anxiety:** Feeling of fear, unease, apprehension, or worry.

**Armed robbery:** Displaying a weapon during a robbery.

**Coercion:** Forcing a person to do something against his or her will.

**Robbery:** Taking or attempting to take anything of value from a person or persons by force, threat of force or violence, and/ or putting the victim in danger.

**Vulnerability:** A feeling of being at risk for physical or emotional injury.



## In the News: Robbery Trends

This section offers recent statistics about robbery. If you have gathered local and state statistics and/or newspaper or magazine articles relevant to assault, integrate them into your discussion on robbery trends.

### When discussing robbery trends:

- Select participants to read aloud the robbery trends.
- Use local news articles, reviewing them carefully to avoid overly complex issues. Make sure that articles do not identify offenders in your facility or victims in your community.
- Have participants discuss how the robbery trends make them feel.
- Come up with additional questions, if desired.

## Examples of Robbery

The *Participant Workbook* provides definitions and examples of robbery; consider asking participants to substitute names of their family members or friends in the scenarios. You can also share any state-specific statutes related to robbery with participants in this section.

**Delivery options** include taking turns with the participants in reading scenarios aloud; selecting participants to read scenarios (be mindful of reading abilities); and dividing participants into small groups or pairs to discuss scenarios. Refer back to “Words To Know” as they appear in the scenarios. Solicit feedback by asking the following questions: “Who was the primary victim?” “Who else may have been harmed by the offender?” “How was the victim harmed?” and “What do you think the victim is experiencing?” Add details to the scenarios. Encourage note taking.



## Triad Session

Have participants write down their answers to the questions under each example of robbery. Then, in groups of three, have participants share their responses with one another and offer feedback.

# What Is the Impact of Robbery

Criminal behaviors such as robbery create a ripple effect throughout several areas in victims' lives: financial, physical, emotional, and religious/spiritual.

## Chalkboard Exercise

Have participants take turns reading from the areas of impact lists. Solicit additional examples from the group, looking for the following:

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Inability to work</li> <li>• Counseling costs</li> <li>• Medical costs</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Bruises</li> <li>• Cuts and abrasions</li> <li>• Ulcers</li> <li>• Broken bones</li> <li>• Broken teeth</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Guilt</li> <li>• Nightmares</li> <li>• Depression</li> <li>• Paranoia</li> <li>• Inability to sleep</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• Questioning of one's faith</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

### Facilitator Tip



If participants say they have never committed robbery, ask them whether they or someone they know was ever a victim of robbery and what the impact of that robbery was.

## OVC Listen and Learn DVD

### Jim was the victim of a physical assault and robbery.

Consider stopping and starting the video to reinforce key points and then initiate discussion at the end. Possible discussion questions and answers include the following:

- What were Jim's reactions?
  - Suffered sleeplessness.
  - Felt thankful to be safe and alive.

- Afraid to call his parents, and very saddened by their highly emotional reaction.
- Became less trusting.
- Changed his habits (e.g., not walking after dark, taking cabs instead of walking).
- What were Jim's parent's emotions?
  - Fearfulness
  - Crying
  - Extreme sadness
  - Anger
- How was Jim harmed?
  - His sense of personal safety was threatened.
  - His sense of safety in his neighborhood and community was shaken.
  - Ability to trust others was weakened.
  - He was forced to make changes in his lifestyle to feel safer after the crime.
- How does Jim think these offenders could be held accountable for the harm they caused?
  - Pay restitution.
  - Take responsibility for their actions.
  - Not commit a crime again.



## Being Accountable for Your Crimes

Robbery is a violent crime that has a serious financial and emotional impact on its victims. Victims of robbery suffer a loss of security and are left feeling fearful and vulnerable. **Remind participants that no one has the right to commit a violent crime against another person, regardless of the circumstances.**



### Group Discussion

Have participants read the accountability statements and share their thoughts with the group. How do they think victims' families would respond to these statements?

## Additional Activities

If time permits after covering the material in this unit, you may conduct the additional activities listed on the next few pages before debriefing participants. You may also want to schedule a guest victim/survivor speaker.

### Activity A – Jim's Impact Statement

**Objective:** Participants focus on how a victim's life is changed by a robbery.

Participants have already watched the video clip on "Jim" and answered the discussion questions. Replay the video, stopping and pausing if necessary. Stop the video and leave Jim's face on the screen.

Have participants write an impact statement as if they were Jim and then have them present their statements to the class. Encourage feedback.

## Activity B – Bonnie

**Objective:** Participants learn to identify the impact of robberies on key life areas. Read the following:

Bonnie, age 32, is walking to her car in a supermarket parking lot as a car slowly drives by. She is carrying her groceries and purse in one arm and her infant daughter, Katie, in the other. She feels a tug on her purse and thinks that her purse strap has snagged on the car's side view mirror. She turns to see a woman in the car pointing a gun at her as her purse is ripped from her arm.

Have the participants complete the "Bonnie" worksheet at the end of the unit in their workbooks, using specific examples of the physical, emotional, financial, and religious/spiritual harm that Bonnie may experience.

## Activity C – What Do You Think or Feel

**Objective:** Make victimization more personal to participants.

Have participants pick a comment, robbery trend, or scenario from this chapter and discuss/write what they think or feel. Helpful prompts:

- What did you learn?
- How would you feel if you were one of the victims?
- How would you feel if someone you knew was the example in the workbook?
- What do you think the victim experienced after the robbery?
- Does robbery cost victims very much financially?

## Activity D – Miguel

**Objective:** Participants understand how crime affects victims.

Have participants discuss/write down the difficulties victims may have when interacting with police, media, medical personnel, employers, and the insurance company. Next, divide participants into groups and assign each group to represent one of the following areas: police, media, medical personnel, employer, or insurance company. Read the following scenario:

Miguel has been working at his uncle's convenience store for 2 weeks and is trying hard to please his uncle. His uncle is allowing Miguel to work for him even though Miguel is not a U.S. resident. The store is located in a high-crime area.

Miguel has just helped a customer find his favorite brand of orange juice and is alone in the store. Two men enter the store and walk around for a few minutes. One of the robbers is high on drugs. He points a gun at Miguel's head and the other robber jumps over the counter. Miguel feels a sharp pain in his chest. The robbers yell at Miguel, "Don't hit the alarm and don't try to call the police!"

The man with the gun guards the door while the other robber tries to open the cash register. Miguel inches toward his cell phone on the counter, dials the police, and moves away from the phone. The robbers are unaware the police have been called.

Miguel continues to feel sharp pains in his chest and thinks he is going to have a heart attack. One of the robbers forces Miguel to open the cash register and takes \$500. The robber hits Miguel in the head, knocks him unconscious, and both robbers leave the store.

The police take more than 20 minutes to respond. In the meantime, Miguel has had a mild heart attack but is still alive. The emergency personnel take 30 minutes to respond and have to wait to find out which hospital is willing to treat Miguel, who has no insurance. A television news crew happens to be in the area and they begin broadcasting live from the scene. Miguel's uncle and the rest of the family are at home watching the news.

## Recommended Speaker

Have a speaker address the class on the topic of robbery. Listening to victim/survivor speakers may be uncomfortable for offenders. Make sure to instruct participants beforehand about appropriate behavior during the speaker's presentation. (See "Implementing the Curriculum" for information about recruiting, selecting, and screening speakers and on how to prepare both speakers and participants for the experience.)



## Discussion/Wrap-Up

Discuss what participants learned in the Robbery unit. Address any questions they may have.

# Unit 5 Participant Worksheet

### Activity B – Bonnie

Bonnie, age 32, is walking to her car in a supermarket parking lot as a car slowly drives by. She is carrying her groceries and purse in one arm and her infant daughter, Katie, in the other. She feels a tug on her purse and thinks that her purse strap got snagged on the car’s side view mirror. She turns to see a woman in the car pointing a gun at her as her purse is ripped from her arm.

What may Bonnie specifically experience as a robbery victim?

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

How would you feel if Bonnie were your mother, sister, aunt, or niece?

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# Unit 6: Hate and Bias



**Time Required:** 2.5 hours

## Resources Needed

- OVC *Listen and Learn* DVD (clip: Hate Crime/Jee Young)
- *Participant Workbook*
- TV and DVD player
- Chalkboard or tear sheets

## Prior to the Session

- Consider gathering local and state statistics and/or newspaper or article clippings for the discussion about hate and bias crime trends.
- Research your state's statutes related to hate and bias crime; be prepared to provide information to participants about these statutes.

## Objectives

- Define **hate and bias crime**.
- Provide examples of hate and bias crimes.
- Describe current trends for hate and bias crimes.
- Explain the impact of hate and bias crime on victims.
- Discuss thoughts and feelings about being held accountable for hate and bias crimes.



## Facilitator Tip

- Ensure that you do not demonstrate bias.
- Keep discussions focused on the harm caused rather than on opinions about religion, politics, or cultural issues.

## What Is Hate and Bias Crime?

Hate and bias crimes are motivated by hostility and prejudice against a person based on his or her race, religion, sexual orientation, disability, or ethnicity/national origin. Most victims of these crimes are targeted because they represent a particular group rather than because of any personal conflict or problem.

Every hour, a crime motivated by the perpetrator's bias against the victim occurs in the United States. These hate crimes terrorize whole communities by making members of certain classes – whether racial minorities; lesbian, gay, bisexual, and transgender people; religious minorities, or people who are perceived to be members of these groups – afraid to live in certain places and be free to move about in their communities and across the country.

Because perpetrators commit hate crimes to send a message and express anger or hatred for the victim, the crimes often involve more violent acts than it takes to subdue or incapacitate the victim. Sometimes they involve mutilation, torture, or holding the victim captive, such as in a car trunk.



### **Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act**

Historical events can cause a spike in hate crimes: After the attacks on September 11, 2001, many people who were Muslim or perceived to be Arabs were targeted. This included Sikh Americans who were murdered because the attackers believed that they were Arabs, though they were not.

Since 1968, federal law has covered a narrow class of hate crimes: those committed on the basis of race, religion, national origin, and because the victim was engaged in a federally protected activity, such as voting. This important civil rights law did not cover crimes motivated by bias against the person's sexual orientation, gender, gender identity, or disability; or those without a nexus to a federally protected activity. That is why the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act is necessary.

This Act permits the government to provide grants and assistance to state and local authorities investigating and prosecuting hate crimes. The need for this provision is real, as demonstrated by the Matthew Shepard case.

When Matthew Shepard was murdered in 1998, the Laramie, Wyoming police department requested assistance from the U.S. Department of Justice. Because crimes motivated by anti-LGBT bias were not covered in federal law, the department could not assist, and the prosecution was so expensive that Laramie had to furlough law enforcement officers. The Act ensures that local law enforcement will have the resources it needs to address hate crimes.

Where state and local law enforcement cannot or will not investigate and prosecute these crimes, the Federal Government currently has no authority to ensure that the perpetrators are brought to justice.

### **Support for the Act**

Polls have consistently demonstrated broad public support for hate crimes legislation. A 2007 Gallup poll showed that 68 percent of Americans favored expanding hate crimes laws to include sexual orientation and gender identity. A 2007 Hart Research poll showed large majorities of every major subgroup of the electorate – including such traditionally conservative groups as Republican men (56 percent) and evangelical Christians (63 percent) – expressed support for strengthening hate crime laws to include sexual orientation and gender identity. In addition, the legislation is endorsed by more than 300 law enforcement, civil rights, civic, and religious organizations, including the International Association of Chiefs of Police, National District Attorneys Association, Presbyterian Church, Episcopal Church, National Association for the Advancement of Colored People, Young Women's Christian Association, and National Disability Rights Network.

### **Why Passage of the Act is Historic**

Although the LGBT community has made great progress in recent years, until the Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act, federal law has never protected that community. To the contrary, Congress has acted and attempted to act to incorporate discrimination into federal law. In the 1990s, Congress enacted "Don't Ask, Don't Tell," which codified the military's ban on service by openly LGBT people. It then passed the Defense of Marriage Act, which excludes same-sex couples from the benefits and protections of federal law and purports to allow states to not recognize marriages of same-sex couples. Starting in 2004 and continuing through 2006, Congress twice attempted to enact the Federal Marriage Amendment, which would bar any state from licensing or recognizing marriages of same-sex couples.

Hate crimes legislation and other pro-LGBT bills also faced opposition, whether due to hostile leadership in Congress or presidential veto threats. Now, Congress has passed legislation that affirms a basic human right for LGBT people – the right to be safe from hate violence.

### **What it Took**

- Over 600,000 YouTube views of the Human Rights Campaign hate crimes advocacy videos;
- More than 1 million emails/faxes and phone calls sent to Capitol Hill since 2002 in support of hate crimes legislation;
- More than 300 organizations (civil rights, religious, law enforcement) who signed on in support of the Matthew Shepard Act;

- 86,582 total hate crimes reported since the introduction of the first hate crimes bill on November 13, 1997. Of that reported number, 13,528 of those hate crimes have been based on sexual orientation.
- 14 floor votes in the House and the Senate over 12 years to finally get the bill to the President's desk;
- At least 26 states whose Attorneys General have supported the hate crimes bill since its introduction;
- One President who was an early supporter of hate crimes legislation; one who did all he could to stop a hate crimes law for the LGBT community. and one who signed it into law.

Source: [www.hrc.org/resources/entry/hate-crimes-law](http://www.hrc.org/resources/entry/hate-crimes-law)

### Have participants read the “Words To Know” aloud.



**Delivery options** include reading words aloud yourself, writing the words on a chalkboard or tear sheet, selecting participants to read words aloud, or dividing participants into small groups or pairs and having them discuss the terms among themselves. For all delivery options, survey participants to ensure that they understand the terms before moving on.



## Words To Know

**Bias:** A judgment or opinion, either positive or negative, about someone or something, usually formed in advance. Negative forms of bias are called bigotry or prejudice.

**Ethnicity:** A person’s identification or affiliation related to language, cultural tradition, ancestry, national origin, history, or religion.

**National origin:** A person’s identification with his or her family’s original country.

**Religion:** A personal set or institutionalized system of religious attitudes, beliefs, and practices.

**Sexual orientation:** A person’s physiological emotional, romantic, and sexual interest toward members of the same, opposite, or both sexes.

**Gender identity:** One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

**Gender expression:** External appearance of one's gender identity, usually expressed through behavior, clothing, haircut, or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

**Transgender:** An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

**Gender transition:** The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns, and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.

**Gender dysphoria:** Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term – which replaces Gender Identity Disorder – “is intended to better characterize the experiences of affected children, adolescents, and adults.”

Source: [www.hrc.org/resources/entry/hate-crimes-law](http://www.hrc.org/resources/entry/hate-crimes-law)

## Group Discussion

After participants have read the “What Is Hate and Bias Crime?” section, have them discuss their thoughts and reactions. Have the group identify common themes or patterns.

## In the News: Hate and Bias Crime Trends

This section offers recent statistics about hate and bias crimes. If you have gathered local and state statistics, integrate them into your discussion. If you found newspaper or magazine articles relevant to the topic area, read them out loud or assign participants into groups of three to discuss and then present the information to the larger group.

### When discussing hate and bias trends:

- Select participants to read aloud the hate and bias trends.
- Use local news articles, reviewing them carefully to avoid overly complex issues. Make sure that articles do not identify offenders in your facility or victims in your community.
- Have participants discuss how they would feel if one of these facts affected a family member.
- Come up with additional questions, if desired.

## Examples of Hate and Bias Crime

The *Participant Workbook* offers examples and the definition of hate and bias crime; consider asking participants to substitute the names of their family members or friends in the scenarios. You can also share any state-specific statutes related to hate and bias crime with participants in this section.

**Delivery options** include taking turns with the participants in reading scenarios aloud; selecting participants to read scenarios (be mindful of reading abilities); and dividing participants into small groups or pairs to discuss scenarios. Refer back to “Words To Know” as they appear in the scenarios. Solicit feedback by asking the following questions: “Who was the primary victim?” “Who else may have been harmed by the offender?” “How was the victim harmed?” and “What do you think the victim is experiencing?” Add details to the scenarios. Encourage note taking.



## Triad Session

Have participants write down their answers to the questions under each example of hate and bias crime. Then, in groups of three, have participants share their responses with one another and offer feedback.



## Group Discussion

Refer to the *Participant Workbook*, and have volunteers read aloud the four quotes by victims of hate and bias crimes. As a group, discuss the impact of victimization on these individuals. Ask how they would react if the crimes had been committed against their friends or family members?

# What Is the Impact of Hate and Bias Crime?

Hate and bias crime create a ripple effect throughout several areas in victims' lives: financial, physical, emotional, and religious/spiritual.



## Chalkboard Exercise

Have participants take turns reading from the areas of impact lists. Solicit additional examples from the group, looking for the following:

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Insurance costs</li> <li>• Security system purchases</li> <li>• Medical bills</li> <li>• Wage loss</li> <li>• Job loss</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Long-term medical problems (e.g., brain damage; loss of sight, hearing, movement)</li> <li>• Headache</li> <li>• Loss of sleep</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Fear</li> <li>• Anger</li> <li>• Insecurity</li> <li>• Alienation</li> <li>• Embarrassment</li> <li>• Depression</li> <li>• Vulnerability</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• Questioning the goodness of others</li> <li>• "Why did my 'higher power' let this happen to me?"</li> <li>• Issues about forgiveness/payback</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

**Facilitator Note**

If participants have never committed hate and/or bias crime, ask them whether they or someone they know was ever a victim of a hate or bias crime and what the impact of that crime was.

**OVC *Listen and Learn* DVD****Jee Young Ahn's brother Dong was the victim of a violent attack motivated by hate.**

Consider stopping and starting the video to reinforce key points and then initiate discussion at the end. Possible discussion questions and answers include the following:

- What was the physical impact on Dong?
  - Multiple fractures to his cheekbone and nose.
  - Nerve damage in his face, so he has lost much sensation in his mouth.
- How did Jee react emotionally to the attack?
  - Angry at the perpetrators for ganging up on her brother and senselessly beating and kicking him.
  - Offended by and angry at the police for writing up the assault as just “a gang fight.”
  - Very upset about the perpetrators’ assumption that her brother was Chinese, due only to his physical appearance (he is Korean).
  - Hurt by “seeing someone she loves suffer and go through pain.”
- What could these assailants do (or have done) to be held accountable for their crimes?
  - Show more respect for Jee when she read her victim impact statement.
  - Apologize to the Ahns and accept responsibility for their violent actions.
  - Admit that it was not a gang fight but an attack on an innocent victim.

**Being Accountable for Your Crimes**

Some people are victimized for no reason other than the color of their skin, their religion, where they were born, or their sexual orientation. Victims of hate and bias crimes suffer serious and long-lasting traumatic stress. Not only is the individual who is personally harmed by these offenses victimized, but everyone in the community is affected. **Remind participants that no one has the right to victimize another person or another person's property because of his or her race, religion, gender, sexual orientation, age, or disability.**

**Group Discussion**

Have participants read the accountability statements in their workbooks and share their thoughts with the group. If they were a victim of one of these offenders, what would they want from them?



## Additional Activities

If time permits after covering the material in this unit, you may conduct the additional activities listed on the next few pages before debriefing participants. You may also want to schedule a guest victim/survivor speaker.

### Activity A – Hate and Bias Crime

**Objective:** Make hate- and bias-based victimization more personal to participants.

Ask participants to turn to the Hate and Bias Crime worksheet at the end of this unit in their workbooks and write in-depth answers to the questions posed there. Following are the questions, with possible answers provided.

#### How do most victims of hate or bias crime feel and why?

Traumatized, fearful, frustrated, powerless, shameful, emotionally and physically harmed, angry at a lack of police response, worried about publicity.

#### Who might blame the victim and why?

- The **investigative team:** The police/detective/prosecutor and others; people with a personal bias; people asking questions such as, “Why do you think they picked you?” or “Do you think this happened because of your religion (ethnicity)?”
- **Family/friends:** Blaming victims for their lifestyles or for being at the “wrong place at the wrong time”; blaming victims for being visible, vocal, or open about their beliefs, and “making” themselves a target.
- The **media:** Blaming a victim for being a part of an event such as a rally, march, or educational conference. (“They should have known it was a risk.”)

#### What extra issues may gay or lesbian victims have to deal with?

Family, friends, and coworkers finding out that the victim is gay or lesbian; personal bias from police/detectives/prosecutors and others; lack of a support system.

#### What extra issues may noncitizens deal with?

Cultural and language barriers, fear of deportation, fear concerning immigration status, lack of a support system.

### Activity B – Victim Impact

**Objective:** Participants develop more understanding of how a victim’s life is changed by a hate crime.

They have already watched the video clip on “Dong and Jee” and answered the discussion questions. Replay the video, stopping and pausing if necessary. Stop the video and leave Jee’s face on the screen. Have participants list all of the out-of-pocket expenses that Dong and his sister Jee will have:

- During the first 6 months after the crime.
- After 6 months.

Have participants write a story as if they were Dong, the victim, and it has been 5 years since the hate crime attack occurred.

Have participants write a story as if they were Jee, his sister, and it has been 5 years since the hate crime attack occurred.

### Activity C – Victim Impact Statement

**Objective:** Participants personalize a hate crime by listening to an impact statement.

Read the following impact statement and encourage participants to listen and take notes. Then lead a group discussion.

Two weeks ago I received a phone call that my place of worship had been burned down. What a shock! It is extremely difficult to put into words what I think and how I feel.

I still cannot believe that someone would even think about destroying a place of worship, a place where people gather to seek comfort, a place where people come together, where people work on community issues together.

Our place of worship hasn't been in the community for generations, but we have had thousands of ceremonies like weddings, funerals, and social functions. We have, or used to have, a food pantry and clothing closet, daycare, a kids' sports program, and a music program. This was a very special place for individuals and for families. Maybe that's why it was burned down.

There was a lot of vandalism to the inside before the building was set on fire. I was shocked when I saw the damage. Musical instruments were destroyed, religious statues were smashed, and our books were torn up and thrown in a pile.

Beer cans were thrown around. I was devastated when I saw that the old, old stained glass windows were smashed. We all used to love to sit and look at the sunlight streaming through the beautiful windows. We had only been able to afford the windows by having individuals, families, and businesses sponsor a window. A local craftsman donated his time to make them.

The police say that they don't want to define this as a hate crime just yet. They said they can't arrest someone for hate, that certain laws determine whether this was an actual hate crime. Well, I don't care what the laws say. It is so hateful to destroy the property of others, especially if it is a place where they come to worship and to do good. This is not the first time we have had problems, it's just the first that it's been so bad.

We can't hold services now and there may not be a large enough community space anytime soon. We will have to try to rebuild, but some people have lost faith, and we are all concerned about money. I would like to have faith that a new building will be okay, that our spirit and our presence will make it home again, but I just don't know. I don't know if it will be the same.

I shouldn't be angry or resentful, and we are all working to come to terms with our feelings. The police and insurance people are trying to help, but it was hard to listen to a lecture about how we should have been more careful . . . how we should have had a better alarm . . . why didn't we keep more lights on . . . why did we have rocks in our landscape design that were used to smash the windows . . . why didn't we have a security service.

That was our sanctuary, our safe place! It's a house of worship, not someone's own house or business! Why of all places should we have needed to take all those precautions in our house of worship? Why?

## Recommended Speaker

Have an appropriate speaker address the class on the topic of hate and bias crime. Listening to victim/survivor speakers may be uncomfortable for offenders. Make sure to instruct participants beforehand about appropriate behavior during the speaker's presentation. (See "Implementing the Curriculum" for information about recruiting, selecting, and screening speakers and on how to prepare both speakers and participants for the experience.)



## Discussion/Wrap-Up

Discuss what participants learned in the Hate and Bias unit. Address any questions they may have.

# Unit 6 Participant Worksheet

# Activity A – Hate and Bias Crime

Write indepth answers to the following questions:

**How do most victims of hate or bias crimes feel and why?**

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**Who might blame the victim and why?**

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**What extra issues may gay or lesbian victims have to deal with?**

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**What extra issues may noncitizens deal with?**

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# Unit 7: Gang Crime



**Time Required:** 2.5 hours

## Resources Needed

- OVC *Listen and Learn* DVD (clip: Gang-Related Homicide/Teri)
- *Participant Workbook*
- TV and DVD player
- Chalkboard or tear sheets

## Prior to the Session

- Consider gathering local and state statistics and newspaper or magazine article clippings for the discussion about gang crime trends.
- Research your state's statutes related to gang crime; be prepared to provide information to participants about these statutes.

## Objectives

- Define **gang crime**.
- Provide examples of gang crime.
- Describe current trends in gang crimes.
- Explain the impact of gang crime on victims.
- Discuss thoughts and feelings about being held accountable for gang crimes.



## Facilitator Tip

- Confront assertions about “innocent” and “guilty” victims or gang members who deserved the treatment they received.
- Note that families of gang members are harmed by their actions.
- Avoid participants’ rationalizations about victims being in the “wrong place at the wrong time.”
- Avoid discussions about gang intervention and prevention; keep the focus on victim impact.



## What Is Gang Crime?

Gang crime refers to criminal activity committed by individual gang members or a group of gang members. Due to the seriousness of gang violence, many states have included legal “enhancements” for gang behavior. This means that if a crime is determined to be gang influenced or gang related, the offender’s sentence can be increased. Gang crime includes, but is not limited to, graffiti, extortion, drug sales, burglary, home invasion, physical assault, sexual assault, and murder.

Because of the violent nature of many gangs, whose members often carry weapons, victims of gang violence often suffer severe or fatal injuries, and may face the possibility of having multiple family members and relatives injured or killed by gang crime. Some families bury two or three of their children within a short period of time.



**Have participants read the “Words To Know” aloud.**

**Delivery options** read words aloud yourself, write the words on a chalkboard or tear sheet, selecting participants to read words aloud, or divide participants into small groups or pairs and have them discuss the terms among themselves. For all delivery options, survey participants to ensure that they understand the terms before moving on.



### Words To Know

**Extortion:** The use of fear of death, injury, property loss, or damage to reputation to induce or compel another to deliver property or perform some act of omission.

**Intimidation:** The act of making others do what one wants through fear.

**Retaliation:** Action taken in return for an injury or offense or a response to perceived wrongdoing.

**Victim blaming:** Holding victims completely or partially responsible for what offenders do to them.



### Group Discussion

After reading the “What Is Gang Crime” section, have participants discuss their thoughts and reactions and identify common themes or patterns.

**Delivery options** include taking turns with participants in reading the content aloud; dividing participants into small groups or pairs for part of the session; referring back to “Words To Know” as they appear in the unit; covering only a few sentences or paragraphs at a time. Solicit feedback from participants on an ongoing basis to ensure that they understand the material. Ask the following: “Do you understand what we are talking about?” “Talk about the information in your own words.” “What do you think?” “What is your reaction?” “What are you feeling?” “Do you know of other examples?” Encourage note taking.



## In the News: Gang Crime Trends

This section offers recent statistics about gang crimes. Select specific participants to read gang crime trends aloud. If you have gathered local and state statistics, integrate them into your discussion on gang crime trends. If you have found newspaper or magazine articles relevant to gang crime, read them out loud or assign participants into groups of three to discuss and then present the information to the larger group.

**When discussing gang crime trends:**

- Use local news articles, reviewing them carefully to avoid overly complex issues. Make sure that the articles do not identify offenders in your facility or victims in your community.
- Ask participants which trends do not surprise them.
- Come up with additional questions, if desired.

## Examples of Gang Crime

The *Participant Workbook* offers examples of gang crime along with personal stories. Share any state-specific statutes you have found that are related to gang crime. Remember to use varied delivery options when discussing the examples of gang crime.

## Triad Session

Have participants write down their answers to the questions under each example. Then, in groups of three, have participants share their responses with one another and offer feedback. Finally, bring the larger group back together to review and discuss participants' responses.

## What Is the Impact of Gang Crime?

Gang violence and gang crimes have a devastating impact on victims, their families, and their communities. These crimes create a ripple effect throughout several areas in victims' lives: financial, physical, emotional, and religious/spiritual.

## Chalkboard Exercise

Have participants take turns reading from the areas of impact lists. Solicit additional examples from the group, looking for the following:

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Medical bills</li> <li>• Funeral expenses</li> <li>• Wage loss</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Broken bones</li> <li>• Stress reactions</li> <li>• Problems sleeping</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Sadness</li> <li>• Guilt</li> <li>• Depression</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• Questioning the goodness of others</li> <li>• Questioning faith</li> <li>• Forgiveness issues</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

**Facilitator Note**

For participants who say that they have never committed gang crime, ask them whether they or someone they know was ever a victim of gang crime and what the impact of that crime was.

**OVC Listen and Learn DVD****Teri is the mother of 16-year-old Anthony, who was murdered by gang members.**

Consider stopping and starting the video to reinforce key points and then initiate discussion at the end. Possible discussion questions and answers include the following:

**What was the emotional impact of Anthony's murder on Teri?**

- It was "hard to deal with" learning about the circumstances of her son's murder, as well as the condition in which his body was found.
- She suffered from memory loss.

**How did the impact of Anthony's murder affect Teri physically?**

- She couldn't go back to work for a while.
- She found it difficult to respond to people's questions about her son's murder.

**How can gang members demonstrate accountability and remorse for harming and/or killing others?**

- Understand that, as Teri says, the "victim's family . . . they're not going to go on, because their life is forever changed."
- Demonstrate nonviolent, noncriminal behavior.
- Pay restitution for funerals or any counseling for the surviving family members of the victim.

**Being Accountable for Your Crimes**

Gang crime has a serious physical and emotional impact on victims. Families are subjected to multiple tragedies as parents, children, and relatives are seriously injured and killed. **Remind participants that no one has the right to harm or intimidate another person or to destroy someone's property regardless of the circumstances.**

**Group Discussion**

Have participants read the accountability statements in their workbooks and share their thoughts with the group. Now have them read the quote on the same page by a victim of attempted murder. How would they feel if the victim was a friend or family member? Have participants write three of their own accountability statements.

**Additional Activities**

If time permits after covering the material in this unit, you may conduct the additional activities listed on the next few pages before debriefing participants. You may also want to schedule a guest victim/survivor speaker.

## Activity A – How Does Gang Crime Affect Its Victims?

**Objective:** Participants focus on the effects of a gang-related assault.

Ask participants to pick one scenario from the “Examples of Gang Crime” section in their workbooks. Then, have them fill out “How Does Gang Crime Affect Its Victims?” at the end of this unit, using specific examples of the physical, emotional, financial, and religious/spiritual harm that the victims suffered.

## Activity B – Restitution

**Objective:** Participants think about how they can make amends.

Have participants read and discuss the accountability statements in their workbooks. Have participants write three of their own accountability statements.

## Activity C – The Tran Family

**Objective:** Participants focus on the effects of a gang crime on a specific victim and his family rather than thinking about gang crime in a general sense.

Read the following scenario or have participants take turns reading it (the scenario is also found at the end of this unit in the *Participant Workbook*).

When Mr. Tran fled his war-torn country 24 years ago, he vowed he would never pick up a gun again. As a member of this country’s Special Forces, he had seen enough killing.

But Friday, Mr. Tran took up a shotgun trying to defend his family from alleged gang members who had showered his home with 43 bullets. The Tran’s house has been shot at five times in 6 months. No one has been injured, but they are scared they will be killed the next time.

The detective assigned to the case said that the attacks are a feud between two Asian gangs. Tran, who immigrated to the United States in 1984, didn’t ask for police help until after the third attack. The detective investigating the case said that this is common and that the shooters know their victims don’t usually call police. Tran’s children have told police they don’t know the shooters’ identities, but detectives think that the children aren’t telling all that they know. The gangs have been known to retaliate against entire families.

One son was in a gang, but got out after being shot and nearly killed. He moved away from his family. Frightened for the rest of his children’s lives, Mr. Tran sent some of his children to live in another city, but they miss their parents and younger siblings, so they come home to visit.

The daughter and some of the other children were home the day of the most recent afternoon attack. A van drove by the house firing shots. The shooting went on so long that Tran’s wife screamed at her husband to shoot back. Tran hadn’t carried a gun since his vow, but he could no longer ignore the assault raging outside. Too afraid to leave the house, he simply fired two warning blasts into the wall of his kitchen.

He spent \$1,000 on a home-security system to help identify the young men he saw cruising his street and laughing at the bullet holes. The police department offered to put Mr. Tran’s family up in a hotel after the attack as part of a witness-protection program, but they refused.

The family knows the danger they pose to the rest of the neighborhood, and they are ashamed of how their neighbors may view them. Mr. Tran’s daughter cried when describing how she feels. “It hurts,” she said, turning her head as she wiped away tears. “We don’t want people to think we are bad people.”

After the first few shootings, neighbors stopped coming by to check on them, except for one neighbor, who helps fill the bullet holes. “We do not want to live in fear. I am a father, I am working so hard to support my children,” he said.

Have an open discussion or have participants answer specific questions:

**How has Mr. Tran changed his lifestyle because of crime and violence?**

Possible answers: He broke his personal vow about guns, sent his children somewhere else to live, and his relationship with his neighbors has changed.

**What special issues do Mr. Tran and his family have to deal with?**

Possible answers: Mr. Tran and his family live in the same neighborhood as the gang members, the gang members flaunt their behavior, the son was in a gang and was shot, and the gang members think Mr. Tran won't call the police.

**What do you think will happen to the Tran family?**

Possible answers: Family members may be injured or killed, they may continue to be threatened, all of the children may be sent away, the police may catch the gang members, the family may move, and Mr. Tran may shoot someone.

**How do you think Mr. Tran will feel if he picks up a gun again and shoots someone?**

Possible answers: He may suffer from posttraumatic stress disorder or feel guilty, fearful, or ashamed; alternatively, he may feel vindicated that he has protected his family.

## Activity D – Victim Experiences

**Objective:** Help participants understand what victims and survivors of gang crimes might experience.

Break participants into groups of three and assign each group a scenario on the “Victim Experiences” worksheet at the end of this unit. Have each group discuss what the victim/survivor in their assigned scenario might go through, and then have them explain their thoughts to the larger group.

The scenarios, and possible experiences that victims/survivors face in each scenario, follow:

- A 50-year-old businessman is assaulted by gang members when he attempts to stop them from spraying a local business with graffiti. His briefcase and cell phone are also stolen. He is willing to fully cooperate with law enforcement and is willing to testify in court.  
**Possible Experiences:** Threats from gang members at home or work, as gang members have access to his personal and professional information. With threats to family, friends, or coworkers, a victim may refuse to testify. The victim may be blamed: “He should have known better than to confront gang members.”
- An 18-year-old single mom is raped by two gang members and later threatened by other gang members at her job. She is on probation for a burglary and has been “gang-free” for 2 years.  
**Possible Experiences:** The victim may not call the police because she is on probation and feels that she may not be believed. She may be threatened on an ongoing basis. Her children may be harmed. She may be pregnant or have a sexually transmitted disease. She may get fired from her job if the gang members continue to threaten her at her job.
- A gang member is killed in front of his house by a rival gang member. His mother does not speak English, and her other son is 10 years old.  
**Possible Experiences:** The police and others may not be very helpful because the victim is a gang member. The mother will have language barriers with the police, detectives, and other court personnel. The mother may be blamed for “allowing” her son to be in a gang. The 10-year-old brother may have to interpret for the mother.
- A 5-year-old child is at the park with his aunt. While at the park, he is killed during a drive-by shooting. There are many adults and children at the park who may have witnessed the shooting.  
**Possible Experiences:** The aunt may feel guilty and the family may blame her for taking the boy to the park. The family will have to identify the little boy and make funeral arrangements. The family will have to notify other family members of the death. Despite the number of witnesses, they may be afraid to identify the offenders or testify in court.

## Activity E – Long-Term Impact

**Objective:** Demonstrate that for many victims, crime has a life-long impact.

Show participants the clip of Teri discussing the murder of her son Anthony. Anthony was in a gang and was killed by gang members. Teri plans to attend the parole hearings of all the offenders. Discuss with participants what Teri may experience before, during, and after the parole hearings.

Possible questions/prompts follow:

- Will Teri have to request notification or will notification automatically occur?
- How much notice or time will she have to prepare for the hearings?
- Who will pay for Teri to drive or fly to the hearings?
- Will Teri be allowed to speak at the hearings?
- Describe Teri's emotions before, during, and after the hearings.
- If you were Teri, would you attend the hearings? Why or why not?
- Will Teri have any rights if the offenders are paroled?

## Recommended Speaker

Have an appropriate speaker address the class on the topic of gang crime. Listening to victim/survivor speakers may be uncomfortable for offenders. Make sure to instruct participants beforehand about appropriate behavior during the speaker's presentation. (See "Implementing the Program" for information about recruiting, selecting, and screening speakers and on how to prepare both speakers and participants for the experience.)



## Discussion/Wrap-Up

Discuss what participants learned in the Gang Crime unit. Address any questions they may have.



# Unit 7 Participant Worksheets

### Activity A – How Does Gang Crime Affect Its Victims?

Select one of the examples of gang crime in your workbook and think about the very specific ways that victims would be affected or harmed. Write your answers in the chart below.

Chosen example: \_\_\_\_\_

<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Religious/Spiritual</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

## Activity C – The Tran Family

Read the following scenario.

When Mr. Tran fled his war-torn country 24 years ago, he vowed he would never pick up a gun again. As a member of this country's Special Forces, he had seen enough killing.

But Friday, Mr. Tran took up a shotgun trying to defend his family from alleged gang members who had showered his home with 43 bullets. The Tran's house has been shot at five times in 6 months. No one has been injured, but they are scared they will be killed the next time.

The detective assigned to the case said that the attacks are a feud between two Asian gangs. Tran, who immigrated to the United States in 1984, didn't ask for police help until after the third attack. The detective investigating the case said that this is common and that the shooters know their victims don't usually call police. Tran's children have told police they don't know the shooters' identities, but detectives think that the children aren't telling all that they know. The gangs have been known to retaliate against entire families.

One son was in a gang, but got out after being shot and nearly killed. He moved away from his family. Frightened for the rest of his children's lives, Mr. Tran sent some of his children to live in another city, but they miss their parents and younger siblings, so they come home to visit.

The daughter and some of the other children were home the day of the most recent afternoon attack. A van drove by the house firing shots. The shooting went on so long that Tran's wife screamed at her husband to shoot back. Tran hadn't carried a gun since his vow, but he could no longer ignore the assault raging outside. Too afraid to leave the house, he simply fired two warning blasts into the wall of his kitchen.

He spent \$1,000 on a home-security system to help identify the young men he saw cruising his street and laughing at the bullet holes. The police department offered to put Mr. Tran's family up in a hotel after the attack as part of a witness-protection program, but they refused.

The family knows the danger they pose to the rest of the neighborhood, and they are ashamed of how their neighbors may view them. Mr. Tran's daughter cried when describing how she feels. "It hurts," she said, turning her head as she wiped away tears. "We don't want people to think we are bad people."

After the first few shootings, neighbors stopped coming by to check on them, except for one neighbor, who helps fill the bullet holes. "We do not want to live in fear. I am a father, I am working so hard to support my children," he said.

## Activity D – Victim Experiences

Read your assigned scenario and determine what the victim might experience. (The facilitator will assign each group one scenario to discuss.)

A 50-year-old businessman is assaulted by gang members when he attempts to stop them from spraying a local business with graffiti. His briefcase and cell phone are also stolen. He is willing to fully cooperate with law enforcement and is willing to testify in court.

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An 18-year-old single mom is raped by two gang members and later threatened by other gang members at her job. She is on probation for a burglary and has been “gang-free” for 2 years.

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A gang member is killed in front of his house by a rival gang member. His mother does not speak English, and her other son is 10 years old.

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A 5-year-old child is at the park with his aunt. While at the park, he is killed during a drive-by shooting. There are many adults and children at the park who may have witnessed the shooting.

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