

NVAA LEARNING ACTIVITY

CHAPTER 1: SCOPE OF CRIME/HISTORICAL REVIEW OF THE VICTIMS' RIGHTS DISCIPLINE

INSTRUCTOR GUIDELINES

Key Concepts/Objectives to Emphasize in Instruction and Learning Activities:

1. Findings of two studies related to the scope of crime, and the findings of the 1996 National Institute of Justice study related to the cost of crime. (1-3 to 1-5)
2. Four movements that opened the way for the victims' rights discipline. (1-12)
3. Five historical stages of the victims' rights discipline. (1-13 to 1-27)

Objectives:

1. Describe and understand the five stages that contributed to the development of the victim assistance field.
2. Identify each of the five historical stages' respective contributions to the discipline of victims' rights.

Description of Activity and Faculty Guidelines:

The instructor provides a slide presentation that includes the three key concepts/objectives. Students are divided into small groups (no more than 12 in each group).

A representative from each group will select "one historical stage" by pulling it out of a hat. Students are instructed: "Based upon your reading of Chapter 1 and the presentation, take 15 minutes to prepare a *three-minute skit* representing that stage's contribution to the field of victims' rights."

Student skits are presented to the full group in order of the stages (one through five), with a few minutes provided at the end of this learning activity for instructor processing and summarization.

Can Be Utilized As:

_____ Individual Activity Small Group Activity _____ Large Group Activity

Anticipated Amount of Time Required: 60 Minutes

- 15 minute lecture.
- 05 minute group division/explain learning activity.
- 15 minute preparation for skits.
- 25 minutes for skit presentations/faculty processing.

RESOURCES NEEDED *(Please check all that apply:)*

- Tear sheets and felt pens
- VCR/monitor
- Overhead projector and screen/LCD and laptop
- Blank overhead transparencies and overhead pens
- Masking tape
- Index cards
- Individual or group worksheets
- Timer
- Other *(please describe)*: Any of the above requested by students for their skits, and "five stages" cut into strips and placed in a hat.
-
-

SELECTING TOPIC FOR GROUP ACTIVITY

Make copies of this page, and cut each “stage” into strips. Each group will pull *one strip* from a hat. Please ensure that there are enough strips to accommodate the number of groups.

Stage One:

RESPONSE TO CRIME (1972 – 1976)

Stage Two:

POLARIZATION AND UNSTABLE FUNDING (1977 – 1981)

Stage Three:

PUBLIC AWARENESS (1982 – 1986)

Stage Four:

EXPANDING LEGISLATIVE AGENDA (1987 – 1991)

Stage Five:

EMERGING PROFESSIONALISM AND ADVANCING
ADVOCACY (1992 – PRESENT)