

CHAPTER 3.1: SPECIFIC JUSTICE SYSTEMS AND VICTIMS' RIGHTS, JUVENILE JUSTICE

INSTRUCTOR GUIDELINES

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

1. Brief history of the juvenile justice system with an emphasis on confidentiality for the youthful offender. (3.1-4 to 3.1-5)
2. Characteristics unique to juvenile justice and to victims of juvenile offenders. (3.1-5 to 3.1-7)
3. Victims' rights within the juvenile justice system and restrictions/limitations (e.g., youthful offender confidentiality). (3.1-10 to 3.1-16)
4. Victim services in the juvenile justice system. (3.1-18 to 3.1-20)

Objectives:

1. Describe the unique characteristics of victims of juvenile offenders.
2. Explain or give examples (based upon students' experiences) of one of the unique characteristics (assigned to small groups).
3. Provide *two* practical solutions to address each unique characteristic.

Description of Activity and Faculty Guidelines:

Following a lecture that highlights the four key concepts/objectives, divide students into small groups of 10 participants. Each group is assigned one of five "characteristics unique to victims of juvenile offenders" (see below), and is provided with the attached worksheet copied onto an overhead transparency, along with transparency pens:

- Increased shock and trauma.
- Generalizing about young people.
- Failure to report crimes, or to tell helping professionals they are afraid.
- Limited participatory rights in the juvenile justice system.
- Frustrations about the confidentiality of information about the juvenile offender.

Students have *seven minutes* to give two examples—based upon their reading of the chapter or personal experiences—of their group's "unique characteristic," and two potential solutions to address this characteristic. The instructor will provide *two minutes* for each small group report to

the full group (allowing groups with the same “unique characteristic” to follow in sequence), and one minute for instructor summation.

Can Be Utilized As:

Individual Activity Small Group Activity Large Group Activity

Anticipated Amount of Time Required: 23 Minutes

- 03 minutes for small group division and faculty instructions.
- 07 minutes for small group processing.
- 12 minutes for small group presentations (02 minutes each).
- 01 minute for instructor summation.

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

- Tear sheets and felt pens
- VCR/monitor
- Overhead projector and screen/LCD and laptop
- Overhead transparency pens
- Masking tape
- Index cards
- Individual or group worksheets *(copied onto overhead transparencies)*
- Other *(please describe):*
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STUDENT WORKSHEET

2. Victims of juvenile offenders may “generalize” about other youths who remind them of the perpetrator(s). This can affect their ability to trust young people in general and lead them to avoid social interactions with youths.

<p>EXAMPLES OF THIS UNIQUE CHARACTERISTIC</p>	<p>PRACTICAL SOLUTIONS TO ADDRESS THIS UNIQUE CHARACTERISTIC</p>
<p>1.</p>	<p>1.</p>
<p>2.</p>	<p>2.</p>

STUDENT WORKSHEET

3. While many victims report increased fear following victimization by a youthful offender, they do not always tell helping professionals that they are afraid, or would like protective measures, for fear of being perceived as “weak” or “irrational.”

EXAMPLES OF THIS UNIQUE CHARACTERISTIC	PRACTICAL SOLUTIONS TO ADDRESS THIS UNIQUE CHARACTERISTIC
1. 2.	1. 2.

STUDENT WORKSHEET

4. Historically, victims of juvenile offenders have had limited participatory rights in the juvenile justice process. The lack of information about the case, combined with their not being able to participate in hearings and activities related to the outcome of the case, can compound victim trauma.

EXAMPLES OF THIS UNIQUE CHARACTERISTIC	PRACTICAL SOLUTIONS TO ADDRESS THIS UNIQUE CHARACTERISTIC
1.	1.
2.	2.

