

**CHAPTER 8: RESPECTING DIVERSITY:
RESPONDING TO UNDERSERVED VICTIMS OF CRIME**

INSTRUCTOR GUIDELINES

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

1. The vast array of cultural differences in the United States. (8-1 to 8-31)
2. Principles of culturally-proficient interactions with crime victims. (8-3 to 8-6)
3. Specific practices of culturally-proficient victim services. (8-6 to 8-14)

Objective:

1. Understand what it feels like to be categorized or prejudged based on limited information about who individuals are.

Description of Activity and Faculty Guidelines:

The culture in which we are raised greatly influences our attitude, beliefs, values, and behavior. In order to provide sensitive and effective services to victims, witnesses, and survivors from cultures that are different from our own, two things must occur:

- An awareness of our own cultural values and beliefs and recognition of how they influence our attitudes and behavior.
- An understanding of the cultural values and beliefs of the agency and its employees and how they influence our attitudes and behavior.

It is important that the instructor for this exercise be comfortable with and skilled at working with potentially sensitive discussions and reactions concerning diversity issues. The instructor passes out the student worksheets, and asks each student to complete it individually. Then the instructor facilitates a full group discussion (orally, without tear sheets), utilizing the three questions on the worksheet:

- Advantages/disadvantages?
- Anything missing from the descriptions?
- How did it make you feel?

Can Be Utilized As:

Individual Activity Small Group Activity Large Group Activity

Anticipated Amount of Time Required: 20 Minutes

- 03 minutes to distribute student worksheets.
- 08 minutes for students to complete worksheets.
- 09 minutes for full group processing of student responses and feelings.

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):*
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STUDENT WORKSHEET

ASSESSING YOUR OWN SOCIAL IDENTITY

“Who Am I?”

Instructions: Circle all items in each of the four columns that best describe you.

A	B	C	D
Lower Class	Anglo Saxon	Female, Male	Business Person
Middle Class	American	Married, Single, Separated	White Collar Worker
Upper Class	White	Wife, Mother	Professional
Militant	Black	Father, Husband	Technician
Radical	Negro	Stepparent	Blue Collar Worker
Liberal	Hispanic	Grandparent	Skilled Worker
Moderate	Latin American	Aunt, Uncle	Student
Conservative	African-American	Daughter, Son	Service Provider
Indifferent	Irish American	Sister, Brother	
Republican	Asian-American	Grandchild	
Democrat	Immigrant	Niece, Nephew	

I best describe myself as [*pick one from each column*]:

Column A _____ Column B _____

Column C _____ Column D _____

1. What is the advantage and disadvantage of being this type of person in my professional life?

2. Was there something that you would like to add to each column that describes you, but it is not on the list? Why?

3. How did these descriptions make you feel?