

Recommended Speaker

Have an appropriate speaker address the class on the topic of sexual assault. 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 pages 17–22 in "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 Sexual Assault unit. Address any questions they may have.

Unit 8 Participant Worksheets

Activity B – Susan

How might Susan be affected in each of the following situations?

Assault

Susan is walking to a mall to go shopping and takes a shortcut through an alley. As she nears the end of the alley, a man attacks her. He grabs her, throws her to the ground, hits her in the face, and steals her purse.

Will she report this to the police? Yes No

Rape

Susan is walking to a mall to go shopping and takes a shortcut through an alley. As she nears the end of the alley, a man attacks her. He grabs her, throws her to the ground, hits her in the face, and rapes her.

Will she report this to the police? Yes No

Acquaintance Rape

Susan is out on a date with her boyfriend. He kisses her and Susan kisses him back. He begins to remove her clothing and she responds with “No!” and struggles with him. He refuses to stop and rapes her.

Will she report this to the police? Yes No

Sex

Susan is out on a date with her boyfriend. They talk about whether they are both ready to have a physically intimate relationship with each other and agree that they are. At the end of the evening, they decide to spend the night together and have sex.

Will she report this to the police? Yes No

Are the emotions the same or different in each situation? How do you account for similarities or differences?

Define **rape**.

How does society's attitude about sexual assault affect a rape victim?

What is the difference between “giving consent” and “cooperating” in this context?

Activity C – Mrs. Johnson

Mrs. Johnson, age 72, lives with her 76-year-old husband. Both Mr. and Mrs. Johnson are retired. Mr. Johnson has gone to the Laundromat. Mrs. Johnson answers the door and a stranger asks her if she has any yard work for him. Mrs. Johnson tells him that she doesn't.

As Mrs. Johnson is closing the door the man pushes his way in, knocking her to the floor. He kicks her and demands money. Mrs. Johnson begs the man not to hurt her and tells him all of her money is in her purse. The man becomes angry when he discovers only \$13 and tells Mrs. Johnson he is going to teach her a lesson for insulting him. The man beats and rapes Mrs. Johnson.

What is the impact on Mrs. Johnson?

Who else has been victimized? How do you think those people feel?

Do you think the man would have raped Mrs. Johnson if she had given him more money? Yes No

If Mrs. Johnson was your grandmother, would you be embarrassed to talk to her about what happened?

Yes No . . . Why or why not?

What do you think Mr. and Mrs. Johnson's family and friends can do to help?

Who else can help?

Activity D – Andre

Andre, 17, was kidnapped by a man, taken to an abandoned building, and tied up. He was sexually assaulted and lost consciousness. When he regained consciousness, he was in an alley in an unfamiliar area of town.

Will Andre call the police?

Yes No

Will Andre tell his family?

Yes No

Will Andre seek help from a sexual assault center?

Yes No

Imagine you are Andre. What are your thoughts and feelings following the attack? What are you going to do following the attack?

Imagine that Andre is a member of your family. What are your thoughts and feelings after being told of the attack? What are you going to do to assist Andre?

Unit 9: Child Abuse and Neglect



Time Required: 2.5 hours

Resources Needed

- OVC *Listen and Learn* DVD (clip: Child Sexual Abuse/Nia)
- *Participant Workbook* (pages 53–62)
- TV and DVD player
- Chalkboard or tearsheets

Prior to the Session

- Consider gathering local and state statistics and newspaper or article clippings for the discussion about child abuse and neglect trends.
- Research your state's statutes related to child abuse and neglect; be prepared to provide information to participants about these statutes.
- Prepare four index cards with the following categories of child maltreatment: physical abuse, child neglect, sexual abuse, emotional abuse. (This is for activity A at the end of this unit.)

Objectives

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



Facilitator Tip

- Be prepared for participants to defend hitting and spanking children.
- Avoid discussions about people growing up “okay” despite being hit as children.
- Remember that some participants may be reacting to their own victimization.



What Is Child Abuse and Neglect?

There are four main types of child maltreatment: physical abuse, child neglect, sexual abuse, and emotional abuse. Although any form of child maltreatment may be found separately, they often occur in combination. Emotional abuse is almost always present when other forms are identified.

The consequences of child abuse and neglect can be serious and long term. Abused and neglected children may experience a lifelong pattern of depression, anxiety, low self-esteem, inappropriate or troubled relationships, or a lack of empathy.



Have participants read the “Words To Know” aloud.

Delivery options include reading words aloud yourself, writing the words on a chalkboard or tearsheet, 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

Abuse: Causing harm to a person.

Emotional abuse: Includes acts or omissions by parents or caregivers that have caused, or could cause, serious behavioral, cognitive, emotional, or mental disorders.

Exploitation: Taking advantage of someone for one’s own benefit, whether it is economic, social, sexual, or other.

Neglect: Failure to provide for a child’s basic needs. Neglect can be physical, educational, or emotional.

Physical abuse: Causing physical injury by punching, beating, kicking, biting, burning, shaking, or otherwise harming a child.

Sexual abuse: Includes fondling a child’s genitals, intercourse, incest, rape, sodomy, exhibitionism, and commercial exploitation through prostitution or the production of pornographic materials.



Group Discussion

After reading the “What Is . . .” 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: Child Abuse Trends

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

When discussing child abuse and neglect trends—

- Select participants to read the trends aloud.

- 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.



Examples of Child Abuse and Neglect

The *Participant Workbook*, pages 55–56, offers examples of child abuse and neglect crimes; consider having participants substitute the names of their family members or friends in these examples. You can also share any state-specific statutes related to child abuse and neglect with participants in this section. Remember to use varied delivery options when discussing the examples.



Triad Session

Have participants write down their answers to the questions under each example of child abuse and neglect. 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.



Group Discussion

Have volunteers read aloud the two quotes by child abuse and neglect victims on pages 55–56 of their workbooks. As a group, discuss the impact of victimization on these individuals. What if the crimes had been committed against participants' own children or family members?

What Is the Impact of Child Abuse and Neglect?

Have volunteers read aloud the initial and long-term mental health effects of child sexual abuse. As a group, discuss the impact of victimization on children.



Chalkboard Exercise

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

<p>Financial</p> <ul style="list-style-type: none"> • Ongoing medical bills • Medication • Legal fees • _____ • _____ • _____ • _____ 	<p>Physical</p> <ul style="list-style-type: none"> • Poor physical health • Poor mental and emotional health • Cognitive difficulties • Social difficulties • Self-injury • Suicide • _____ • _____
<p>Emotional</p> <ul style="list-style-type: none"> • Juvenile delinquency • Adult criminality • Alcohol and other drug abuse • Abusive behavior toward others • Poor self-image • Sexually acting out • Inability to trust • Aggressive and disruptive behavior • _____ 	<p>Religious/Spiritual</p> <ul style="list-style-type: none"> • Alienation from religion or “higher power” • Mistrust in faith leaders, faith institutions, or “higher power” • _____ • _____ • _____ • _____ • _____ • _____



Facilitator Note

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



OVC Listen and Learn DVD

Nia was sexually abused by her friend’s older brother when she was between ages 5 and 7.

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

- **What was the emotional impact of the abuse on Nia?**
 - When Nia disclosed her victimization, her mother was initially very upset and Nia believed her mother “was upset with her.”
 - She was afraid that her family and friend blamed her.

- She denied her victimization for some time and avoided the topic.
 - She now has a hard time trusting people.
 - Years later, she is still angry.
- **What was the physical impact?**
 - She had problems at school and received poor work notices from the teacher.
 - All Nia could do was “sit in her room and watch television and eat.”
- **How was her mother affected?**
 - She was very upset about what happened, and most likely felt guilty for not being able to prevent it.
 - She was hurt, especially when Nia was afraid to disclose the name of her abuser.
 - She had also been attacked when she was 9 years old and had never told anyone, so Nia’s abuse probably brought back bad memories of her own assault.



Being Accountable for Your Crimes

No one has the right to abuse or neglect a child. A person who commits a violent or neglectful act against a child must recognize the devastating and often lifelong impact that his or her criminal actions will have.



Group Discussion

Have participants read the accountability statements and share their thoughts with the group. Ask participants how these offenders can specifically demonstrate accountability.

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

Objective: Participants start thinking about the impact that child abuse and neglect has on its victims.

Divide the participants into four groups. Hand out to each group the index cards that you prepared before this unit began. (The index cards have one of four categories on them: physical abuse, child neglect, sexual abuse, and emotional abuse.)

On the index cards, have each group write a definition of the category they selected and provide five examples and as many impact areas as possible.

Ask each group to share their examples with the larger group, encouraging feedback.

Activity B

Objective: Participants learn about the long-term effects of child sexual abuse.

Participants have already watched the video clip on Nia and answered the discussion questions. Replay the video, stopping and pausing a few times. At the end of the video, leave Nia’s face showing on the screen.

Ask participants to answer the questions on the Nia worksheet in their workbooks. The questions and their possible answers follow:

- **At what age was Nia sexually abused?**
She can't remember the exact age, but thinks she was between 5 and 7 years old.
- **When did she first tell someone about the abuse?**
When she was 17 years old, a senior in high school, she told her mom about the abuse. A year later, she told her mother the identity of the abuser.
- **Who abused her?**
Her best friend's brother.
- **Was Nia threatened during the abuse?**
The offender told both girls, "Don't talk about it," which could have been a subtle threat.
- **Nia says that she wishes she had told sooner, but she says, "I just couldn't." What do you think she means by that?**
She may have been too scared, confused, or embarrassed. She was surprised when her mom believed her and took her to counseling.
- **Is there anything specific that Nia says that makes you stop and think or change your emotions?**

Activity C

Objective: Participants identify the connection between drug-related crime and child abuse and neglect. Participants also understand that drug-related crimes are not victimless.

Refer participants to the "Drugs Don't Hurt" role play in their workbooks. Assign four participants a part in the role-play scenario, giving them time to review and prepare. (The parts are drug dealer, Brenda, "John," and child.) Assign six other participants a "ticket" that they can use to stop the role play once and ask one of the role players a question related to his or her behavior, thoughts, feelings, or values.

Activity D

Objective: Participants experience the ripple effects of child abuse.

Refer participants to "The Letter" worksheet in their workbooks and have them complete the activity.

Activity E

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

Show participants the clip of Ron who, along with his siblings, was physically, emotionally, and sexually assaulted as a child. Possible questions/prompts follow:

- Who victimized Ron?
- How was Ron harmed?
- Did Ron continue the cycle of violence?
- What is your reaction to the abuse Ron suffered?

Recommended Speaker

Have an appropriate speaker address the class on the topic of child abuse and neglect. 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 pages 17–22 in "Implementing the Curriculum" for information about recruiting, selecting, and screening speakers and on how to prepare both speakers and participants for the experience.)

Unit 9 Participant Worksheets

Activity B - Nia

Answer the following questions after watching Nia talk about being sexually abused as a child.

At what age was Nia sexually abused?

When did she first tell someone about the abuse?

Who abused her?

Was Nia threatened during the abuse?

Nia says that she wishes she had told sooner, but she says, "I just couldn't." What do you think she means by that?

Is there anything specific that Nia says that makes you stop and think or change your emotions?

Activity C – “Drugs Don’t Hurt” Role Play

Drug Dealer

Brenda, age 17, is a regular customer of yours. Today she approaches you with her 3-year-old child in tow. The child is crying and carrying an empty water bottle. Brenda has no money and she attempts to get you to “loan” her some drugs. You refuse.

Later she comes back with money and you sell her what she wants. You notice that she is pregnant, but you are more concerned about her young child seeing the drug exchange.

Brenda

You are 17 years old, the mother of a 3-year-old, and in the early stages of pregnancy. You are broke, your child is hungry, and you need drugs. You take your child with you while you try to find your dealer. You attempt to get the dealer to “loan” you drugs until you can get some money. You plead but he refuses.

You walk down the street with your child and solicit for sex. You get paid and return to the dealer. He will only sell to you when you leave your child out of sight.

“John”

You are in the neighborhood looking for a prostitute. Brenda approaches you with her child. You object to the child being present and tell her to do something with the child first. You notice that she is pregnant but you don’t care. You pay her for sex.

Child

You toddle around begging your mother, holding your empty water bottle, crying, and whimpering. You say that you are hungry and you are scared. When your mom leaves you somewhere to prostitute herself, you cry.

Ticket Holders (6)

Each ticket holder gets one ticket, which can be used to stop the role play once to ask a “role-player” a question related to behavior, feelings, thoughts, or values.

Activity D – The Letter

Dear _____, [Your Name]

I know I usually write you with good news so that I don't add to any of your troubles—being locked up is enough trouble. I know it's hard being away from your family. I don't feel right telling you in a letter, but I thought you should know. Your little girl got hurt and has a cast on her arm. I heard that your ex is hanging around someone who drinks too much and doesn't like kids.

I don't think what happened to your little girl was an accident. Let me know if you want me to do anything.

Take care,

_____ [Write in your family member's/friend's name]

Describe your thoughts, feelings, and reactions to this letter as if it had been sent to you.

Unit 10: Domestic Violence



Time Required: 2.5 hours

Resources Needed

- OVC *Listen and Learn* DVD (clip: Domestic Violence/Rebel)
- *Participant Workbook* (pages 63–72)
- TV and DVD player
- Chalkboard or tearsheets

Prior to the Session

- Consider gathering local and state statistics and newspaper or article clippings for the discussion about domestic violence trends.
- Research your state's statutes related to domestic violence; be prepared to provide information to participants about these statutes.
- On separate index cards, write down the healthy and unhealthy statements and behaviors listed in activity E at the end of this unit.

Objectives

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



Facilitator Tip

- Avoid justifications of any type of violence, physical or nonphysical.
- Be prepared for participants to try to focus on why the victim stays in the relationship or what the victim does to create the violence. Keep the focus on the impact of domestic violence on the victim.
- Participants may rationalize that they grew up “okay” in an abusive household.

What Is Domestic Violence?

Domestic violence is a pattern of coercive (controlling) behaviors people use against their intimate partners. These behaviors may include physical, sexual, emotional or psychological, and financial abuse. Partners may be married or unmarried; heterosexual, gay, or lesbian; or living together, separated, or dating.

It may begin with threats, acts of violence witnessed by another person (such as punching a fist through a wall), and/or damage to objects or pets. Domestic violence may escalate to physical behaviors such as restraining, pushing, slapping, and pinching. It may escalate further to include punching, kicking, biting, sexual assault, tripping, and throwing. Finally, the violence may become life threatening and cause serious injury or death.



Have participants read the “Words To Know” aloud.

Delivery options include reading words aloud yourself, writing the words on a chalkboard or tearsheet, 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

Battering: Repeated physical abuse.

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

Control: Having emotional or physical power over someone.

Cycle of violence: A pattern of domestic violence consisting of three phases: the tension-building phase, the acute battering incident, and the calm, loving, apologetic, “it will never happen again” phase.

Denial: Refusing to admit thoughts or behaviors to oneself or to others.

Escalation: An increase in either threats or level of violence.

Intimate: Emotional or physical relationship usually involving affectionate, romantic, or passionate feelings.

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

Psychological: Related to the mind or the will (in this context, an example might be using mind games to control others).

Obstacle: A barrier that prevents something from occurring.

Tactic: A method or plan for accomplishing a goal.



In the News: Domestic Violence Trends

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

When discussing domestic violence trends—

- Select participants to read aloud the 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 “How do these trends make you feel?”
- Come up with additional questions, if desired.

The Cycle of Violence

Those who have studied domestic violence believe that it usually occurs in three stages—referred to as the “cycle of violence.” First, the abuser uses words or threats, perhaps humiliation or ridicule. Next, the abuser explodes at some perceived “mistake” by the other person, and the abuser becomes physically violent. Finally, the abuser “cools off,” asks forgiveness, and promises that the violence will never occur again. At this point, the victim often gives up on leaving the violent situation or having charges brought against the abuser. Typically, the abuser’s rage begins to build again after the reconciliation, and the violent cycle may be repeated.

The Violence Wheel illustrates the relationship of physical abuse to other forms of abuse. The wheel was developed after victims described common control tactics abusers used. The center of the wheel represents the intention of all violence tactics: to establish power and control. Each spoke of the wheel represents a particular tactic. The rim of the wheel—which gives it strength and holds it together—is physical abuse. The wheel model is important because it demonstrates how domestic violence behaviors are cyclical and recurring, rather than linear.



Created by the Domestic Abuse Intervention Project, 206 West Fourth Street, Duluth, MN 55806; phone: 218-722-4134.



Group Discussion

Have participants read aloud the tactics contained within the spokes of the Violence Wheel and then ask them to share their thoughts about the cycle of violence. How do they think the cycle can be interrupted?

Examples of Domestic Violence

The *Participant Workbook*, pages 65–67, offers a definition of domestic violence and personal stories; consider having participants substitute the names of their family members or friends in the scenarios. You can also share any state-specific statutes related to domestic violence with participants in this section. Remember to use varied delivery options when discussing the examples of domestic violence.



Triad Sessions

Have participants write their answers to the questions under each type of domestic violence. 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.

Reasons Victims Stay

“Why do victims stay?” This is the most common question asked of domestic violence victims and is a key point in understanding the impact of domestic violence. Many obstacles can prevent a victim from leaving an abusive relationship. Most victims of domestic violence repeatedly attempt to leave the relationship, but return when they cannot overcome the obstacles.



Group Discussion

As a group, review the reasons why victims stay. Ask participants if they can think of any other reason why a victim of domestic violence might stay.

What Is the Impact of Domestic Violence?

Acts of domestic violence 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>Financial</p> <ul style="list-style-type: none"> • Lost wages • Medical bills • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<p>Physical</p> <ul style="list-style-type: none"> • Pregnancy-related problems • Sexually transmitted diseases • Chronic pain • Dehydration • Eating disorders • Drug/alcohol dependence • Malnutrition • Repeated self-injury • Self-neglect • Sexual problems
<p>Emotional</p> <ul style="list-style-type: none"> • Fear • Anger • Insecurity • Sadness • Guilt • Shame • Embarrassment • Depression • Revenge • Loss of confidence • Anxiety • Emotional overreactions • Emotional numbness 	<p>Religious/Spiritual</p> <ul style="list-style-type: none"> • Questioning the goodness of others • Questioning faith • “Why would my ‘higher power’ let this happen?” • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____



Facilitator Note

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



OVC Listen and Learn DVD

Rebel is a victim of domestic violence perpetrated by her ex-husband.

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

- **What was the emotional and physical impact of domestic violence on Rebel?**

- She felt her husband was constantly controlling her.
 - He isolated her from her family, friends, and church.
 - He told her that she, and everything she did, was stupid, which made her constantly try to “fix it.”
 - She had panic attacks when she went home.
 - She is afraid to get into a relationship with any man.
 - She is afraid “it will happen again.”
- **Domestic violence is a crime that escalates in severity and frequency of violence. What did Rebel feel was the turning point in the relationship when she knew she had to leave?**
 - Her husband threatened to have her killed.
 - He had isolated her from her family and friends, so she had nowhere to turn.
 - **How did domestic violence affect Rebel’s relationship with her family and friends?**
 - She was isolated from them by her batterer.
 - Friends and family members were uncomfortable and unsure about discussing the problem with her.

Being Accountable for Your Crimes

Domestic violence often comes from a person the victim trusts. The victim’s sense of control and trust has been harmed, leaving her or him feeling very vulnerable. The experience of violence makes it difficult for victims to have healthy relationships with others. In addition, many victims are financially dependent on their abusive partners, and if they leave, sometimes with children, they have little financial support. **Remind participants that no one, regardless of the circumstances, has the right to use violence or abuse to control, intimidate, or harm another person.**



Group Discussion

Have participants read the accountability statements and share their thoughts with the group. How do participants think these offenders can specifically demonstrate accountability?



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

Objective: Participants understand the harmful effects of emotional and psychological abuse.

Refer participants to one of the examples on pp. 65–67 of their workbooks. In small or large groups, have participants read the scenario and the examples of abusive behavior listed below it. Ask participants to identify behaviors that are more difficult to recognize as examples of domestic violence.

Activity B

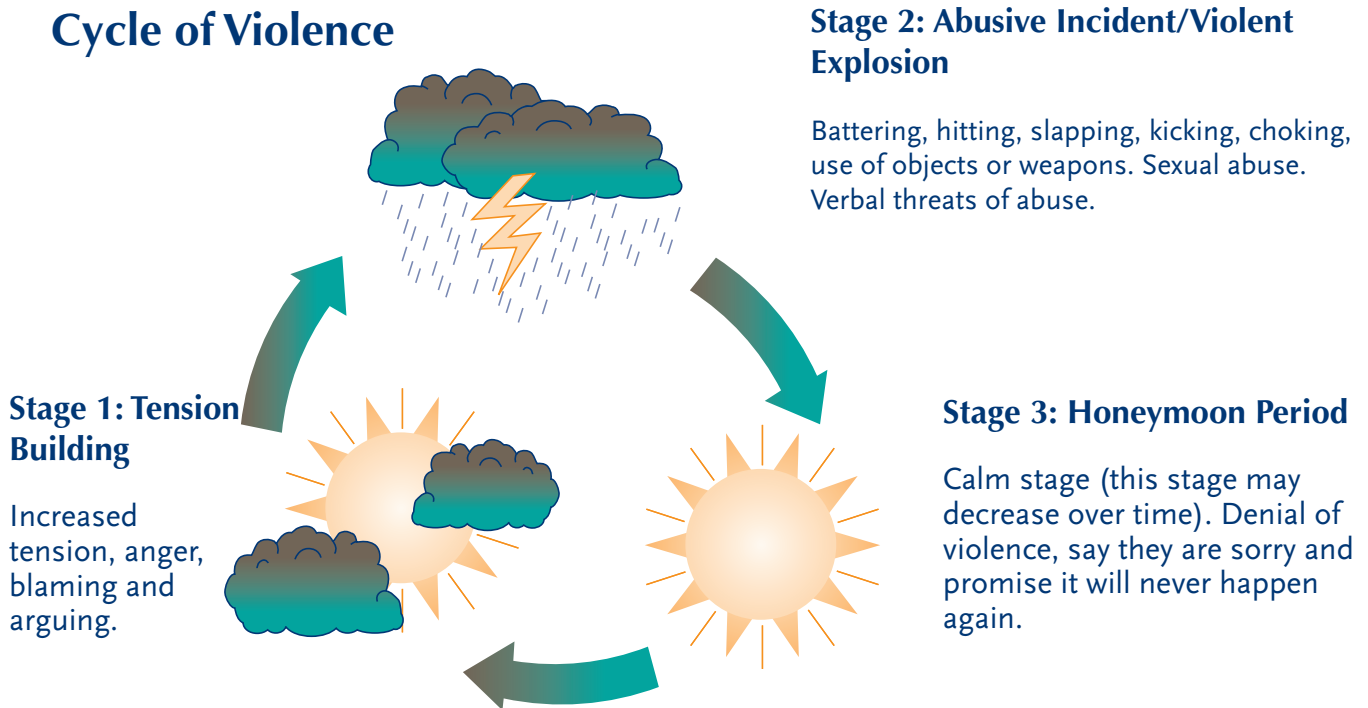
Objective: Participants apply their knowledge about the Violence Wheel.

Have participants complete the “Violence Wheel” worksheet in their workbooks.

Activity C

Objective: Participants understand the impact of the cycle of violence on the victim and his or her children.

Discuss the cycle of violence below and then, in small groups, have participants complete the "Cycle of Violence" worksheet in their workbooks.



With time, the cycle will occur more frequently and the abuse during the violent episodes will become more severe. The cycle stops only if the perpetrator gets counseling and learns alternatives to being violent, if the victim leaves the relationship, or if the victim is killed.

Activity D

Objective: Reinforce learning about the types of domestic violence.

Assign participants to small groups and ask them to make presentations on the types of domestic violence: physical abuse, sexual abuse, emotional/psychological abuse, and financial/economic abuse. (Guidelines might include providing the definition of domestic violence, specific examples, the impact on the victim and children, and a role play.)

Activity E

Objective: Participants understand the harm caused by controlling, abusive behavior.

Pass out the index cards listing healthy and unhealthy statements and behaviors that you prepared before this unit began. Have each participant read a statement or behavior out loud and then decide if it is a "healthy" or "unhealthy" statement. Ask participants to tape the statements or behaviors on a wall underneath a "healthy" or "unhealthy" heading. Once all the statements are taped to the wall, ask participants how they would feel if someone important to them behaved in an "unhealthy" way with them.



Healthy Behaviors/Statements	Unhealthy Behaviors/Statements
"You're a good friend."	Expecting you to be perfect
"What's wrong? You look upset."	"You're getting fat, you need to lose weight."
Spending time with other friends	Telling you what you have to wear
Communicating	Hitting
"I'd like to talk to you about something that is upsetting me."	Kicking
"Where were you, I was worried about you. I'm glad you're okay."	"Don't make me hit you."
"Do you need some money?"	"Stop making me mad."
"You might want to take another look at what you're wearing."	"Where were you? You're supposed to tell me where you are."
"Let's talk. I don't understand why you want to get a job."	"Here's your bus fare. If I feel like you need more money, I might give you more."
Sharing feelings	"Who were you just talking to on the phone?"
"I'm surprised you went to lunch with friends. How was it?"	"You don't need a job. I want you at home."
"Sure, I'm okay with you going to your sister's place."	"I didn't really mean to hurt you, I was just playing rough."
"You look good. I don't want someone who looks like a fake model in a magazine."	"I wouldn't have to hurt you if you would do what I tell you to do."
"Let's exercise together, we both need to get healthy."	"Keep embarrassing me in front of my friends and I'll keep putting you in check."
"I'm sorry."	"I like your hair except for when you wear it like that. It makes you look stupid."

Recommended Speaker

Have an appropriate speaker address the class on the topic of domestic violence. 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 pages 17–22 in "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 Domestic Violence unit. Address any questions they may have.

Unit 10 Participant Worksheets

Activity B – Violence Wheel

Refer to the Violence Wheel on page 64 of your workbooks. Write one or two sentences that demonstrate a specific example of each of the power and control tactics illustrated on the wheel. Also, write about how a victim might feel when the tactic is used.

Sample

Tactic: Using Isolation

Example: The victim is dropped off at work and picked up every day. She is not allowed to drive herself to work or ride with anyone.

Victim's Feelings: Powerless, alone

Tactic: _____

Example: _____

Victim's Feelings: _____

Tactic: _____

Example: _____

Victim's Feelings: _____

Tactic: _____

Example: _____

Victim's Feelings: _____

Tactic: _____

Example: _____

Victim's Feelings: _____

Tactic: _____

Example: _____

Victim's Feelings: _____

Tactic: _____

Example: _____

Victim's Feelings: _____

Tactic: _____

Example: _____

Victim's Feelings: _____

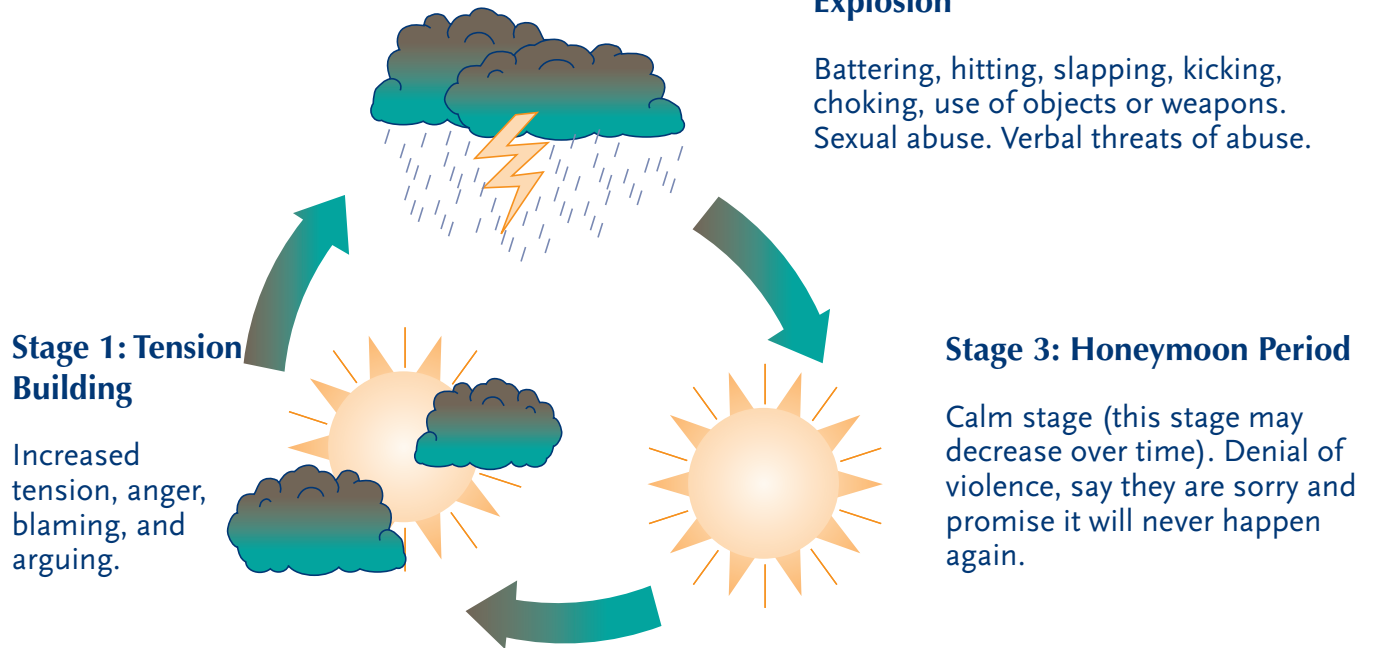
Tactic: _____

Example: _____

Victim's Feelings: _____

Activity C - Cycle of Violence

Cycle of Violence



With time, the cycle will occur more frequently and the abuse during the violent episodes will become more severe. The cycle stops only if the perpetrator gets counseling and learns alternatives to being violent, if the victim leaves the relationship, or if the victim is killed.

What are some examples of how the batterer acts during each of the three stages?

What is the victim going through physically and emotionally during each stage?

If any children are present in the home, what are they going through physically and emotionally during each stage?

Unit 11: Drunk and Impaired Driving



Time Required: 2.5 hours

Resources Needed

- OVC *Listen and Learn* DVD (clip: Drunk and Impaired Driving/Cindi)
- *Participant Workbook* (pages 73–79)
- TV and DVD player
- Chalkboard or tearsheets

Prior to the Session

- Consider gathering local and state statistics and newspaper or article clippings for the discussion about drunk and impaired driving trends.
- Research your state's statutes related to drunk and impaired driving; be prepared to provide information to participants about these statutes.
- Find props for activity C at the end of this unit.
- Find a newspaper or Internet story about a survivor of a drunk or impaired driver. Make copies of the story to hand out during activity D at the end of this unit (unless you decide to read the story aloud).

Objectives

- Define **drunk** and **impaired driving**.
- Provide examples of drunk and impaired driving.
- Describe current trends for drunk and impaired driving.
- Explain the impact of drunk and impaired driving on victims.
- Discuss thoughts and feelings about being held accountable for drunk or impaired driving.



Facilitator Tip

- Avoid self-disclosure about drinking and social behavior (e.g., driving after “happy hour,” football games, parties).
- Avoid debates about drinking and drug use.
- Do not focus on substance abuse and prevention.
- Prevent discussions about politics and legislation related to alcohol and drugs. Keep the focus on the impact on the victim.

What Is Drunk and Impaired Driving?

Driving while drunk or otherwise impaired (using illegal drugs or taking certain prescription medications) is not an “accident”; it is against the law. It is a crime that too often results in serious injury or death. Drunk or impaired drivers seldom plan to injure or kill people. However, while they may not plan to cause a crash, they are making a choice.

It is painful for victims/survivors when the courts, media, and sometimes friends refer to the crash as an “accident” or a “nonviolent” crime. Victims/survivors have a difficult time understanding how someone would make the choice to drive a vehicle when his or her reaction time and decisionmaking are affected. For survivors there is no time to prepare, to adjust to the idea that the victim is dead, or to prepare for the feelings of loss. Many survivors talk about not having had the opportunity to say “good-bye,” or “I love you,” or anything else they may have wanted or needed to say. Survivors also have to face seeing or imagining the damage to their loved one’s body from a violent and fatal crash.



Have participants read the “Words To Know” aloud.

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



Words To Know

Accident: An unforeseen or unintended event.

BAC (blood alcohol content or concentration): A measurement of the concentration of alcohol in the blood.

Covictim: People who are touched by crime, usually someone who has a close relationship to the victim.

Crash: A violent vehicle collision causing injury or damage.

Homicide: The killing of another human being.

Impaired: Having mental and physical reactions diminished by alcohol or other substances.

Manslaughter: The killing of another person without prior intent to kill.

Negligent homicide: The killing of another person by failure to exercise care or responsibility.

Under the influence: The criminal act of driving while drinking or using other substances.



Facilitator Note

Keep in mind that states may have their own terms for the crime of drunk and impaired driving, including DUI (driving under the influence); DWI (driving while intoxicated); and OUI (operating under the influence).

Group Discussion

As a group, discuss the impact of drunk and impaired driving on victims.

- Why should crashes that involve drunk or otherwise impaired drivers not be referred to as “accidents” or “nonviolent”?
- Who are the “covictims” in crashes involving drunk or impaired drivers?



In the News: Drunk and Impaired Driving Trends

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

When discussing drunk and impaired driving trends—

- Select participants to read the drunk and impaired driving trends aloud.
- 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.
- Which trends might affect your family?



Examples of Drunk and Impaired Driving

The *Participant Workbook*, page 74, offers personal stories involving drunk and impaired driving; consider having participants substitute the names of their family members or friends in the scenarios. You also can share any state-specific statistics related to drunk and impaired driving with participants in this section. Remember to use various delivery options cited on page 14 in this manual when discussing the examples.



Triad Session

Have participants write their answers to the questions under each drunk and impaired driving 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 Drunk and Impaired Driving?

Drunk and impaired driving has serious negative consequences for victims, their families, and communities. These effects ripple throughout several areas in victims' lives: financial, physical, emotional, and religious/spiritual.



Chalkboard Exercise

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

<p>Financial</p> <ul style="list-style-type: none"> • Loss of income • Inability to work • Loss of job • _____ • _____ • _____ 	<p>Physical</p> <ul style="list-style-type: none"> • Brain damage • Loss of limbs • Scars • Surgeries • Skin grafts • Paralysis
<p>Emotional</p> <ul style="list-style-type: none"> • Damage to self-image • Embarrassment • Shame and guilt • Suicide/attempted suicide • Violent dreams • Fear • Anger • Frustration 	<p>Religious/Spiritual</p> <ul style="list-style-type: none"> • Feeling abandoned by a “higher power” • _____ • _____ • _____ • _____ • _____ • _____ • _____



Facilitator Note

If participants say they have never driven while drunk or otherwise impaired, ask them whether they or someone they know has ever been a victim of a drunk or otherwise impaired driver and what the impact of that crime was.



OVC Listen and Learn DVD

Cindi is the victim of a drunk driving crash that left her with devastating physical injuries. Her 5-month-old daughter, Laura, was left a quadriplegic and later died at age 7.

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

- **What was the physical impact on Cindi’s daughter Laura?**
 - The cervical section of her spinal cord was crushed and, at 5 months old, she became the Nation’s youngest quadriplegic—paralyzed from the neck down.
 - She had many infections, some requiring tracheotomies.
 - She eventually died from her injuries at age 7.
- **How did this crash and crime affect Cindi?**
 - She spent 7 years tending to her daughter Laura around the clock.
 - She felt hatred for the man who did this to her.
 - She kept imagining “all kinds of plans for how I was gonna kill this guy.”
 - She had much pain and sorrow when Laura was alive, as well as when she died.



Being Accountable for Your Crimes

Victims of drunk or otherwise impaired driving crashes suffer physically, emotionally, financially, and religiously/spiritually. Their lives are often changed in such a way that many never fully recover. For those who are killed, their families will always mourn the loss. All drunk and impaired driving crashes are preventable. **Remind participants that no one has the right to drive drunk or otherwise impaired and risk injuring or killing others.**



Group Discussion

Have participants read the accountability statements and share their thoughts with the group. Also ask them what else offenders could do to demonstrate accountability.

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

Objective: Participants focus on how a mother's life is changed by a drunk driving crash.

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

- Have the participants write a victim impact statement as if they were Cindi.
- Have participants present their impact statements to the class and encourage feedback.
- Have participants answer the following questions:
 - What might be the hardest holiday or special date for Cindi?
 - What might it be like for Cindi when people ask, "Do you have children?" or "What happened to Laura?"
 - If Cindi had other children, how might they have been affected?

Activity B

Objective: Participants understand the impact of drunk driving on victims and survivors.

Read the following:

Gregory is a well-known lawyer and is interested in becoming a judge. He has been drinking heavily at a bar for a few hours with friends. His friends laugh when he slurs his words, stumbles around, and says, "Sure hope I don't mess up my car on the way home."

While driving home, Gregory crashes into three cars, injuring the following people: Karen, a single mom, has wrist injuries and her young child is uninjured. Marcus is married, has a family, and has just gotten a new job with a good salary. He is in a coma and medical personnel are unsure of his injuries. Tamara has a broken leg. She is a defense attorney scheduled for a final day in court for a death penalty case.

Have the participants fill in the "Gregory" worksheet in their workbooks for each person using specific examples of the physical, emotional, financial, and religious/spiritual harm they have suffered.

Activity C

Objective: Participants experience the ripple effect of drunk and impaired driving.

Assign participants a part in the “Bud” role play in their workbooks and give them time to review and prepare. (The parts are a drunk driver, his friend, his 6-year-old son, his mother, and an emergency room doctor. Two optional parts are a talk show host and the CEO of a beer company.) Start the scenario at the party and let it play out all the way through the hospital scene. If you found props, use them whenever possible. Stop the scenario at any point at which participants want to ask a question of the role players.

Activity D

Objective: Participants apply what they learned to a real case of drunk and impaired driving.

Either read the story you found before this unit began about a drunk or otherwise impaired driving survivor or hand out copies to participants. Have the participants discuss their reactions. Possible questions and prompts follow:

- How has life changed for the victim/survivor and his or her family or friends?
- What is the ripple effect?
- How do you think the victim’s family feels seeing this article in the newspaper/on the Internet?
- What might the offender’s family be going through?

Recommended Speaker

Have an appropriate speaker address the class on the topic of drunk and impaired driving 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 pages 17–22 in “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 Drunk and Impaired Driving unit. Address any questions they may have.

Unit 11 Participant Worksheets

Activity B – Gregory

Read the following scenario and fill in the impact chart below for each person.

Gregory is a well-known lawyer and is interested in becoming a judge. He has been drinking heavily at a bar for a few hours with friends. His friends laugh when he slurs his words, stumbles around, and says, “Sure hope I don’t mess up my car on the way home.”

While driving home, Gregory crashes into three cars injuring the following people: Karen, a single mom, has wrist injuries; her young child is uninjured. Marcus is married, has a family, and has just gotten a new job with a good salary. He is in a coma and medical personnel are unsure of the extent of his injuries. Tamara has a broken leg. She is a defense attorney scheduled for a final day in court for a death penalty case.

Karen, a single mom, has wrist injuries; her young child is uninjured.

Physical	Emotional	Financial	Religious/Spiritual

Marcus is married, has a family, and has just gotten a new job with a good salary. He is in a coma and medical personnel are unsure of the extent of his injuries.

Physical	Emotional	Financial	Religious/Spiritual

Tamara has a broken leg. She is a defense attorney scheduled for a final day in court for a death penalty case.

Physical	Emotional	Financial	Religious/Spiritual

Activity C – “Bud” Role Play

Bud (drunk driver)

You pick up your son Buddy at your mom’s house. You have just come from a party where you have been drinking for about 2 hours. You are in a hurry to pick up Buddy and drive home, a few miles away. Your mom tells you not to drive home, but you don’t listen. You put Buddy in the car seat and drive off. You then call your mom on the car phone to prove everything is okay. You talk to her for a second before saying, “Oh, no!” and crashing the car. You end up semiconscious in the emergency room, asking for Buddy.

Mike (Bud’s friend)

You are at the same party as Bud. You see him leave the party and you know he’s drunk but you don’t say anything. You argue with yourself about whether to try to stop him, “Man, he’s my friend, I should stop him. He may think I’m nagging him. He doesn’t have far to drive.”

Buddy (Bud’s 6-year-old)

You ask “grandma” to drive you home because daddy is acting funny. Neither one of them pay much attention to you. After the crash, you are left sitting outside the emergency room by yourself.

Mom

Bud shows up to pick up his son. You notice that he looks and smells like he has been drinking. You try just a few times to get him not to drive, but he doesn’t listen. You have seen him in the same condition before, and he always gets home safely. He calls you later from his car phone telling you that everything is fine. Suddenly, he says “Oh, no!” You hear a crash, and then the line goes dead.

Doc (emergency room doctor)

Bud is brought into the emergency room with injuries. A blood alcohol test shows he is over the legal limit. You see injuries and deaths from drunk driving crashes all the time. You are upset that Bud put his son at risk and you tell him that.

Optional Roles

Dr. Bill (talk show host)

You are conducting a phone interview with Mr. Bucks, CEO of Sudsweiser. You ask him whether his company feels any responsibility for Bud’s crash.

Mr. Bucks (CEO of Sudsweiser)

While being interviewed, you deny any responsibility for the crash, saying that you heard the man was talking on the car phone—which caused the crash. “Was he drinking MY product?” you demand. “I’m not responsible for people’s drinking habits!”

Unit 12: Homicide



Time Required: 2.5 hours

Resources Needed

- OVC *Listen and Learn* DVD (clip: Arson-Related Homicide/Peggy; Homicide/Amy; Homicide/Myrtle)
- *Participant Workbook* (pages 81–90)
- TV and DVD player
- Chalkboard or tearsheets

Prior to the Session

- Consider gathering local and state statistics and newspaper or article clippings for the discussion about homicide trends.
- Research your state's statutes related to homicide; be prepared to provide information to participants about these statutes.
- On individual sheets of paper, copy the victim statements from activity C at the end of this unit; use different color paper if available.

Objectives

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



Facilitator Tip

- Remind participants that although the victim is dead, survivors are left behind.
- Confront the attitude that the survivors will “get over it” or that “time heals all wounds.”

What Is Homicide?

Homicide is defined as—

- **Murder:** Killing another person with prior intent to kill that particular victim or anyone who gets in the way and with no legal excuse or authority.
- **Manslaughter:** Killing another person without prior intent to kill.
 - Voluntary manslaughter involves killing another person in the heat of passion or while in the act of committing another felony crime.
 - Involuntary manslaughter involves killing another person while committing an illegal activity that is not a felony.



Have participants read the “Words To Know” aloud.

Delivery options include reading words aloud yourself, writing the words on a chalkboard or tearsheet, 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

Covictim: The loved ones or people associated with the event who are left behind after a homicide.

Homicide: The killing of a person.

Homicide survivor: See “covictim.”

Murder: The killing of another person with the prior intent to kill.

Manslaughter: Unlawfully killing a person without the prior intent to kill.

Ripple effect: The impact on others associated with the victim, such as coworkers, classmates, casual acquaintances, or neighbors.

Survivor reactions: Responses, such as thoughts or feelings about the murder of a loved one.



Group Discussion

As a group, discuss some of the issues that homicide survivors must deal with:

- Death notification process.
- Identification of the body.
- Funeral arrangements.
- The media.
- An unsolved case.

Ask participants the following:

- What other issues can you think of?
- How would your family deal with these issues?



In the News: Homicide Trends

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

When discussing homicide trends—

- Select participants to read the trends aloud.
- 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 trend is the most surprising to you?”



Examples of Homicide

The *Participant Workbook*, pages 82–83, offers definitions and personal stories involving homicide; consider having participants substitute the names of their family members or friends in the scenarios. You also can share any state-specific statutes related to homicide 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 their answers to the questions under each type of homicide 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 discuss participants’ responses.



Group Discussion

Have volunteers read aloud the three quotes by homicide survivors on pages 82–83 in their workbooks. As a group, discuss the impact of victimization on these individuals. What if the crimes had been committed against participants’ family members?

What Is the Impact of Homicide?

Homicide creates 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>Financial</p> <ul style="list-style-type: none"> • Temporary or permanent job loss • Out-of-pocket costs • Travel expenses related to parole hearings • Loss of family home • _____ • _____ 	<p>Physical</p> <ul style="list-style-type: none"> • Stomach pain • Headaches • Eating disorders • _____ • _____ • _____
<p>Emotional</p> <ul style="list-style-type: none"> • Guilt/self-blame • Shame • Lack of trust • Depression • Changes in personal values • Hypervigilance • _____ • _____ 	<p>Religious/Spiritual</p> <ul style="list-style-type: none"> • Questioning the goodness of others • Reevaluating basic values/beliefs • Issues about forgiveness • _____ • _____ • _____ • _____ • _____



Facilitator Note

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



OVC Listen and Learn DVD



Facilitator Note

There are three “homicide” video clips in this unit. Each is accompanied by its own set of questions. You may show them all in one class session or in multiple sessions.

Peggy’s son Joey was killed in an arson crime.

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

- **What was the emotional impact of Joey’s murder on Peggy?**
 - It was extremely difficult for her to understand how the murderer’s intended victim survived while Joey was senselessly murdered.
 - She is very angry because she is a law-abiding citizen, and her son was an upstanding young man.
 - She feels as though “We’ve been punished for the rest of our lives because of someone we didn’t even know.”

- She is very sad because she knows the painful circumstance of Joey’s death from smoke inhalation, and the memory will stay with her for the rest of her life.
- **What was the “domino effect” of Joey’s murder on Peggy’s family?**
 - Her daughter has had to sleep with her since she saw her brother’s murderer at the trial.
 - Her daughter’s victim impact statement at sentencing was “heartbreaking.”
- **How can offenders demonstrate accountability and remorse for killing someone?**
 - They should not address their victim’s surviving members in court unless they are truly sorry. Saying “He would pray for us” was an insult to Peggy and her family.



Myrtle’s daughter, Nanette, was murdered while attempting to stop an argument between two women.

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

- **When Nanette was murdered, what was the emotional impact of this crime on Myrtle?**
 - She was very angry because Nanette had multiple sclerosis and could not defend herself.
 - She was upset because the murderer showed no remorse.
- **When a victim/survivor is an elder, how might the impact of the crime be aggravated?**
 - Older people are not generally as strong as young people, so the emotional impact may cause additional physical aggravations or ailments.
 - Most older parents believe they will die before their children, so the loss of a child—particularly in a violent manner—is devastating.
- **What could Nanette’s murderer do to be accountable?**
 - Apologize to Myrtle and her family.
 - When she is released from prison, live a life free from crime, and be a good mother to her son.



Amy’s sister Jill was raped, tortured, and murdered 8 years ago.

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

- **What was the emotional impact of her sister’s rape and murder on Amy?**
 - The crime has had a long-term impact on her. “Eight years ago . . . it seems like yesterday,” she said.
 - She became suicidal.
- **How did the emotional stress of the murder affect Amy physically?**
 - She developed dermatitis, a serious skin disease.
 - She grinds her jaw, which is a sign of stress.
- **What was the “domino effect” of Jill’s murder on Amy’s family?**
 - Her mother committed suicide.
 - Her older sister became “agoraphobic” (a person who is incapable of leaving the safety of home).
 - Her brother became an alcoholic.
 - Amy says, “There is not just one victim. You’re not just stopping at one person. . . . more than 200 people were affected by her (Jill’s) loss.”



Being Accountable for Your Crimes

Homicide is a crime of choice. It is the direct or indirect decision and behavior to harm a person that results in death, the ultimate loss. The result of this choice has long-term and intense emotional impacts on covictims and survivors. **Remind participants that no one has the right to kill another person, regardless of the circumstances.**

Group Discussion

Have participants read the accountability statements and share their thoughts with the group. Ask participants how they think the victims' families would feel hearing 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.

Before conducting these activities, survey the group first for any cultural, religious, or personal opposition to participating in activities about death.

Activity A

Objective: Participants focus on typical reactions of homicide survivors.

Ask participants to complete the “Reactions to My Murder” worksheet in their workbooks.

Activity B

Objective: Participants experience what it is like to plan a cremation, burial service, ceremony, or memorial.

Ask participants to complete the “Plan a Funeral” worksheet in their workbooks.

Activity C

Objective: Participants apply what they have learned about crime thus far by identifying types of crimes.

Choose three types of crime, such as burglary, sexual assault, and homicide, and write them down on individual tearsheets or on a chalkboard. Assign participants to small groups, give each group a batch of the victim statements you prepared before this unit began, and have each group place their statements under the “correct” crime.

When each group is finished, see if the other groups are in agreement. After some time, a few participants will catch on and say that any of the statements could fit under any of the crimes. If there is disagreement or a lack of understanding why, discuss with the class.

Victim Statements:

- This has been the worst thing that has ever happened in my life.
- I'm not getting much help with expenses.
- I have trouble concentrating at work.
- Maybe if I had been more careful, this wouldn't have happened.
- I've bought personal mace for protection.

- People treat me differently.
- The media was outside of my house after the trial.
- I think I will always be afraid.
- I don't want my name in the paper or on TV.
- This has taught me not to trust the way I used to.
- It's difficult to focus and spend time with my kids; I get distracted easily.
- I've bought a dog for protection.
- My friends say that I've changed.
- I was revictimized by the responding police officers.
- I don't know how to tell my family.
- I never thought I would be a victim.
- The material losses are the last thing on my mind.
- I don't look forward to the days ahead.
- I've bought a gun for protection.
- I found the criminal justice system confusing.

Recommended Speaker

Have an appropriate speaker address the class on the topic of homicide.



Discussion/Wrap-Up

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

Unit 12 Participant Worksheets

Activity A – Reactions to My Murder

Imagine that you have been murdered. Read the following reactions typically experienced by covictims during the first weeks or months after someone they know has been murdered. Choose the reactions that you believe specific family members or friends would have. Write their names under each reaction that applies.

Shock:

Suicidal thoughts:

Denial:

Anger:

Unable to make day-to-day decisions:

Unable to sleep:

Worrying whether you suffered:

Able to make day-to-day decisions:

Thoughts of revenge:

Sadness, missing you:

Having to take medication:

Attending the offenders' hearings or execution:

Constantly thinking about you:

For most survivors, the trauma of your murder would be made worse by the need to make decisions and plans that are very stressful. Write the name of the person who would most likely deal with the following decisions or planning:

Notifying family and friends of your death: _____

Identifying your body: _____

Dealing with the religious or cultural issues your death raises with your family: _____

Informing law enforcement officials or victim services advocates of any religious or cultural taboos or requirements of your family: _____

Making the cremation/funeral/burial arrangements: _____

Reviewing and paying the medical bills: _____

Reviewing and paying the cremation/funeral/burial bills: _____

Dealing with the court process: _____

Activity B - Plan a Funeral

Plan a cremation, burial, ceremony, or memorial by filling out the information below. Be as specific as you can.

Services and burial costs:

Burial options:

- Type of casket/urn/container:

- Flowers/decorations:

- Music:

- Photographers/video:

- Program (type of service):

- Obituary:

- Clothing:

- Faith leader, speakers or attendants:

- Reception/refreshments:

Unit 13: Making Amends



Time Required: 2.5 hours

Resources Needed

- Pre-/post-test (see appendix B)
- *Participant Workbook* (pages 91–96)
- Chalkboard or tearsheets

Prior to the Session

- Review the activities at the end of this unit. Make any necessary preparations for the activities you elect to conduct.

Objectives

- Participants show increased awareness of the impact of crime on victims.
- Participants acknowledge harm they have done and begin to make amends.



Facilitator Tip

The goal of the *Victim Impact: Listen and Learn* curriculum is to prevent further victimization by helping offenders become aware of the impact of crime on victims and entire communities. Once offenders become aware of the harm caused, a secondary goal is to help them take action to “right the wrong” to the extent possible.

It is important for participants to acknowledge their wrongdoing, confront themselves, make amends for the harm they have caused, heal unresolved sadness and pain (as best as possible), and make a conscious choice to live a violence-free life.





By the end of this 13-week program, some participants will understand the impact of victimization, and they will ask, “What’s the next step?” “What can I do?”

Facilitators are not expected to provide in-depth counseling or negotiate behavioral contracts. Ideally, counseling staff are working with offenders in a therapeutic environment as they progress through this curriculum. What facilitators can do is to provide the opportunity for “the next step.” This unit will assist facilitators in providing participants with an introduction to making amends.

Concepts such as making amends, forgiveness, and reconciliation can be controversial and subject to varying definitions and individual perspectives. For crime victims, survivors, and offenders, it is important to stress that making amends does not mean that the offender’s behavior is being excused or condoned. Offenders cannot undo the harm they have caused, but they can be expected to make attempts to “right” wrongs to victims and the community.

It’s not easy, and change doesn’t happen overnight or after participating in one 13-week program. It requires time, effort, and ongoing commitment. Hopefully, participating in this curriculum will plant seeds that lead to life-long, positive change.

Introduction

10 minutes



- You have chosen to do harm, and you have an obligation to repair the harm to the extent possible.
- Serving time is not enough. “Doing time” is legal punishment—it does not fulfill any other obligations.
- It is your responsibility to try to make things “right,” if possible.



- It is your responsibility to make amends, either directly or indirectly.
- It is your choice whether to treat others, and their property, with respect.
- It is your choice to have self-control.
- It is your choice to respect others and respect rules.
- You are responsible for the choices you make.
- Make choices that help, not hurt.

Survey participants for their definitions of “accountability.” Possible answers include being responsible for their actions and being willing to explain their actions. Ask participants if their thoughts about accountability have changed during the program.



Review Definitions

30 minutes



Write each of the following terms/concepts on a chalkboard or tearsheet. Survey the group for their interpretations. Definitions and possible questions to pose or issues to raise follow each term.

Amends: Something done or paid to make up for the harm you caused.

Ask participants how they and other offenders can make amends.

Apology: To acknowledge and express regret for a fault, wrongdoing, or injury.

Remind participants that apology letters are not to be sent without staff supervision, monitoring, and victim/survivor permission. Ask participants the following: Why are apologies important? What happens if an apology is not accepted? What are you sorry for? Does saying “I’m sorry” mean you can repeat that same behavior?

Changing behavior: Acting in a positive, nonviolent, noncriminal way.

How do you currently talk about your offense and your victim? Does your family know what you did? Most victims do not want anyone else to go through what they have experienced. Victims may be angry, sad, and disappointed when they discover that the offender is still behaving in a criminal or violent way. Express remorse through your actions.

Community service: Meaningful activities and projects performed for the benefit of the local community and/or victim service agencies; helping others.

Offenders may be required to perform community service while in custody or when on probation or parole. Offenders can also volunteer for community service. Community service projects may help reduce crime, fear of crime, and/or assist victims directly.

Forgiveness: To give up resentment or the desire to punish.

Forgiving does not mean that a victim is willing to forget what offenders have done. For some victims, forgiveness has nothing to do with the offender’s remorse or lack of remorse; it is a process that they experience in their own time and in their own way.

Restitution: Paying back a victim for loss, damage, or injury.

Offenders should not assume that victims can financially recover because they have a job or have insurance. If offenders think that they shouldn’t have to pay restitution, ask them why a victim should have to pay for the offender’s harmful behavior.

Victim contact: Direct or indirect communication with the victim.

Offenders may want to contact their victims to apologize or let the victims know they have nothing to fear. Victims may not be interested in or prepared for contact. Offenders should avoid contacting victims while in custody and upon parole unless a victim gives his or her consent, the contact is approved through a staff member, and the contact is for a specific reason. Upon parole or probation, the offender must abide by any “no contact” requirements.

Victim-offender dialogue: Supervised discussion between victim/survivor and offender.

This process gives victims an opportunity to ask offenders questions and to share the impact of the crime. The offender has the opportunity to provide answers and potentially express his or her remorse. Ask participants how they would feel if the victim asked for a meeting with them.

Summary



20 minutes



Ask participants to complete the “Summary” page in their workbooks and then to discuss their thoughts with other group members. Keep in mind that this page can be assigned as homework.

Group Discussion



Have participants share their thoughts about changing their thinking, beliefs, how they feel about themselves and others, and how they act.

Additional Activities

Choose any of the following activities to complete the class.

Activity A: Crime Impact Statement



30–60 minutes

Instruct participants to write a detailed Crime Impact Statement including their thoughts and actions before, during, and after they harmed a victim. The statement should include all four areas of impact. Look and listen for specific and detailed information.

Activity B: Accountability Letter



30–60 minutes



Have participants write a letter to a person other than the victim (e.g., family member, coach/teacher/counselor/mentor/religious leader) who they have hurt through their actions. Participants should include detailed information in the letter about how they harmed the victim and how they harmed the person the letter is addressed to.

Activity C: Community Service



30 minutes

Discuss the concept of meaningful community service. Divide the class into small groups and have them brainstorm ideas for community service. Have them record their responses on tearsheets and share their ideas with the larger group.

Activity D: Restitution Payments



30–45 minutes

Prior to class, instruct participants to bring a copy of their court order or restitution documents if accessible.



Discuss the concept of restitution. Using the “Restitution” worksheet in their workbooks, participants should write each out-of-pocket expense they know or think their victims had. Then have participants develop a payment plan based on their current financial situation and their projected financial situation 6 months, 1 year, and 5 years after release from custody.

Activity E: In-Custody Victimizing Behavior



30–45 minutes



Clearly, victimizing behavior happens between a criminal and a crime victim. Other victimizing behaviors are not criminal but they do harm. Words or actions that harm others are victimization as is the use of physical, verbal, or emotional force to hurt, put down, scare, or control another person and/or to take away their property or their rights. Victimizing behavior does not stop because offenders were charged with a crime and either placed on probation or incarcerated. They do not have to wait until they are released back into the community to change their thinking patterns and behaviors.



Have participants read the “Victimizing Behavior” worksheet in their workbooks, and ask them to identify and talk about examples of victimizing behavior. It may be their own behavior or behavior they have seen in others. Have them come up with ideas about how they can stop their own victimizing behavior and safely confront others’ behavior.

Activity F: Victim Empathy Worksheet



45 minutes

Have participants complete the “Victim Empathy” worksheet in their workbooks.

Activity G: Ripple Effect



30–60 minutes

This role-playing activity will reinforce the impact of victimization.



1. Prepare individual index cards ahead of time, each listing one of the following categories and a specific role in that category (e.g., Teena’s family: Mother); on some of the cards, you also can provide a written prompt. The number of roles will depend on the number of participants. Make sure, however, that one participant receives the “offender” category/role. You may ask for participation from staff members if they would not be disruptive to the group process. Categories, roles, and prompts follow:
 - Teena’s family
 - Specific role: mother, father, cousin, brother
 - Prompts:
 - “I’m Teena’s mother and I feel Because of Teena’s death, I will”
 - “I’m Teena’s father and I heard about my baby being murdered from a noon hour newscast. I feel Because of her murder, I will”
 - “I’m Teena’s cousin, and we had a little argument on the phone last night and I feel”
 - “I’m Teena’s brother, and I’m in juvenile hall and they won’t let me out to go to the funeral and I feel Because she is dead, I will”
 - School community
 - Specific role: best friend, principal, teacher, student
 - Prompts:
 - “I’m Teena’s best friend. I was supposed to go with her to lunch and I didn’t. I feel Because of her death, I am quitting school.”
 - “I’m Teena’s principal, and I’m worried about the safety of the other students. I’m worried about the school’s liability and responsibility. I’m worried about her family.”
 - “I’m Teena’s teacher. I didn’t know her that well and now I guess I won’t.”
 - “I’m a student at the school; I didn’t know Teena. I feel Because she was killed, I will”
 - Community
 - Specific role: business person, assembly person, community member, parent of child at school, burglar who carries a gun, realtor
 - Prompts:
 - “I own a business next door to where the girl was killed and I feel... Because of the shooting, I will”
 - “I’m the assembly person for the area and I have gotten 15 calls about Teena’s murder and I feel Because of her murder, I will ask for longer prison sentences for all people who carry guns.”
 - “I live right around the corner. I heard about it on TV and came to the crime scene. I feel Because a murder happened in my community, I will”
 - “I’m a parent of a child at that school and I feel Because of Teena’s killing, I will walk my child to and from school.”

- “I’m a burglar and sometimes I carry a gun when I break into people’s houses. I feel Because someone got shot, I will”
 - “I sell real estate and I have two families that are in the process of buying houses in the area and I feel Because of the girl’s murder, I will sponsor a community fundraiser.”
 - Crime scene observer
 - Specific role: ambulance driver, TV reporter, elderly person
 - Prompts:
 - “I’m the ambulance driver who was called to the scene. I can still see Teena’s eyes and hear her last words. I feel Because of her death, I will”
 - “I’m a reporter and I didn’t really want to say the victim’s name on TV right away but my boss said I had to. I feel Because of Teena’s murder, I will”
 - “I live near the restaurant. I heard the shooting and all the noise. I saw the girl laying there screaming for her mom. I want to move now but I’m old and don’t have the money. I feel Because that poor girl died, I will”
 - Offender
 - Prompts:
 - “I’m the robber. I shot that girl. I feel Because I murdered Teena, I will”
2. Place strings on the floor in circles that are increasingly larger, symbolizing a ripple effect.
3. Read the following scenario to participants:

Teena is a 16-year-old student. She leaves her school and goes off campus to have lunch at a fast food restaurant, as she has many times before. While Teena is waiting for her order, the restaurant is robbed. Teena is shot by the robber and dies at the scene.

Just as a rock thrown into a pond creates a widening ripple on the water [Have someone in the back of the room or offstage pop a balloon or brown bag or make a loud sound], so to, crime and victimization create a ripple effect sometimes more than we all know.

4. Hand out the index cards. **Tell participants not to show or tell anyone what role they are playing until you ask them to step forward.**
5. Ask each group to step forward into the correct circle, starting with the smallest circle first. Follow this script in doing so:
- Would **Teena’s family** please step into the very inside of the circle? Please identify yourself and tell us what you are feeling and what you will do because of Teena’s death.
- Would **members of the school community** please step into the circle just outside of Teena’s family? Please identify yourself and tell us what you are feeling and what you will do because of Teena’s death.
- Would **members of the community** please step into the circle, just outside of the school community? Please identify yourself and tell us what you are feeling and what you will do because of Teena’s death.
- Would the **crime scene observers** please step into the circle, just outside of the community? Please identify yourself and tell us what you are feeling and what you will do because of Teena’s death.
- We have **one more person** who has something to say. Please step into the circle and identify yourself. Tell us what you are feeling and what you will do because of Teena’s death. [This is the person who received the “Offender” index card.]



Pre-/Post-Test

60 minutes

Administer the Pre-/Post-Test, located in appendix B.

Unit 13 Participant Worksheets

Activity D – Restitution

Using this worksheet, write each out-of-pocket expense your victims had. Then, develop a payment plan based on your current financial situation and your projected financial situation 6 months, 1 year, and 5 years after release from custody

Total victim restitution obligation: \$

Victim's Out-of-Pocket Costs

\$

\$

\$

\$

Current Financial Situation

Income

1. _____

2. _____

3. _____

4. _____

Source

1. _____

2. _____

3. _____

4. _____

Payment plan

Amount per month

1. _____

2. _____

3. _____

4. _____

Source

1. _____

2. _____

3. _____

4. _____

Financial Situation: 6 Months After Release

Income

1. _____

2. _____

3. _____

4. _____

Source

1. _____

2. _____

3. _____

4. _____

Payment plan

Amount per month

1. _____

2. _____

3. _____

4. _____

Source

1. _____

2. _____

3. _____

4. _____

Financial Situation: 1 Year After Release

Income

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Source

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Payment plan

Amount per month

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Source

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Financial Situation: 5 Years After Release

Income

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Source

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Payment plan

Amount per month

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Source

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Activity E – Victimizing Behavior

Victimizing behavior does not stop because you were charged with a crime and either placed on probation or incarcerated. You do not have to wait until you are released back into the community to change your thinking patterns and your behavior.

You continue to be a victimizer if you—

1. Lie.
2. Con.
3. Cheat.
4. Steal.
5. Damage property on purpose.
6. Verbally abuse other offenders.
7. Verbally abuse staff, volunteers, or guests.
8. Physically abuse offenders.
9. Physically abuse staff, volunteers, or guests.
10. Sexually abuse offenders.
11. Sexually abuse staff, volunteers, or guests.
12. Disrupt classes or group sessions.
13. Intimidate others.
14. Verbally threaten others in person, over the phone, or in writing.
15. Set up another person.
16. Blame others for what you did.
17. Label a person in a negative way.
18. Make a weaker person a target.
19. Take advantage of others.
20. Gossip about others.
21. Start problems between others.
22. Encourage someone to harm another person.
23. Fail to be responsible for your behavior when another person is hurt.

Identify other examples of victimizing behavior:

Come up with ideas for changing your own behavior:

How can you safely confront someone else's victimizing behavior?

Activity F – Victim Empathy

Name: _____

Date: _____

Recall the crime you committed. With this crime in mind, answer the following questions. The purpose of this exercise is for you to consider how your behavior affected your victims.

Describe the crime you committed.

Who was your victim? How would you describe him or her?

Did you know the victim before the crime? Yes No

If yes, how?

What did your crime cost the victim?

Financially?

Emotionally?

What effect do you think this crime had on your victim?

How did your crime affect the victim's family, friends, and community?

How would you feel if the crime had been committed against you?

How would you feel if the crime had been committed against a member of your family?

What do you think should happen to people who commit this type of crime?

Are you paying too much or too little for this crime? Why?

Source: Denver Community Accountability Program

Appendixes

- Appendix A: Class Contract
- Appendix B: Pre-/Post-Test (including scoring instructions)
- Appendix C: Crime Clock Activity: Scenarios and Statistics
- Appendix D: “I Am Not a Victim” Activity: Statements
- Appendix E: Advisory Board
- Appendix F: Pilot Site Locations
- Appendix G: Statistics
- Appendix H: Research and Evaluation References
- Appendix I: OVC *Victim Impact: Listen and Learn*—Victim Synopses
- Appendix J: Information and Referral About Victims’ Rights/Services
- Appendix K: Sample Thank You Letter to Victim Speakers
- Appendix L: Certificate of Completion



Appendix A

Class Contract

The class contract on the following page is a sample. Revise as necessary to suit your needs.

Victim Impact: Listen and Learn Program Participant Contract and Records Release Form

I, _____, Inmate Number: _____, agree to participate in the Agency/Department Impact of Crime on Victims Program. I understand that this program deals with the aftermath of crime on victims and with victim rights and services. I understand that my participation is voluntary and that I will be permitted to continue as long as I abide by this contract.

To participate in this program, I agree to the following:

To attend all classes and to be on time.

To participate fully and complete all in-class and other assignments.

To respect the confidentiality of this group.

To follow all institution rules.

To follow all other ground rules established for this course and all reasonable instructions of the class facilitator.

To listen attentively and respectfully to all guest speakers, including crime victims, survivors, their families, and service providers.

To refrain from using inappropriate or derogatory language (e.g., bad words, unacceptable tone).

To disagree respectfully and understand that I may need to rethink my beliefs in order to change my behavior.

To complete the pre-test and post-test questionnaires and other program tests/surveys.

I further understand and agree that a file on my performance in, and other records regarding, this educational program will be maintained during the course and that, upon course completion and/or other termination of my involvement in the course, that this file will be sent to and maintained by the Department of Corrections (DOC) for statistical, record-keeping, and research purposes. I understand that the DOC will monitor and evaluate this program and may utilize the services of universities and other researchers to assist in this task. I hereby authorize my files, tests, surveys, questionnaires, and any other records to be released and available for these purposes.

Participant	Date
-------------	------

Facilitator	Date
-------------	------

Appendix B
Pre-/Post-Test (including scoring instructions)

Use the test on the following pages during unit 1 and after unit 13. Scoring instructions are found after the test.

Victim Impact: Listen and Learn Program Pre- /Post-Test

(Circle one) Pre-Test Post-Test Date: _____

Name: _____ Inmate Number: _____

For Staff Use:

Age: ____ Sex: M F Ethnic Group: _____ Race: _____

Please CIRCLE a number from 1 to 6 for each question to tell us what you think.
("1" Means You Strongly DISAGREE, "6" Means You Strongly AGREE, or you may choose a middle number.)

Statements	Scale				
	SD				SA
1. Being the victim of a crime changes a person's life.	1	2	3	4	5 6
2. Blaming the victim is common in gang violence.	1	2	3	4	5 6
3. Parents of murdered children never really recover.	1	2	3	4	5 6
4. Most homicide victims killed with a weapon were stabbed.	1	2	3	4	5 6
5. Most victims of crime get over it as time passes.	1	2	3	4	5 6
6. It is OK to spank your child if you are disciplining them.	1	2	3	4	5 6
7. Victims deserve what they get.	1	2	3	4	5 6
8. If a girlfriend says "no" to sex, she's really just teasing.	1	2	3	4	5 6
9. If someone controls or isolates his or her partner, it's because he or she cares about them.	1	2	3	4	5 6
10. I always tell the truth.	1	2	3	4	5 6
11. Someone who leaves their car unlocked is asking for it to be stolen.	1	2	3	4	5 6
12. You can abuse someone without using violence.	1	2	3	4	5 6
13. Stealing from people with insurance isn't so bad.	1	2	3	4	5 6
14. If you commit a crime you should admit it.	1	2	3	4	5 6
15. Children who claim to be abused are usually just lying to get attention.	1	2	3	4	5 6
16. Victims can have a say in the sentencing of their offender.	1	2	3	4	5 6
17. It's OK for parents to hit each other in front of their children.	1	2	3	4	5 6
18. When houses are broken into, people often have things stolen that can't be replaced.	1	2	3	4	5 6
19. Women who wear sexy clothes are asking to be raped.	1	2	3	4	5 6
20. Sometimes I get angry.	1	2	3	4	5 6
21. People who batter or abuse others just can't help themselves.	1	2	3	4	5 6
22. Abused boys are often more seriously injured physically than abused girls.	1	2	3	4	5 6
23. No one ever has the right to abuse or intimidate a person, no matter what.	1	2	3	4	5 6

Statements	Scale					
	SD					SA
24. Posttraumatic Stress Disorder (PTSD) is a common problem for many crime victims and causes them problems so bad that they may lose their jobs and marriages.	1	2	3	4	5	6
25. Victims should be able to speak at parole hearings.	1	2	3	4	5	6
26. Not many people are injured or killed in alcohol-related crashes, making it a minor crime.	1	2	3	4	5	6
27. Child abuse can be found in all types of families.	1	2	3	4	5	6
28. If a woman does not fight back against a rapist, it is because she really enjoyed it.	1	2	3	4	5	6
29. If you rob someone, you should pay them back.	1	2	3	4	5	6
30. Sometimes I think of things too bad to talk about.	1	2	3	4	5	6
31. Children are more likely to be abused at home or by someone they know than by strangers outside the home.	1	2	3	4	5	6
32. If you're involved in a relationship, you should not talk to or be friends with anybody else who is the same sex as your partner.	1	2	3	4	5	6
33. Crime has a ripple effect that impacts the victim's family, friends, and community.	1	2	3	4	5	6
34. In many courts victims may make a "victim impact statement" about the crime, or send a written or videotaped statement.	1	2	3	4	5	6
35. Victims of crime can often live in fear for the rest of their lives.	1	2	3	4	5	6
36. If you victimize someone, it is important to find an appropriate way to apologize or make amends to your victim.	1	2	3	4	5	6
37. Girls are much more often victims of child sexual abuse than are boys.	1	2	3	4	5	6
38. When someone's house is burglarized, they often never feel safe there again.	1	2	3	4	5	6
39. Gay people deserve it when they get beaten.	1	2	3	4	5	6
40. Kids often lie when they claim to have been abused by an adult.	1	2	3	4	5	6
41. It's OK to drink and drive as long as it's only beer.	1	2	3	4	5	6
42. Children who are molested often have emotional problems as adults.	1	2	3	4	5	6
43. If you hit your kids, it proves you love them.	1	2	3	4	5	6
44. If a 35-year-old woman has sex with a 14-year-old boy; it's OK because it helps him learn about sex.	1	2	3	4	5	6
45. Victims are not allowed to be present or speak at parole hearings.	1	2	3	4	5	6
46. After an offender has served his time, the victims and/or the victim's family should forget what happened.	1	2	3	4	5	6
47. Spraying graffiti on building or buses shouldn't bother anyone.	1	2	3	4	5	6
48. Even when people are dating regularly and one person is spending money on the other person; they have no right to expect sex.	1	2	3	4	5	6
49. Only a very small number of children are victims of sexual abuse.	1	2	3	4	5	6
50. I feel sorry for people who suffer in life.	1	2	3	4	5	6

Scoring the Pre- /Post-Test

When administered in a pre- /post manner, the 50-item pre- /post-test provides both a baseline measure (the pre-survey) and an opportunity to gauge change (the post-survey). The survey statements are geared at measuring five general constructs:

1. Knowledge of Victims' Rights (KR): These statements are meant to measure the respondent's knowledge of victims' rights-related information. In the survey, these are items 16, 25, 34, and 45.
2. Knowledge of Victim-Related Facts (KF): These statements are meant to measure the respondent's absorption of factual material from the curriculum. In the survey, these are items 2, 4, 6, 9, 12, 15, 17, 22, 24, 26, 27, 31, 33, 37, 40, 42, 48, and 49.
3. Sensitivity to Victim's Plight (SP): These statements are meant to measure the respondent's attitudes toward the victimization experience, and aim to provide a rough measure of levels of expressed empathy. In the survey, these are items 1, 3, 5, 18, 35, 38, 46, and 50.
4. Victim Blaming (B): These statements are meant to measure the respondent's tendency to blame victims for their victimization. In the survey, these are items 7, 8, 11, 19, 28, 32, and 39.
5. Accountability (AC): These statements are meant to measure the respondent's attitude regarding self-accountability and the need or desire to make amends with victims. In the survey, these are items 13, 14, 21, 23, 29, 36, 41, and 47.

**Note: Five items (items 10, 20, 30, 43, and 44) went uncategorized.

Creating a Scorable Database

Step 1: Establish a common scale. When reviewing the survey, notice that for some items a high score denotes a desirable response, while for others a low score is desirable. Such reversal items are employed as a safeguard against careless responses; if a respondent is making a sincere effort to answer the survey truthfully, there should be a mix of high and low responses. When coding the results into the database, the responses for reversal items should be reverse coded so that desirable responses receive high scores. As an example, consider the following item:

"It is always okay to spank your child if you are disciplining them."

This is a question in which a response of disagreement is desirable. On the survey itself, respondents are provided with a range of choices in which "1" denotes strong disagreement while "6" denotes strong agreement. However, in the data it is necessary for all items to be scored in the same direction. This is necessary because additive summary scores will be created later. In this case, we would recode the response "1" as a "6" for analytical purposes.

For items in which a disagreement response is desirable:

If the respondent circled _____ enter a score of ____ into the database.

If the respondent circled:	Enter a score of ____ into the database.
1	6
2	5
3	4
4	3
5	2
6	1

Before proceeding to Step 2, be sure that all appropriate items have been reverse coded!!

Reverse Coding

Item #	Respondent Score	Reverse Score
5		
6		
7		
8		
9		
10		
11		
13		
15		
17		
19		
21		
26		
28		
32		
39		
40		
41		
43		
44		
45		
46		
47		
49		

Step 2: Binary coding for knowledge items. On knowledge items (KR and KF statements), responses should be recorded into “correct” and “incorrect” categories. Low-scoring responses (scale scores of 3 or lower) should be recoded as “0,” and high-scoring responses (scale scores of 4 or higher) should be recoded as “1.” Following this procedure allows for summation of correct responses within the Knowledge of Facts and Knowledge of Rights factors.

Item #	Respondent Score	Recoded Score
2		
4		
6		
9		
12		
15		
16		
17		
22		
24		
25		
26		
27		
31		
33		
34		
37		
40		
42		
45		
48		
49		

Step 3: Create summary scores. Within each factor, sum up the response scores. For knowledge items (KR and KF), the summary scores should now represent the number of correct responses; please recall that the scores have been recoded to a “0” or “1.” For the Sensitivity, Blaming, and Accountability items, summary scores should now represent an additive scale of desirable responses; higher summary scores indicate more favorable or desirable attitudes and responses.

1. Knowledge of Victims’ Rights (KR): Respondent’s knowledge of victims’ rights-related information. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
16. Victims can have a say in the sentencing of their offender.		
25. Victims should be able to speak at parole hearings.		
34. In many courts victims may make a “victim impact statement” about the crime or send a written or videotaped statement.		
45. Victims are not allowed to be present or speak at parole hearings.		
TOTAL SUMMARY SCORE		

2. Knowledge of Victim-Related Facts (KF): Respondent's absorption of factual material. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
2. Blaming the victim is common in gang violence.		
4. Most homicide victims killed with a weapon were stabbed.		
6. It is always OK to spank your child if you are disciplining them.		
9. If someone controls or isolate his or her partner, it's because he or she cares about them.		
12. You can abuse someone without using violence.		
15. Children who claim to be abused are usually just lying to get attention.		
17. It's not OK for parents to hit each other in front of their children.		
22. Abused boys are often more seriously injured physically than abused girls.		
24. Five out of every six people will be the victim of an attempted or completed violent crime in their lifetime.		
26. Posttraumatic Stress Disorder (PTSD) is a common problem for many crime victims and causes them problems so bad that they may lose their jobs and marriages.		
27. Child abuse can be found in all types of families.		
31. Children are more likely to be abused at home or by someone they know than by strangers outside the home.		
33. Crime has a ripple effect that impacts the victim's family, friends, and community.		
37. Girls are much more often victims of child sexual abuse than are boys.		
40. Kids often lie when they claim to have been abused by an adult.		
42. Children who are molested often have emotional problems as adults.		
48. Even if people are dating regularly and one person is spending money on the other person, they have no right to expect sex.		
49. Only a very small number of children are victims of sexual abuse.		
TOTAL SUMMARY SCORE		

3. Sensitivity to Victim's Plight (SP): Respondent's attitudes toward the victimization experience and rough measure of levels of expressed empathy. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
1. Being the victim of a crime changes a person's life.		
3. Parents of murdered children never really recover.		
5. Most victims of crime get over it as time passes.		
18. When houses are broken into, people often have things stolen that can't be replaced.		
35. Victims of crime can often live in fear the rest of their lives.		
38. When someone's house is burglarized, they often never feel safe there again.		
46. After an offender has served his time, the victim and/or the victim's family should forget what happened.		
50. I feel sorry for people who suffer in life.		
TOTAL SUMMARY SCORE		

4. Victim Blaming (B): Respondent's tendency to blame victims for their victimization. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
7. Victims deserve what they get.		
8. If a girlfriend says "no" to sex, she's really just teasing.		
11. Someone who leaves their car unlocked is just asking for it to be stolen.		
19. Women who wear sexy clothes are asking to be raped.		
28. If a women does not fight back against a rapist, it is because she really enjoyed it.		
32. If you're involved in a relationship, you should not talk to or be friends with anybody else who is the same sex as your partner.		
39. Gay people deserve it when they get beaten.		
TOTAL SUMMARY SCORE		

5. Accountability (AC): Respondent's attitudes regarding self-accountability and the need or desire to make amends with victims. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
13. Stealing from people with insurance isn't so bad.		
14. If you commit a crime you should admit it.		
21. People who batter or abuse others just can't help themselves.		
23. No one ever has the right to abuse or intimidate a person, no matter what.		
29. If you rob someone, you should pay them back.		
36. If you victimize someone, it is important to find an appropriate way to apologize or make amends to your victim.		
41. It's OK to drink and drive as long as it's only beer.		
47. Spraying graffiti on buildings or buses shouldn't bother anyone.		
TOTAL SUMMARY SCORE		

Step 4: Compare the pre-participation and post-participation scores. Ideally, program participants should exhibit higher scores on the post- survey. In comparing the pre- and post- factor summary scores, nonparametric tests such as the Wilcoxon Signed Ranks Test are appropriate. More information about this test can be found at www.psych.cornell.edu/darlington/wilcoxon/wilcox0.htm.

Summary Score Table		
Constructs	Summary Score	
	Pre	Post
Knowledge of Victims' Rights (KR)*		
Knowledge of Victim-Related Facts (KF)*		
Sensitivity to Victim's Plight (SP)**		
Victim Blaming (B)**		
Accountability (AC)**		

*Note: This score is the number correct out of the total number of statements.

**Note: High summary scores indicate more desirable attitudes and responses.

Appendix C

Crime Clock Activity: Scenarios and Statistics

(Cut each scenario and its corresponding statistic into a single strip of paper, fold them up, and hand them out at the beginning of unit 2.)

- My little sister was raped when she went out with a neighbor.
(1.3 adult women are raped every minute)
- A drunk driver hit my car and killed my dad. I was hurt badly.
(48 Americans are killed in alcohol-related traffic crashes every day)
- My kid told me that his friend has cigarette burns on his legs.
(Approximately six children are reported abused and neglected in America every minute)
- They broke into my house and stole the TV and irreplaceable items. On top of it all, they vandalized the house, too.
(One burglary every 11 seconds)
- Some kids took my car and went joyriding in it.
(One motor vehicle theft every 20 seconds)
- My brother is a teacher and he says that some of his students come to school with no coats and no lunch.
(Approximately six children are reported abused and neglected in America every minute)
- My neighbor was murdered on his way home from work.
(One murder every 21 minutes)
- I was carjacked at gunpoint.
(One violent crime every 16 seconds)
- My best friend's sister has been stalked for 2 years.
(84 stalking cases are reported every hour)
- When they were beating me up, they were yelling racial slurs at me.
(One violent crime every 16 seconds)
- I deliver pizza and I was robbed last night. My boss took the money out of my pay.
(One robbery every 48 seconds)

- My kids and I were out shopping and we saw a man getting beat up.
(One violent crime every 16 seconds)
- At work, a lady's husband showed up with a gun looking for her.
(One violent crime every 16 seconds)
- I got assaulted trying to stop a shoplifter. My boss fired me.
(One violent crime every 16 seconds)
- My boss didn't come to work one day. Her boyfriend hit her with a bat until he broke her nose and arm.
(One woman is battered every 15 seconds)
- I was hit by a drunk driver. I can't play ball with my kid.
(One alcohol-related injury every minute)
- I rented a car once and it got stolen. My insurance didn't cover the costs.
(One motor vehicle theft every 20 seconds)
- My kid got beat up and his bike was stolen.
(One violent crime every 16 seconds)
- Someone mugged my Mom while she was shopping and dislocated her shoulder.
(One violent crime every 16 seconds)
- My aunt told me her husband has been punching her.
(One woman is raped and/or physically assaulted by an intimate every 3 minutes)
- My car was stolen at work. I was packed for vacation.
(One motor vehicle theft every 20 seconds)
- I was hit by a drunk driver.
(One alcohol-related injury every 20 seconds)
- My daughter told me her boyfriend has been hitting her.
(One woman is raped and/or physically assaulted by an intimate every 3 minutes)
- I was robbed at gunpoint. They took my wallet, car keys, and house keys.
(One robbery every 48 seconds)

- I got hit by a car and had to go to the hospital. A test showed the guy was high.
(One alcohol-related injury every minute)
- The kid next door always looks skinny and sick.
(Approximately six children are reported abused and neglected in America every minute)
- I've had a knife pulled on me twice.
(One violent crime every 16 seconds)
- I broke my leg once and had to use crutches. Some young kids beat me up and laughed the whole time.
(One violent crime every 16 seconds)
- Some kid pointed a gun at my grandmother, knocked her down, and stole her Social Security check. Her hip is broken.
(One violent crime every 16 seconds)
- When I worked at a store, I got robbed five times, a couple of times at gunpoint.
(One robbery every 48 seconds)
- I lost important legal papers and family photos in the burglary.
(One burglary every 11 seconds)
- My delivery trucks are always getting vandalized with gang writing.
(One burglary every 11 seconds)
- I was watching the news yesterday and a little kid got shot during gang crossfire.
(One violent crime every 16 seconds)
- My garage was broken into and my work tools were stolen.
(One burglary every 11 seconds)

Appendix D

“I Am Not a Victim” Activity: Statements

(Cut each statement into a single strip of paper and hand them out during unit 2’s “I Am Not a Victim” activity.)

Reader 1: I am not a victim. No one has committed a crime against me. I haven’t had my car stolen.

Reader 2: I haven’t been beat up. I haven’t been robbed. No one has used my credit cards.

Reader 3: I haven’t been shot at. My kids haven’t been molested. My business that I own hasn’t been robbed. I did hear that the crime rate is going up where I live.

Reader 4: I have not been abused. I am not a victim. No one has hacked into my computer. I did read about someone being robbed.

Reader 5: No one has tried to victimize my kids through their computers. I haven’t had my cell phone stolen. I did find out that there are a lot of sex offenders living near me.

Reader 6: I haven’t had a gang member shoot at me. My neighbor was burglarized last month. Another neighbor was burglarized last week.

Reader 7: The evening news had a special news story about local crimes. I’m getting nervous about leaving my car on the street. I’m not a victim, but I’m thinking about getting a home security system.

Reader 8: I haven’t been stabbed. I got worried when I thought someone was going to rob me. There were four newspaper stories about different murders that happened in my community.

Reader 9: I bought a security system. I haven’t been carjacked. . . . yet. I’m being more careful about where I go. I don’t let my kids go certain places alone.

Reader 10: I got worried when someone walked past me at the bank ATM. I didn’t stop for gas because it was late at night. I don’t watch the news very much, too much violence.

Reader 11: I have been affected. I have been harmed. I have changed my thinking. I have changed my beliefs. I have changed what I do every day.

Appendix E

Advisory Board

The project was guided by an advisory board that included the following members:

Project Team

- Sharon J. English, Project Director, Justice Systems Consultant, California
- Dr. Mario Gaboury, Professor and Chair of Criminal Justice, University of New Haven, Henry C. Lee College of Criminal Justice and Forensic Sciences, Connecticut
- Frankie Lemus, Vice President of Clinical Development, The Change Companies®, Nevada
- Dr. Kevin “Kip” Lowe, Assistant Project Director, Professor, Sacramento State University, California
- Dr. Christopher Sedelmaier, Assistant Professor, University of New Haven, Henry C. Lee College of Criminal Justice and Forensic Sciences, Connecticut
- Anne Seymour, Project Consultant, Washington, D.C.
- Jill Weston, Parole Agent II, Department of Corrections and Rehabilitation, Office of Victim and Survivor Rights and Services, California

Project Advisory Committee

- Suzanne Neuhaus, Parole Agent II, Department of Corrections and Rehabilitation, Office of Victims and Survivor Services, California
- Jeanne Becker Powell, Victim Services Consultant, Florida
- Marcia Blackstock, Executive Director, Bay Area Women Against Rape, California
- Judy Campbell, Assistant Director, Riverside County Victim Witness, Domestic Violence Consultant, California
- Jeri Nardacci, Director, Victims’ Services Unit, Department of Corrections, Virginia
- Paul Chiano, Director of Inmate and Community Programs, Plymouth County Sheriff’s Department, Massachusetts
- Phil Cloeter, Victim Impact Teacher, N.A. Chaderjian Youth Correctional Facility, California
- Michael Davis, Project Coordinator, Office of Victim Services, Department of Rehabilitation and Correction, Ohio
- Sheryl DeMott, Victim Services Director, Department of Correction, Tennessee
- Rochelle Edwards, Inmate Programming Volunteer, San Quentin State Prison, California
- Felicia Jones, Victim Impact Teacher, Heman G. Stark Youth Correctional Facility, California
- Miriam Maldonado, Mothers Against Drunk Driving (MADD) Speaker, California
- Lori Muir, Supervising Parole Agent, MADD Impact Panel Speaker, Department of Corrections and Rehabilitation, California
- Jean O’Hara, President, Families and Friends of Homicide Victims, California
- Russ Turner, Consultant, Department of Justice, Crime and Violence Prevention Center, California

Appendix F

Pilot Site Locations

California

- Heman G. Stark Youth Training Facility, Chino
- San Quentin State Prison, San Quentin

Ohio

- Allen Correctional Institution, Lima
- Canton Adult Parole Authority, Canton
- Correctional Reception Center, Orient
- Richland Correctional Institution, Mansfield

Tennessee

- Brushy Mountain/Morgan Correctional Complex, Petros/Wartburg
- Northeast Correctional Complex, Mountain City

Virginia

- Greensville Correctional Center, Jarratt
- Haynesville Correctional Center, Haynesville

Appendix G Statistics

The trends and statistics used in this curriculum were taken from the following documents:

- *Federal Bureau of Investigation 2007 Crime in the United States Preliminary Semiannual Uniform Crime Report January–June*
<http://www.fbi.gov/ucr/prelim2007/index.html>
- *Juvenile Offenders and Victims: 2006 National Report*
<http://ojjdp.ncjrs.gov/publications/PubAbstract.asp?pubi=234394>
- *Office for Victims of Crime 2007 National Crime Victims' Rights Week Resource Guide*
http://www.ojp.usdoj.gov/ovc/ncvrw/2006/pdf/statistical_overviews.pdf

Appendix H

Research and Evaluation References

- Gaboury, M.T., Sedelmaier, C., Monahan, L.H., and Monahan, J.J. 2008. "A Preliminary Evaluation of Behavioral Outcomes of a Corrections-based Victim Awareness Program for Offenders." *Victims & Offenders* 3(2/3).
- 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.
- Putnins, A.L. 1997. "Victim Awareness Programs for Delinquent Youths: Effects on Moral Reasoning Maturity," *Adolescence* 32: 709-15.
- 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, Division of Community Corrections, Victim Services Unit, Olympia, WA.

Appendix I

OVC Victim Impact: Listen and Learn DVD/Video

Victim Synopses

Leanna

While Leanna and her husband were at work, their home was broken into. Virtually everything of value in the house was stolen, along with what Leanna describes as “weird stuff,” including wash rags and bratwurst from the refrigerator. No arrests were ever made.

To feel safer, Leanna describes installing a security system and buying a gun. She said, “I’ve been burglarized and thousands of people are burglarized every day, but until you actually experience (it), you do kind of downplay it because you don’t realize how it does affect you.”

Alan

At the time of his attack, Alan was a 44-year-old maintenance superintendent who had recently experienced difficult times because of family problems, but was getting his “life back together again.”

His victimization was a result of mistaken identity at one of his job’s properties, where he was severely beaten by a total stranger and knocked unconscious. The woman who owned the property saw the attack on security cameras and chased the assailant away.

Alan spent 6 days in the hospital but didn’t have medical insurance, so the doctors decided “just to let his knee heal by itself.” Upon his release, he lost his dog when the dog chased a squirrel and Alan couldn’t chase after him. Alan also suffers from short-term memory loss and is unable to hold down a steady job because of his physical injuries and depression. He has endured major financial bills.

Jim

Jim is a 45-year-old bartender and personal trainer who was assaulted and robbed by three assailants in February 1995. When he was asked to identify his assailants at a police lineup, he was unable to do so and doesn’t know what happened to them.

In addition to suffering from serious physical injuries, Jim was concerned about the impact of his victimization on his elderly parents who live in another state. Jim experienced intense fear, has problems trusting other people, and suffered financially. The Crime Victim Compensation Program in his jurisdiction was “out of money at the time.” He credits his strong social support system for helping him recover. Today, Jim is a personal trainer and has a catering business.

Jee Young Ahn

While on a spring break from college, Jee Young Ahn’s brother, Dong, was playing basketball with his Korean church youth group when the five opposing team members (all white) began racially taunting him and intentionally fouling him. While he waited for a ride home, the same basketball players plus 10 others showed up shouting more racial slurs, and brutally kicked and beat Dong on his head, face, and back. He didn’t have medical insurance and refused to go to the hospital. Instead, he waited in his sister’s apartment until she took him to the hospital.

The district attorney, who wasn’t aware of the extent of Dong’s injuries, treated the case as a “gang fight.” Because “he didn’t seek treatment and he didn’t have sufficient English skills to verbalize what he was going through or what had happened, the police report was drafted . . . against him.” Ahn credits a victim advocate for helping to make a strong case and for getting Crime Victim Compensation to cover more than \$6,000 in medical bills. Ahn’s and Dong’s parents live in Korea and did not want their son to testify “for fear of retaliation.” Now they call daily to make sure their children are safe.

Three of the youth, who were thought to have done the most damage to Dong were prosecuted for aggravated assault. The district attorney stated that there “were some hate crime components,” but the assault was not prosecuted as a hate crime. The family “didn’t want them to go through jail time because . . . we thought maybe counseling or therapy would help them better.” Those assailants were sentenced to probation.

Teri

Teri’s 16-year-old son Anthony, unbeknownst to her, joined a gang because he was “getting beat up all the time.” In January 1997, the gang members (ages 17–27) beat Anthony, put him in a trash can, and rolled him down an embankment. When Anthony regained consciousness and tried to walk up the hill, the gang leader ordered him to be killed. The gang member who kicked Anthony to death also stole his shoes and was wearing them when arrested.

Teri describes the defendants as “cruel . . . insensitive . . . only concerned about plea bargaining . . . they have no concept of what they had done . . . the crime they committed . . . his death meant nothing really to them.” The trial took 13 months. The murderers were sentenced to a range of 7 to 30 years. Teri says she plans to attend the parole hearings of all of the murderers.

Debbie

In March 1989, Debbie was brutally raped and robbed by a stranger at home while her police officer husband, Rob, slept upstairs. Debbie’s attacker was identified through a “cold hit” in her state’s DNA database of convicted felons. Her attacker had abducted and robbed two other women. Six-and-a-half years after the rape occurred—years in which Debbie describes constant fear and emotional turmoil—the arrest was made. DNA evidence was a new technology at the time, and the district attorney was “scared to death of the case. He wanted me to drop the rape charge and just go for robbery and abduction. I didn’t care about the \$30 he took from me.” A new district attorney came on board and successfully prosecuted the case after approximately 3 years. The rapist was sentenced to two life sentences plus 25 years, with no chance of parole.

In the decade following her rape, Debbie became an outspoken advocate for rape victims and is credited with helping to pass the “Debbie Smith Act” within the Federal “Justice for All Act” passed by Congress in 2004. The Act authorizes funding to eliminate the backlog of DNA evidence collection; provides support for sexual assault forensic examiners; and provides funding to train law enforcement officers in the use of DNA technology. Today, Debbie is a national spokesperson for rape victims through her H-E-A-R-T foundation (Hope Exists After Rape Trauma). In 2005, Debbie received the “Special Courage Award” from OVC.

Nia

Nia is a 28-year-old office worker and aspiring filmmaker. She was molested by her best friend’s older brother (7 years older than her) when she was between 5 and 7 years old, but never told anyone about her victimization until she was a senior in high school. The offender’s family is very close to Nia’s family. Nia is on her “third round of therapy now.”

Ron

Ron, age 43, and his siblings were victims of chronic physical, emotional, and sexual child abuse and neglect at the hands of their mother and uncle. Today Ron is estranged from his siblings, whom he describes as “violent” and “scary.” He says, “I’ve invented my own family, and I love them and they love me . . . and that’s a wonderful thing, especially for someone who’s coming from this kind of darkness . . .” He has become an advocate for children, volunteers at his local children’s hospital, and expresses a desire to “help with any part of our culture to help us wake up and wise up to honor our children.”

Rebel

Rebel is a 36-year-old victim of domestic violence. Although Rebel says that her ex-husband was “not physically abusive,” he threw things at her; restrained her whenever she tried to call the police; and drove recklessly with her in the car for “the

shock and the scare factor.” He was also controlling; emotionally, financially and sexually abusive; “degrading and demoralizing”; and isolated Rebel from her family, friends, and church. When they separated, and she filed a “protection from abuse” order, he became enraged.

He monitored her whereabouts at all times, didn’t let her talk on the phone, and threatened to have her killed. Rebel realized she was a victim when the hospital where she worked became a pilot site for screening for cases of domestic violence. Rebel took the training program, read the six screening questions, and said, “Holy smokes, this is me! This is my life.”

The impact of domestic violence on Rebel included fear, panic attacks, sleep disorders, self-blame, and difficulty with social relationships and intimacy. She takes extreme precautions to ensure that her ex-husband cannot find her. Rebel attends a support group for battered women and now speaks out publicly about her victimization and the issue of domestic violence.

Kimberly

When Kimberly was 16, she was in a major car accident that left her paralyzed from the neck down. A few years later, while in college, she married a young man who abused her verbally, physically, and emotionally. When her family and the university intervened to help her get out of this relationship, Kim pressed charges against her husband.

When the initial case went to trial a year later, Kim “went into the courtroom with the utmost confidence that the person who did this to me would be punished for what he did.” After a 5-day trial in 1990 in which the defense attorney portrayed Kim as “a woman with a severe disability that no other man would ever want or love,” and explained away her multiple broken bones as a result of Kim “just (falling) out of her wheelchair,” the jury found her husband not guilty.

Kim says, “That was completely devastating for me. I felt revictimized only this time by the system.” Kim chose not to testify at the trial involving the second charge, and the court proceeded without her. Her batterer pleaded “no contest” and was sentenced to 2 years of probation, counseling, and a \$10,000 fine. Kim says, “That didn’t feel like any justice to me.”

In 1996, after Kim had completed her master’s degree in social work, she was the victim of an armed gang rape and burglary in her apartment, during which the rapists threatened to kill her. There was an investigation, but nobody was ever apprehended. Kim filed a civil suit against her apartment complex because no security was around when she was assaulted. The attorneys asked her questions such as, “If you’re paralyzed, how do you know you were raped? How do you know you were penetrated?” Kim describes the experience as “so humiliating and degrading” that she chose to settle out of court, and says, “So I felt like, once again, I was victimized . . . by the justice system.”

Kim now works for a disability services program within a domestic violence center and helps develop services for victims with disabilities, including counseling, prevention and intervention in the community, and training. She says, “It is not only my life’s work, it is my life.” In 2002, Kimberly received the Special Courage Award from OVC.

Cindi

In 1979, Cindi and her 5-month-old daughter, Laura, were hit by a repeat drunk driver. Laura became the Nation’s youngest quadriplegic and later died at the age of 7. Her mother, Cindi, endured treatment for multiple physical injuries.

Cindi says this tragedy “broke my family up” and describes feeling a hatred that “was just unbearable for the man who hit me.” Twenty years after the drunk driving crash, Cindi initiated a personal meeting with the offender that lasted 3 hours. He listened quietly and, when asked, told her about his life, including that he had been sober for 10 years, and was “praying that I would forgive him, and he asked me to forgive him.” Cindi said, “I can’t. I won’t forgive you. I don’t forgive you now, and I don’t think I’ll ever forgive you.” She said that she “thought that would . . . make me feel better and it didn’t.” So she met with him again, and offered her personal forgiveness.

In 1982, Cindi cofounded Mothers Against Drunk Driving (MADD), considered one of the Nation’s most effective victim services organizations.

Peggy

Peggy's only son, Joey, was a senior at the University of Pittsburgh. He was a 4.0 student; president of both his senior and junior classes; and worked two jobs to help support himself. He was also very close to his 15-year-old sister.

Joey was murdered in September 2000 when the ex-boyfriend of a neighbor set fire to the building, which had no smoke detectors. Three days after Joey's funeral, Peggy learned he was a victim of arson. The detectives told Peggy that he "was truly an innocent victim." Peggy said, "I worried so much about getting in there to clean that apartment. Why didn't I think to check the smoke detectors or whether he had a fire escape?"

At the sentencing phase, the offender said that "he couldn't apologize, but he would pray for us." He was convicted of second-degree murder and sentenced to life without parole.

Myrtle

In July 2000, Nanette, who had multiple sclerosis, was trying to stop an argument between two girls when she was stabbed in the neck and aorta. She bled to death. A police officer at the scene drew his gun on the girl who killed Nanette to make her drop the knife.

When Nanette was killed, her mother, Myrtle, an elderly widow had just been released from a lengthy hospital stay following a hit-and-run crash in March that resulted in a broken wrist and leg, broken ribs, and serious infections. The murderer was "rude" during the trial, and "acted as if she didn't care." She received a 10-year prison sentence, with 3 years in a mental institution. Myrtle says she participated in the videotaping because "maybe I could help someone else, and that's what I'd like to do."

Amy

Amy is 40 years old and owns a bookstore. Her sister, Jill, had been "traveling a really bad road" and Amy convinced her to move closer to the family for support. Jill (whom Amy describes as "soulful" and "compassionate") lived in an old converted apartment house for 2 months before she was murdered. The man who killed Jill lived downstairs. He cut her cable line; threw the circuit breakers so that when she returned to her apartment at 1 a.m., it was in total darkness. He beat and raped Jill for 6 hours before brutally murdering her. Amy's husband, John, a firefighter, found Jill's body, which was "completely unidentifiable."

Four months after Jill's murder, her mother committed suicide, her father started having heart attacks (and had to miss the entire trial), her older sister became agoraphobic, and her brother became a "full-blown alcoholic." Her other sister began having problems with her son because "she was too busy mourning and trying to deal with her grief." Amy, who had been a victim of acquaintance rape while in college, had to quit her job as a hairdresser because she had "problems having physical contact with her clients." She recalled, "All of it came back, big and ugly."

Amy now suffers from sleep disturbances, an eating disorder, clinical depression, stomach problems, dermatitis, and jaw and back problems. She doesn't "really have friends anymore" because of "a tremendous feeling of being alone in the world." Her husband, John, has been faced with "not being able to keep Jill safe, and trying to keep me safe." He suffers from symptoms that sound like posttraumatic stress disorder.

The murderer was initially found guilty of first-degree murder and rape and was sentenced to the death penalty, plus 60 years. When the death penalty was overturned on appeal to a life sentence, Amy and her family "made the choice not to pursue another sentencing phase."

Appendix J

Information and Referral About Victims' Rights/Services

State Resources	www.navaa.org
Battered Women's Justice Project	800-903-0111 www.bwjp.org
Childhelp	800-4-A-CHILD (800-422-4453) 800-2-A-CHILD (TDD) www.childhelpusa.org
Federal Trade Commission Identity Theft Hotline	877-ID-THEFT (800-438-4338) 866-653-4261 (TTY) www.ftc.gov/bcp/edu/microsites/idtheft
Bureau of Justice Statistics	800-851-3420 www.ojp.usdoj.gov/bjs
Mothers Against Drunk Driving	800-GET-MADD (800-438-6233) www.madd.org
National Center for Missing & Exploited Children	800-THE-LOST (800-843-5678) 800-826-7653 (TDD) www.missingkids.com
National Center for Victims of Crime	800-FYI-CALL (800-394-2255) www.ncvc.org
National Children's Alliance	800-239-9950 www.nca-online.org
Child Welfare Information Gateway	800-394-3366 www.childwelfare.gov
National Crime Prevention Council	800-NCPC-911 www.ncpc.org

National Domestic Violence Hotline	800-799-SAFE (800-799-7233) 800-787-3224 (TTY) www.ndvh.org
National Consumer League's Fraud Center	800-876-7060 www.fraud.org
National Insurance Crime Bureau	800-TEL-NICB (800-835-6422) www.nicb.org
National Organization for Victim Assistance	800-TRY-NOVA (800-879-6682) www.trynova.org
National Organization of Parents of Murdered Children, Inc.	888-818-POMC (800-818-7662) www.pomc.org
National Resource Center on Domestic Violence	800-537-2238 800-553-2508 (TTY) www.nrcdv.org
National Sexual Violence Resource Center	877-739-3895 www.nsvrc.org
Office for Victims of Crime Resource Center	800-851-3420 877-712-9279 (TTY) www.ncjrs.gov
Rape, Abuse & Incest National Network	800-656-HOPE (800-656-4673) www.rainn.org
Stalking Resource Center	800-FYI-CALL www.ncvc.org/src

Appendix K

Sample Thank You Letter to Victim Speakers

Dear [recall how they asked to be addressed]:

This is to personally thank you again for your presentation to offenders in the [Department/Agency] Impact of Crime class. Your willingness to speak so personally about how you and your family were affected by crime had an observable effect on the participants.

I continue to receive positive feedback and meaningful discussion points from the participants. They were especially [moved, touched, troubled, surprised] by your presentation. Their comments included the following: [insert comments].

Thank you for your courage and willingness to share your experience with these offenders. We believe that it is programs like these, and the involvement of people like you, that will contribute to a change in criminal values and hurtful behavior. Our [Department/Agency/Facility] appreciates your assistance in holding offenders accountable, and we look forward to a continued partnership.

If I can assist you in any way, please let me know.

Sincerely,

[Name, Title]

Appendix L Certificate of Completion

Make copies of the certificate on the following page, fill them out, and hand them to participants who have completed the curriculum.

Certificate of Completion

This hereby certifies that

*has successfully completed the class requirements for the
Impact of Crime on Victims Program*

on

Warden/Superintendent/Supervisor

Facilitator