

**Victim / Community
Awareness:
An Impact of Crime
Curriculum for Juvenile
Offenders**



- **History:**

- **PA's Juvenile Justice Mission Statement:**

- Balanced and Restorative Justice

- Community Protection

- Accountability

- Competency Development



- **History:**

- **BARJ**

- Victim/Community Awareness: Establishing a Restorative Justice Community
 - 10-weeks
 - Residential Programs

Victim/Community Awareness: An Impact of Crime Curriculum for Juvenile Offenders

- Adapted from:
 - Victim/Community Awareness: Establishing a Restorative Justice Community
- Adapted for:
 - Juveniles on Community-Based Supervision

Victim/Community Awareness: An Impact of Crime Curriculum for Juvenile Offenders

- Referred to as:
 - **VAC** (Victim Awareness Curriculum)
 - **VCAC** (Victim/Community Awareness Curriculum)
 - **IOC** (Impact of Crime)


Victim/Community Awareness: An Impact of Crime Curriculum for Juvenile Offenders

- 1-group
- 4-hours
- Evening/Weekend
- Co-Facilitated by Juvenile Probation with Victim
Service Agencies

• Group Composition

- Size of the group
- Age
- Gender
- Youth Level of Service (YLS)
- Offenses
- Multiple-perpetrator offense
- Gang involvement
- Security issues
- Victims within the group
- Other Responsivity Factors

Curriculum Goals

- Acknowledge how victims, their families and friends, various community members are impacted by crime.
 - Identify the impact of your crimes on your victim(s), and communities.
 - Accept responsibility for the harm you caused and discuss your obligation to repair it.
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Reaching These Goals:

- Answer the question, “Why am I in this class?”
- Consider the ways victims and community members are affected by crime.
- Examine the feelings victims and community members experience.
- Explore the impact- emotional, financial, physical- of *your* behavior on *your* victim and the community.
- Find ways that you can repair harm to your victim(s) and community.
- Complete one activity to repair harm to one of your victims.

Victim/Community Awareness: An Impact of Crime Curriculum for Juvenile Offenders

- BARJ through JJSES
 - Accountability
 - Community Safety
 - Providing Competency Development
 - Addressing skills our kids need
 - Moral Reasoning
 - Decision-making
 - Pro-Social Skills
 - Conflict Resolution

Connecting Victim/Community Awareness: An Impact of Crime Curriculum for Juvenile Offenders to:

- YLS
- Criminogenic Needs
- Responsivity Factors
- Reduction of Recidivism
- Competency Development

EPICS, Motivational Interviewing, & BITS

- Introduces skills in preparation for IOC
- Reenforces skills addressed in IOC

• Components of the Curriculum

Section I:

- Welcome and Introduction
- Icebreaker
- Pre-Class Questions (Pre-test)
- Community Values
- Words to Know
- Goals
- Group Contract
- Introduction to Balanced and Restorative Justice
- Introduction to Accountability

• Components of the Curriculum

Section II:

- Introduction
- Words to Know
- Impact of Crime Role-Play
- Feelings that Victims and Community Members

Experience

• Components of the Curriculum

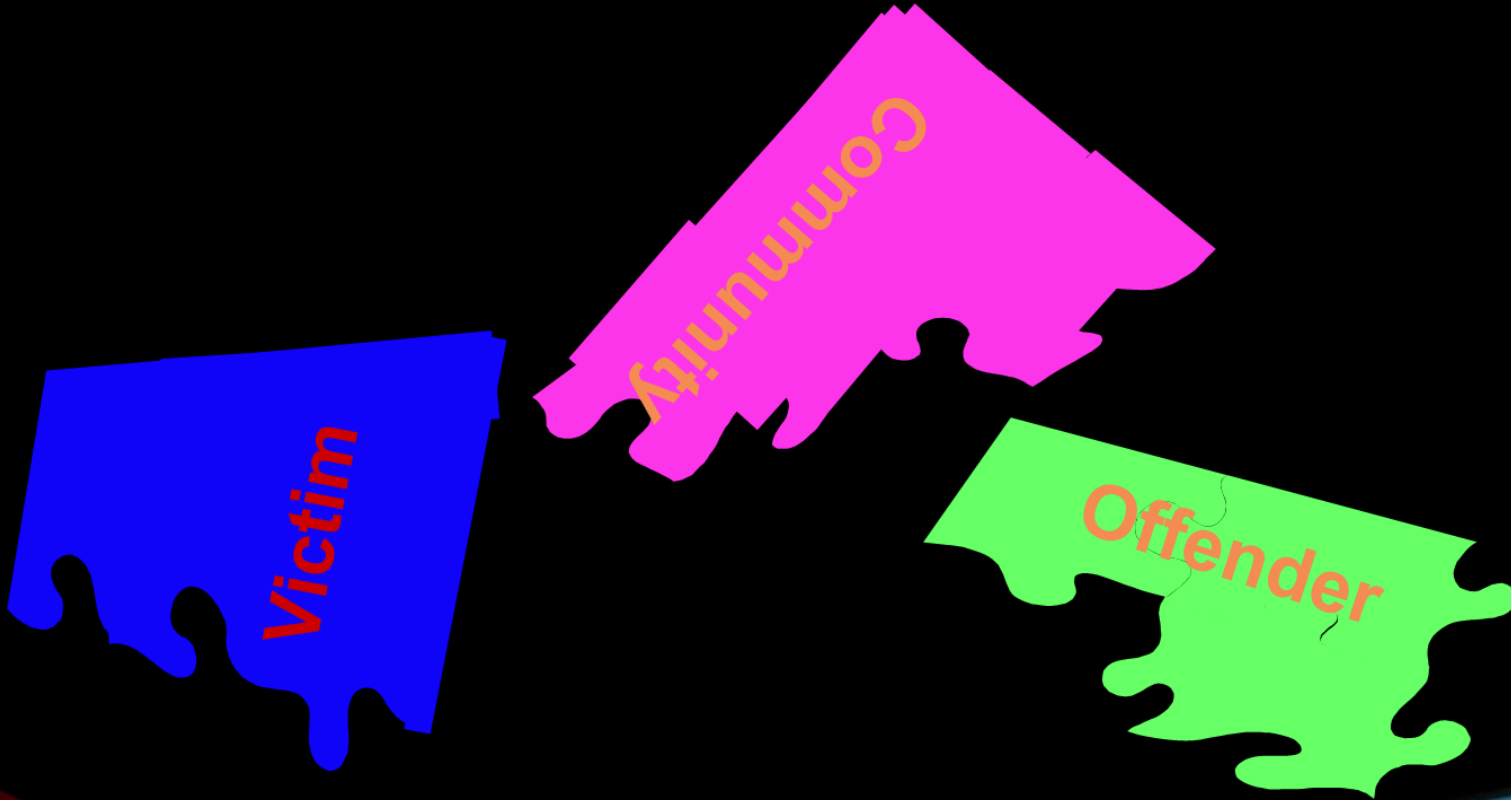
Section III:

- Introduction
- Words to Know
- Names, Faces and Hearts
- Apology Letter
- Post-Class Questions (Post-test)
- Things I Can Do in My Community
- Wrap-Up/ Making a Positive Impact

Balanced and Restorative Justice



Crime Harms Relationships



Being Accountability Helps Repair Harm



The Ripple Effect of Negative Behavior



Everyone Has a Responsibility to be Accountable

- My behavior was the result of a choice I made that could have been made differently.
- I can't blame anyone else for my behavior.
- No one ever has the right to commit a crime against another person.
- Crime is more than breaking a law. The people I harmed (victims) and the people in my community felt the impact because I chose to commit a crime. They are real people and have names, faces, and hearts.

Everyone Has a Responsibility to be Accountable

- Because I am responsible for the way I behave, I have an obligation to repair the harm I have caused. This is called “being accountable” for my actions.
- I am accountable to the people I harmed, my community, and my family.
- I have a responsibility and the ability to make good choices in my behavior. I can learn how to do things that will make me a positive member of the community.



Feelings that Victims and Communities Experience



- Unfair
- Nervous
- Powerless



- Ashamed
- Defeated
- Depressed



- Angry
- Afraid
- Confused
- Betrayed



- Shocked
- Stressed
- Dumb
- Sad



- Hurt
- Threatened
- Grief



- Used
- Disrespected





- **Role Play**

- Grandma's House/Room Destroyed (Burglary)
- The Fight (Assault)
- Drugs in School (Drug Possession)

• Role Play

- This is an opportunity for the group to become familiar and more comfortable with each other.
- Increase the offenders' awareness of the victim and community members.
- Stay focused on the feelings and actions of the victim, not the offender.
- There are no right or wrong feelings.
- Involve all the participants.

Names, Faces, and Hearts

Personalize crime by recognizing and identifying the harm done to the victim and thinking of ways to repair the harm.

Assessing Accountability

- Does offender leave out parts of the incident?
- Does offender describe incident in a way that puts her/him in a better light?
- Does offender minimize incident?
- Does offender make it sound like offender is the victim?
- Does offender blame others?
- Does offender deny?
- Can offender identify the victims)?
- Can offender describe their feelings?
- Can offender explain the effect the crime had on the community?
- Can offender make a sincere effort to think about restoring victim and community?

Apology Letter

- Take responsibility (acknowledge there was a choice)
- Recognize real harm
- Explain why you will not harm again
- Act to repair the harm
- Describe plan to become a productive citizen

Collecting Data:

- Pre-Test : Post-Test
- Closing : IOC Completion
- Completion : Recidivism

Contact Us

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