



Session 1 Kickoff

Offence from the Offender's Perspective

First name: **Date:**

Date: Time:

Where:

Offence:

Effects on victim(s):

Who are the victims?.....

How the offence was planned:

How the offence was done:

Committed with whom? :

Percentage of responsibility:

Me:% Victim(s) % Others %

Effects upon me:

Events, feelings and thoughts:

Before:

Effects upon family and friends:

During the offence:

Afterwards:



First name:

Date:

Offending Behavior Analysis

Here is a list of some of the reasons why offenders commit Offences:

I wanted to look good and impress my friends.

I was bored; it was fun.

It was exciting. It made me feel scared and I liked that!

It was what everyone else was doing; I wanted to do it too.

In the area below, list your offences and beside each write your reason for offending. Some of your reasons might be like the ones above, but write as many of your own as you can. Be very clear about your reasons for offending.

Only write those that are absolutely true.

Offence Reasons

Your list of reasons why you offended is called your motivation. Motivation is what makes you want to offend. Finding out where you get your motivation from will help you towards understanding and correcting your offending behavior.



First name:

Date:

Influences

Below is a list of some of the common factors that can influence your motivation. As you read through the list, write how each factor influences your motivation to offend. Decide which factors you have the power to change.

Environment: this is your home, neighborhood and local area (e.g., ‘There’s nothing to do here, so I get bored’, ‘It’s what everyone does round here’, etc.)

How does this influence your behavior?

.....

What can you do to control this influence?

.....

Society’s Values: this is influence that comes from TV, newspaper, films, videos, politicians, school, music, etc. It affects you through public opinion (e.g., ‘Everyone speeds’, ‘Having a car looks good, makes you popular’, ‘A car is freedom’, etc.)

How does this influence your behavior?

.....

What can you do to control this influence?

.....

Family Values: this influence is more direct and is the way your family encourage and help you do things, or don’t help you. (e.g., ‘My dad says it’s OK, so long as I don’t get caught or hurt anyone’, ‘Nobody cares what I do’, etc.)

How does this influence your behavior?

.....

What can you do to control this influence?

.....

“Bad Association Spoils Useful Habit”



First name:

Date:

Influence Grid

On the bottom of the grid list all of your offences. On the left-hand side of the grid list all the people you knew at the time of your offending – family members, friends and acquaintances.

Name

Total Offences

Now shade in each box whenever a person has condoned, encouraged or helped you commit any of the offences listed on the bottom. On the right-hand side total the number of shaded boxes. The higher the number, the higher the influence that person has over your offending behavior.

Who are the people that influence your offending behavior most and why?

.....
.....

Have you tried to stop offending before? If so, write what you did to stop and why do you think it did not work?

.....
.....
.....
.....
.....

Apart from offending, what other problems have you got? (e.g., no friends, truanting, no job, arguing with parents, nowhere to live, etc.)

.....
.....
.....
.....

How did you get caught for your offences?

.....
.....
.....
.....

How did you learn about committing crimes? (e.g. From TV, friends, books, etc)

.....
.....
.....



First name:

Date:

Victim's Questions

Here are some questions that victims might want to ask. Try and answer as many as you can. Write and number your answers on a blank piece of paper.

1. Why me?
2. What did I do to deserve this?
3. Have you got a grudge against me?
4. Were you watching me?
5. Why did you do it?
6. How did you do it?
7. Why did you pick on me?
8. Were there others? Have they been caught?
9. Are you going to do it again?
10. What else did you take?
11. What can I do to stop you?
12. Is my family safe from you?
13. Do you realize what it feels like?
14. Do you know how much hassle it causes me?
15. Why cause damage when you wanted to take things?
16. Do you really understand the value of things (personal items)?
17. Did you touch anything else?
18. What are you really like?
19. What are your parents like?
20. Who are you?
21. Are you sorry?
22. Have you been punished?
23. Will this stop you?
24. What happened to what you took?
25. Where did you sell it?
26. Can I get it back?
27. Can you get it back?



First name:

Date:

Victims of my Offences

Date of Court:

Offence:

Victim(s):

Effect of the offence on the victim(s):

At the time:

Afterwards:

At the time:

Afterwards:

At the time:

Afterwards:



YES INSTRUCTOR NOTES

Session 2

a. Offender as a victim:

e.g., times when I was a victim of crime.

b. Effects of offending:

Effect on me / family / friends / victim as a result of victimization

Victim of offender's Offence

e.g., 'How does it feel to be a victim?'

Offence / effects on victim (chart)

Effect of my offending on victims, my family and friends



First name:

Date:

Victim Awareness

Times when I was a victim of crime

Think back over your life to the times when you have been a victim of crime. You are invited to write those experiences down.

Offence against me Effect on me

At the time:

Afterwards:

At the time:

Afterwards:

At the time:

Afterwards:

At the time:

Afterwards:



First name:

Date:

Victim Awareness

Now think about the effects of the offence you have committed (consequences) i.e., what happened to you as a result? What happened to others? Put down your answer below:

The effect on me.....

The effect on my family.....

The effect on my friends.....

The effect on victim(s).....

The effect on any others.....

When you look at the above, what do you feel and think?

.....
.....
.....

Now if it were possible to turn back time to before you committed the offence, think about what led up to the offence being committed (*antecedents*).

Think of different things you could have done or said that would have ended up with you not committing the offence (*options out*). List them for yourself below:

1.

2.

3.

4.

5.



First name:

Date:

Victim of the offender's Offence

How does it feel to be a victim?

What is a victim? A victim is someone who is hurt as a result of your behavior. List all the signs that would tell you that you had hurt or upset someone.

.....
.....
.....
.....

How do you think your crimes have practically affected your victims? (e.g., paperwork, fixing damages, extra security, financial expense, more insurance costs, etc)

.....
.....
.....
.....

How do you think your crimes have emotionally affected your victim? (e.g., tearful, fear of being alone in the house, upset, angry, unable to trust other people, etc)

.....
.....
.....
.....

How do you think your victim's behavior may have changed since your crime?

.....
.....
.....
.....



First name:

Date:

Offender's Perspective

Offence Ranking Exercise

Rank in order of seriousness (10 being the *most serious*, 1 the *least serious*), according to your own value system:

- Assault by a parent on a child
- Burglary of a private house
- Criminal damage to a telephone kiosk
- Possession of cannabis
- Theft of sweets/food etc by shoplifting
- Affray, taking part in gang fight
- Assaulting a police officer during the course of his/her duty
- Driving with bald tires
- Falsely claiming Social Services Benefits
- Armed robbery
- Murder
- Assault by a husband on his wife
- Not possessing a television license
- Rape
- Burglary and theft of \$2,000 cash from a warehouse
- Drunken driving
- Taking a car without the owner's consent
- Supplying cocaine
- Falsely claiming expenses at work



First name:

Date:

Offence / Effects

Look at the offences listed below. First sort the list of offences in order of the most serious (10 being the *most serious*, 1 the *least serious*); then sort the list in order of Offences that have the most effect on victims.

Offence in order of seriousness

Offence in order of most **Effect** on victim

- _____ Theft of \$30_____
- _____ Possession of a firearm_____
- _____ Shoplifting_____
- _____ Murder_____
- _____ Burglary of a garage_____
- _____ Theft of a bicycle_____
- _____ Theft of a Cell Phone_____
- _____ Theft of car_____
- _____ Death by dangerous driving_____
- _____ Rape_____
- _____ DUI_____
- _____ Theft of a handbag_____
- _____ Possession of stolen goods_____
- _____ Child abuse_____
- _____ Strong Arm Robbery_____
- _____ Burglary / Home invasion_____
- _____ Theft of old Jewelry_____
- _____ Manslaughter_____
- _____ Robbery of a bank_____
- _____ Deception_____
- _____ Drug dealing_____

How do the two lists differ?
.....
.....



First name:

Date:

The effect of my offence on victims, my family and friends

Date of Court

Offence

Victim(s)

Effect of the offence on the victim(s):

At the time:

Afterwards:

At the time:

Afterwards:

At the time:

Afterwards:



YES INSTRUCTOR NOTES

Session 3

Looking at Strategies to Stop Re-offending

a. Offending triggers and prevention plans:

i.e. 'Offending Trigger'

Situation I need to avoid at all cost

People I need to avoid at all cost

Life changes

b. Making amends

e.g. Making amends

Letter of apology

Letter from your Victim



First name:

Date:

Offending Prevention Plan / Offending Triggers Prevention Plans

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Situations & People I need to avoid at all costs

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Personal Changes I wish to make

I have read this prevention plan and will do everything I can to help make it work:

Signed: Initial Date.....

Signed: 1st Review Date.....

Signed: 2nd Review Date.....

Signed: 3rd Review Date.....



First name:

Date:

Making amends

Consider the possible ways you can make things better for your victims, and plan ways to make amends either directly or indirectly (a letter of apology, a reparation meeting, etc)

Victim(s) name(s) Plan to make amends

Use this in your prevention plan. ***Do not*** approach any of the victims without the permission of your Deputy Probation Officer.



YES INSTRUCTOR NOTES

Session 4

Review and Concluding Session

Review the Prevention plan by using the Monitoring Chart to measure attitude and changes in thinking. To be done via role play, exercises and reviewing / rewriting letters to victims.

Monitoring chart

Letter of apology

Should there be an expressed wish to make amends to the victim, please contact your assigned Deputy Probation Officer.



First name:

Date:

Monitoring

Fill out the chart below once a week for a month. What triggers came up during the week? What action did you take? (If none, what action should you have taken?) What was the outcome?

Record any changes you make to your prevention plan. After a month discuss with your supervisor how often to do this chart.

Triggers

Action Taken

Outcomes

ANY CHANGES TO PREVENTION PLAN?



YES INSTRUCTOR NOTES

Questioning Style

In order to encourage the offender to think carefully about the issues being discussed, it is important that the YES uses 'open-ended' questions. This particular style of questioning deters the offender from giving

'yes' or 'no' answers to questions. Examples of open-ended questions are:

- *'Tell me how you think your mother felt when she found out what you had done.'*
- *'What emotional impact do you think your victim felt when s/he came home and found the house broken into?'*

If the answer is ill-thought out, you can ask supplementary questions such as *'You have obviously been giving this some thought; can you tell me a bit more?'* This is both motivational in style and encourages further thought by the offender.

- *'I know you are keen not to re-offend again; can you explain to me some of the ways you intend not doing so?'* Again, this is motivational and encourages more thought.
- *'Please explain to me what thought you gave to your victim before you committed the Offence.'* This is both an assumptive question which is telling the offender that you are assuming they gave thought to the victim, but again it is open-ended inviting him/her to say more.
- *'If you could meet your victim, what might you say to him/her to make him/her realize that you are genuinely sorry?'*, *'What else might you want him/her to know?'*

Obviously, this is not an exhaustive list of examples – the key is to remember to ask questions that emphasize:

- How?
- What?
- Where?
- When?
- Why?

A note about recording

In almost every case it will be appropriate to include a SMART goal objective for victim work, and an indication of how this may be sequenced.



YES INSTRUCTOR NOTES

Examples of wording for case notes

Attended. Completed session 1 of the Victim Awareness workbook. Participated well in Offence analysis and work on victim perspective.

Attended. Completed session 2 of the Victim Awareness workbook. Further exploration of how it feels to be a victim.

Attended. Completed session 3 of the Victim Awareness workbook. Started to develop strategies to stop re-offending and to make amends.

Attended. Completed session 4 of the Victim Awareness workbook. Monitored own progress re offence prevention and composed victim apology letter. Etc. etc.

Why is victim awareness and empathy important?

Focused work with offenders on victim awareness and empathy can reduce risk of re-offending and risk of causing harm to others over time.

What do I focus on?

Questions for offender Evidence of offender learning

What or who is a victim?

Can provide lots of ideas examples of what being a victim is like

What effects does crime have on victims?

Can describe victims' feelings in relation to types of crimes and own crime

What about other victims? Can take a wider perspective on who may have been affected

What do you feel about the victim? Can describe the difference between sympathy and empathy

What would you say to the victim? Can give expression to thoughts and feelings and how they might act on them

What have you learnt about victim impact?

Can identify negative impact of their own offending on their victim(s)

What can you do about future behavior?

Can identify actions to take and avoid so as to not create future victims

What approach do I take?

- Be mindful of your own experiences – how aware are you of what it is like to be a victim – remind yourself of your own experiences or someone you have supported, what helped you, what helped them?

- Encourage offenders to think carefully – use open-ended questions, i.e. avoiding yes/no answers, use questions beginning with how? what? where? when? why?



YES INSTRUCTOR NOTES

- Use motivational techniques that welcome reflection and empathy and encourage deeper consideration
- Talk to victim liaison officers about some of their experiences or invite them to a team meeting

In the case file and electronic records, where victim awareness work is planned, undertaken, reviewed or evaluated, **always** refer to this work in:

- assessments
- sentence plans and reviews
- constructive work undertaken (e.g. from Targets for Effective Change)
- restrictions imposed and maintained (or not)
- relevant interventions prepared for, attended and followed up with offender
- pre-and post-accredited program work
- before and after questionnaires
- recording learning outcomes

In inspection interviews with offenders you will want them to be able to describe:

- who their victims were
- what's in their plan
- what work they have done on the subject of victim awareness
- with what outcome
- with what success in applying this learning
- what else they have learned

In inspection interviews with YES you should be able to

explain and provide evidence of:

- why victim awareness and empathy is important
- what you focus on
- what approach you take (taking account of diversity, learning styles, basic skills levels etc)
- what outcomes you are looking for
- what successes you have had and what you have learnt.



Additional YES INSTRUCTOR Materials

Session 1

Definition of a Victim

This first session involves initiating a discussion with the offender about the definition of a victim. Encourage the offender to come up with as many ideas and examples as possible.

The aim is for creative thinking – so not just obvious definitions. Encourage lateral thinking.

You will need a pen and paper. If the offender struggles to write, you can assist, but it is important you write the actual words the offender uses – not an interpretation.

Examples

- A person who has suffered injury because of an assault.
- A person who has lost financially because of theft.
- The parent of a child who has been killed by a drunk driver.
- An ambulance driver who attends a horrific road accident.
- A Police Officer injured while on duty.
- A person who witnessed a violent attack on another person.

Once you have list of examples (the list should not be exhaustive) work with the offender to try and produce an actual definition. This should be his/her definition to encourage real understanding and ownership. However, some may find this difficult, so prompting can help. Use the examples from the first part of the session.

Example

'A victim is a person who has suffered physically, emotionally or mentally as a result of harm caused by another person or persons.'

Once you have a definition, ask the offender to reflect on an occasion when a person close to them has been a victim. This should not be themselves. Use open-ended questions to encourage the offender to begin thinking about how that person would have felt at the time. Do not spend too much time on this and remember the purpose is not to make the offender 'feel bad', but to think more empathically about victims.

Learning Points

- To think creatively about what constitutes being a victim.
- To produce a definition of a victim.
- To begin thinking empathically about the effects on victims.



Session 2

Thinking about the victim's feelings

This session is aimed at encouraging the offender to think about the effects that anti-social and abusive behavior has on victims.

Begin the session with an exercise that encourages the offender to think about what it means to be a victim. You will be using a victim awareness scenario. Do not be tempted to modify this exercise or allow the offender to use a personal experience.

Scenario

Imagine you have just started a new job. You and your partner have found a house to rent and at last you are getting things together. You are walking home planning a quiet evening in tonight. Your partner is home late so you are making the dinner.

• Write down what would go through your mind in this situation?

As you open the front door you notice the sitting room door is open, it is always left closed.

• What do you think and feel?

You go into the sitting room, there is an empty space where your TV and DVD should be. You look round the room and everything has been disturbed; your music centre is also missing. You now know you have been burgled.

• How do you feel?

You go into the kitchen and the back door has been kicked in, everything is in chaos; a picture of your mother has been smashed.

• What goes through your mind?

You go upstairs and find the same mess in the bedroom, drawers turned out and clothes strewn over the floor. Your partner's bracelet is missing – this is not valuable but does have sentimental value as it had belonged to his/her grandma.

• How are you going to break the news to your partner about this? How does it make you feel?

You go downstairs – your partner is due home any time now.

• What are your thoughts at this time?

It is preferable that the offender writes down the answers to the questions so that they can be kept for reference. Do not hesitate in writing the answers for them if there is difficulty with literacy, but always make sure you use the offenders own words.

Now move on to a piece of work that draws out specific feelings that a victim will feel during and after an offence.



YES INSTRUCTOR NOTES

You will need a paper and pen for this exercise.

At the top of the paper the Yes writes 'How do victims feel?' The offender is then encouraged to write as many adjectives as they can that describe the feelings of the victim. It may help if you refer back to the definition agreed in the first session.

Examples

*Terrified scared repulsed panicky shocked
angry frightened pain dirty*

The list should be as long and as creative as possible.

The second part of the session begins to encourage the offender to associate some of these feelings to his/her own offence.

Ask the offender to explain who the victims of their offence were. If it is a specific person insists that they use the person's first name. Stop the offender if s/he uses any derogatory terms and insist that the name is used. If they do not know the name of the victim/s use the term 'victim', or agree an imaginary name.

Ask the offender to talk through the brief detail of their offence in relation to the victim.

Using the list of adjectives that they produced in the first part of the session, ask them to identify which of those feelings would relate to their victim/s.

A word about 'victim-less' Offences

Some offenders may try and insist that their offence did not have a victim. If this happens encourage them to think more creatively. For example, an offence of shoplifting – encourage discussion on how supermarkets will increase prices to maintain profits. This in turn will affect families with low incomes.

Learning Points

- To identify the types of feelings a victim will experience.
- To identify feelings the specific victim of the offender will have experienced as a result of his/her behavior.



YES INSTRUCTOR NOTES

Session 3

The wider victim perspective

This session encourages the offender to think more widely about how their behavior may have affected other people – not just the direct victim of the offence.

You will need paper and pen for this exercise.

At the top of the paper write 'Victim Ripple'. Then draw four circles – a large outer circle with three within it, getting a smaller – to create the effect of a 'ripple' (the result should look rather like a dart board – use Appendix A, if this helps). Ask the offender to work from the centre of the 'ripple' and write the names of all the people who have been adversely affected by his/her offence. Those most seriously affected should be placed in the centre, with those less badly affected in the outer circle. Encourage broad-thinking so as to include those individuals that may not be obvious. For example, nurses in the Accident and Emergency department, parents, grandparents, Police and children who may not be the direct victims. Now engage the offender in a discussion about *how* the victims will have been affected. Encourage him/her to distinguish between immediate, medium and longer-term effects.

Learning Points

- To identify other people who will have been affected by the offence and how they will have been affected.
- To identify the short, medium and long-term effects of offending on victims.



YES INSTRUCTOR NOTES

Session 4

Victim empathy and perspective taking

This is a discussion session, but a discussion where the offender should be doing most of the talking.

Begin the discussion with an open-ended question. Ask the question *'What do you understand by the word empathy?'*

Follow this with *'How do you think this is different from sympathy?'* You may have to prompt the offender if they struggle, but encourage them to think it through themselves rather than simply *telling* them the answer.

Once you are satisfied that the offender understands the difference between empathy and sympathy, ask for some everyday examples of each.

Examples

Sympathy

- Feeling sorry for someone.
- Wishing something had not happened to someone.
- Worrying about someone.
- Showing approval of something.
- Agree with an opinion.

Empathy

- Understanding how someone else feels.
- Having the ability to imagine yourself in someone shoes or situation.
- Being able to imagine how someone else would be feeling.

Then move on to discuss why empathy is important.

Example:

Empathy is important because it means you *understand* and *appreciate* why someone has done something – you are able to imagine being in someone else's position. As a result you are able to act in an *appropriate* way towards the person.

Learning Points:

- Empathy involves not just recognizing the feelings of another, but also acting in an appropriate way in response.

You will then lead into a discussion about perspective-taking – which is closely linked to empathy.



YES INSTRUCTOR NOTES

Give the student the following scenario:

You are a member of a family of four: mother, father, a sixteen year old daughter and an eight year old son. The father is in full-time work. The mother is in part-time work – working five half-days per week. Jane, the daughter, is in the middle of exams at school. Ben, the son, is also at school. Both children are very untidy and leave their bedrooms in a mess on a regular basis. The father’s job is physically demanding and he regularly works overtime to help pay the bills. It is a Friday evening. The father has just come home from work and is demanding a hot meal. Jane wants to go to a party; she has just had her last exam and wants to celebrate. Her bedroom is a mess. Ben’s room is also a mess, but he thinks he is too young to tidy up. He wants his tea and to watch a DVD. He is not feeling very well. The mother has had a hard day at work, finishing later than she should. She gets home having done the food shopping for the weekend. The general expectation from the family is that she should prepare the meal as that is what normally happens. She would like someone else to cook for a change.

Ask the offender to try and imagine him/herself in each family member’s position and to think of **five** reasons for each person, as to why they should have their own way (mention that more than five reasons may be possible).

Depending on whether the offender is male or female be careful not to allow them to be more sympathetic with the family member of their own sex.

Try to ensure that each family member has the same number of legitimate reasons for having their own way.

Discourage inappropriate reasons e.g., ‘The mother should cook the meal because she is a woman.’

Ask the offender: ‘*Why do you think perspective-taking is important for you and your offending?*’ Elicit at least five examples from him/her.

Finish the session by praising the offender for being able to consider looking at things from other people’s perspectives.

The Victim Ripple

1. Most seriously
2. Affected
3. Less seriously affected



WORKSHOP FEEDBACK

We would like to know what you have to say about the training you've just finished so we can make improvements based on your feedback.

Tell us about you.

1. How old are you? Under 25 26 – 35 36 – 45 46 – 55 56 – 65 66+

2. Gender Male / Female

3. Race Identity

- Indian Caucasian
- Mexican African
- Asian Other Indigenous background
- Other background.....
- Chinese
- Other please specify.....

4. Name of participant _____

5. Did you enjoy the workshop?
Yes / Some of it / Not very much / Not at all

6. Did you understand the workshop?
Yes / Some of it / Not very much / Not at all

7. Was the workshop useful to you?
Very useful / Useful / Of little use / Not useful

8. How much did you learn?
A lot / Quite a lot / A little / Nothing

9. How likely is it that completing the workshop will help you reduce your Offending?
Very likely / Fairly likely / Fairly unlikely / Very unlikely

10. What are the most important things you have learned from the workshop?
.....
.....
.....

11. What, if anything would be the **one** thing you would change about the workbook?
.....
.....
.....

Thank you for taking the time to complete this form!