

Hurting People

A Victim Awareness Manual



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Developed by
JULIE DERKSEN
For The John Howard Society of Manitoba, Inc.

To order copies of this workbook, or others in the series, contact the
John Howard Society of Manitoba, Inc.
583 Ellice Avenue, Winnipeg, Manitoba, R3B 1Z7
Tel: (204) 775-1514 Fax: (204) 775-1670
Website: www.johnhoward.mb.ca
E-mail: office@johnhoward.mb.ca

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HURTING PEOPLE

A Victim Awareness Manual

HURTING PEOPLE was developed for the John Howard Society of Manitoba's Literacy Program. It contains twenty-four lessons dealing with victim awareness issues.

Each of the lessons is followed by an exercise designed to build literacy skills and to reinforce materials contained in the lesson.

This manual was developed to provide a basic understanding of victim awareness and related issues. While anyone can benefit from this book, it is especially suited to low-level readers.

Words that are underlined appear in the glossary at the back of this workbook.

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LESSON #1

What is Victim Awareness?

All of us have been a victim of a hurtful act at some time in our lives. Many times when we have been hurt by someone, we try to make ourselves feel better by hurting other people.

Each year many people have property that is stolen from them, or suffer from physical injuries because someone assaulted them. Many of these people are deeply upset about what has happened to them. They face many months, or years, of pain before their lives can go back to normal. This manual will assist in developing victim awareness.

Victim: A victim is a person who has been hurt by the words or actions of other people.

Victimizing Behaviour: Victimizing behaviour is using physical, verbal, or emotional force to hurt someone.

When we hurt or steal from someone we are using victimizing behaviour to get what we want. We use victimizing behaviour for a number of reasons which will be explained in this book. Once we understand **why** we are using victimizing behaviour we can begin to understand how hurtful this behaviour is to the victim.

Victim Awareness: Understanding victimizing behaviour, how it hurts people, and how it can be stopped.

EXERCISE #1

Answer the questions in the space provided.

1. Have you ever been a victim? When and how?

2. Have you ever used victimizing behaviour? When and how?

3. Why do you think victim awareness is important?

LESSON #2

Stages of Victimization

When people are hurt (victimized) there are three stages that they usually go through before they can feel good about themselves.

1. This Can't Be Happening to Me (Impact Stage):

This stage usually occurs during, or shortly after the crime has happened.

In it: a) The brain goes into shock and things seem like they're in slow motion.

b) There is confusion, denial, helplessness, and disbelief.

c) Victims cannot continue to perform their usual activities.

d) This can happen in a few minutes or a few hours.

2. Why Me? (Recoil Stage):

In this stage victims try to understand what happened. They learn how to resume their day to day activities.

In it: a) Victims feel like the crime was their fault.

b) Victims think about the event all the time.

c) Victims' feelings swing from happy to sad very quickly.

d) This stage may last days, months, years, forever.

It is important for us to understand how our actions may have very painful effects on victims that may last for a very long time.

3. Recovery:

In this stage victims try to start living again.

In it: a) Victims try to get their lives back on track.

b) They learn to trust people again.

Each victim goes through all of these three stages. Some victims heal very quickly, and other victims never find peace at all. It is also possible for victims to move between stages. They may feel fine for weeks, and then a memory can send them back to stage one.

EXERCISE #2

In the following examples, identify whether the victim was in the Impact Stage, the Recoil Stage, or Recovery.

A) Sally lives in fear. One month ago someone broke into her apartment when she was at a movie with a friend and stole her television and VCR. She feels like she could have stopped this from happening if only she had stayed home and not gone out that evening. She won't leave her apartment after dark because she's afraid that the person will come back. Family and friends of Sally don't know how they can help her. Sally is in the _____ stage of victimization.

B) John cannot believe this is happening to him. A young man has just put a knife to his throat and is demanding his wallet. John does not know what he should do. His attacker's face seems blurry and John is having a difficult time hearing what his attacker is saying to him. John is in the _____ stage of victimization.

C) Colin feels better than he has in months. A year ago someone stole his prized possession: a 1967 Mustang that he had carefully restored. The car was parked in his garage, so someone had obviously been watching it for some time. After the car was stolen Colin was deeply depressed. He would sit at home alone and he lost track of a number of his very close friends. Three months ago he realized that he couldn't let this destroy his life. He started seeing a doctor about his depression and called a number of old friends to see if they could get together again. Colin is in the _____ stage of victimization.

LESSON #3

Empathy

Empathy: Knowing and understanding the thoughts and feelings of other people.

Empathy is a very important part of being human. It allows us to like other people and for them to like us. A lack of empathy occurs when we do not realize, or care, that other people may be hurt by our actions. When we lack empathy we do not understand that a chain of-injuries-effect happens because of our hurtful actions.

Chain-of-Injuries-Effect: It is not just one person who is affected after victimization occurs. The hurt that victims feel make their relationships with family and friends more difficult. These other people are also victimized by the act.

The following examples show we lack empathy. These ways of thinking are wrong and should be changed:

We only think the action is harmful if there is physical injury.

We minimize the harm that results from the hurtful behaviour.

We do not stop to think about what other people think or feel.

We care only about ourselves.

We do not think about the needs of others.

When we display a lack of empathy we do not look past our own needs. This self-preoccupation (selfishness) makes victimizing behaviour seem acceptable to us. When we think this way, we do not realize the effect that our actions will have on the victim **and** on the family and friends of the victim.

EXERCISE #3**I. Read the following example and answer the question that follows it.**

Two weeks ago Bob got mugged on the street outside the office where he works. Someone came up to him and put a knife to his throat and demanded that Bob give him his wallet. After Bob gave him his wallet, the mugger ran off leaving Bob shaking on the sidewalk. Since then, Bob has been severely depressed. He feels like he should have made some move to stop the mugger. Bob feels like a failure. He refuses to talk about this with his wife and she is hurt and angry with the way he is acting. They have started to fight regularly. His two children know that something is wrong because their dad won't play with them anymore and their parents are often yelling at each other. Yesterday, the youngest daughter got sent home from school for pushing her friend into the dirt. Bob does not call his friends anymore and many of them have stopped phoning and are hurt by his behaviour.

In the space given on the next page, describe the Chain-Of-Injuries effect that you noticed in the example. (Who was affected by Bob's mugging and how were they affected?)

II. Circle true or false for the following questions:

1. Empathy means that you don't care about the thoughts and feelings of others.

TRUE

FALSE

2. An action can be harmful even if there is no physical injury.

TRUE

FALSE

3. People who lack empathy do not think about what other people need.

TRUE

FALSE

4. When a person is victimized it can affect their relationships with other people.

TRUE

FALSE

LESSON #4

The Golden Rule

There is an old saying that people used to believe was very important. They referred to it as the Golden Rule. This saying goes like this, "Do unto others as you would have done unto you". This means that you should treat other people in a manner (or way) that you would like to be treated.

This idea is very important to learn. To understand how a victim feels, you must try to put yourself in their position. How would you feel if you were held at gunpoint? How would you feel if your favourite possession was stolen? This is not an easy thing to do. It is hard to get your mind off your problems and concerns so that you can think about somebody else's problems. However, most victimizing behaviour occurs when you do not think about the other person.

All of us have been victims at one time or another. A good way to help you understand how your victims felt when you hurt them is to remember how you felt when you were victimized. If you remember the pain that you went through, you can understand the pain your victims felt.

The Golden Rule is what empathy is all about. To feel another persons' pain, and to take responsibility for that pain is very difficult to do. Just remember how you felt when you were victimized, and how you wish the other person took responsibility for your pain.

EXERCISE #4

In the following stories, describe how you would feel if that happened to you:

1. As Bob was watching TV one night, he realized he was out of cigarettes. He grabbed his coat and his wallet and walked out of his apartment to the corner store. Just as he was about one block from the store, a man came up behind him and knocked him over with a punch. Another guy pulled him up and held him from behind while his partner started hitting and kicking Bob. As Bob was crumpled on the ground, the two men went through his coat and took his wallet. In the wallet was Bob's home address and phone number. As the two guys ran off, Bob could barely find the strength to pull himself to the store to ask somebody to call for help.

How would you feel if you were Bob?

2. Jane and her boyfriend were fighting again. She hated when he got so angry. Today all she did was forget to fill the car with gas, so that when he drove to his friends' house after work, he ran out of gas. He came home really angry and started yelling and screaming at her. She figured it would be OK if that was all that he would do, but soon he started hitting her. She hoped that the kids upstairs couldn't hear them fight like this. She didn't want to scream when he hit her so that she would wake them. Soon, this fight would be over, and she would be OK. All she had to do was make it through the next few minutes.

How would you feel if you were Jane?

LESSON #5

Respecting Others

The Golden Rule that we talked about in the last lesson has another very important message. That rule also says that it is important to respect other people.

Respect: To recognize the value in other people and to treat people accordingly.

Every person is valuable. Everyone has a unique quality or gift that is a positive thing, and makes the world a better place. Every person has thoughts and feelings that must be taken into consideration.

To respect another person is to realize that other persons have the same feelings as you do, and that they have a right to be treated well by you. By respecting other people, we learn to look inside ourselves and realize that it is not other people's fault that we have problems; rather, it is something that we have to work through ourselves.

When we can look inside ourselves and understand why we hurt others, we can learn to respect other people and stop our victimizing behaviour.

EXERCISE #5

Answer the following questions in the space provided:

1. List two reasons why we should respect people:

1.
2.

2. Give two examples of how certain people you know are valuable and why you respect them:

1.
2.

LESSON #6

Feelings

Everybody has feelings. They are a very important part of us. Sometimes these feelings make us act in a bad way. Anger is a feeling that often makes us do foolish things which we regret later. This does not mean that anger is a bad feeling; it just means that we have to understand why we feel that way and how we should act in relation to our feelings. We must learn not to respond in a negative way to our feelings. Feelings are signals about our emotional state. If we feel angry it means that we did not like what was just said or done to make us feel that way.

It is very important to be able to know what you are feeling. When your neck gets hot and you feel like hitting somebody, you are angry. When you realize that you're angry you can think about what made you angry. Once you know what made you angry you can begin to manage the anger that you feel.

It is also important to choose appropriate behaviours to express the level of feeling that you are having. To be able to understand why you feel a certain way, helps you to choose the behaviour that you use to express your feelings. This will

make you less likely to use victimization behaviour to express yourself. Many different words can describe the same feeling. These are called "families of feelings".

Feeling Families: Feelings that are grouped together, where more than one word can describe a certain feeling.

For example: mad, annoyed, uptight, irritated, frustrated, and furious are all different types of anger feelings. So, the "feeling family" would be the anger family. The exercises in this section will focus on helping you identify your feelings.

EXERCISE #6

I. Read each of the sentences. Circle the word or words which would describe how you would feel. (You can add your own word as well):

1. Being ignored makes me feel
 - a. rejected
 - b. lonesome
 - c. angry
 - d. like leaving
 - e. _____

2. Figuring out something I was having trouble with makes me feel
 - a. happy
 - b. excited
 - c. satisfied
 - d. elated
 - e. _____

3. When I think I've done something silly, it makes me feel
 - a. worthless
 - b. dumb
 - c. angry
 - d. _____

4. Being teased makes me feel
 - a. happy
 - b. tense
 - c. sorry for myself
 - d. angry
 - e. _____

5. Knowing I did my best makes me feel
- a. happy
 - b. pleased
 - c. satisfied
 - d. powerful
 - e. _____

II. Think how each of the following feelings might be shown:

	HAPPINESS	ANGER	SADNESS
Words:			
Body Motions:			
Face Motions:			
Actions:			

LESSON #7

Self-Esteem and Self Respect

Self-Esteem: Our thoughts and feelings about ourselves (self-image).

People can have two kinds of self-esteem: high self-esteem, and low self-esteem. People who have high self-esteem feel good about themselves and they feel like they are worthwhile. People with low self-esteem feel badly about themselves and they feel like they are worthless people.

People who have high self-esteem:

Can say what they like or don't like about themselves.

Focus on what they can do.

Accept mistakes and learn from them.

Respect themselves and others.

Don't need or want to victimize others.

People who have low self-esteem:

Do not have confidence.

Focus on what they cannot do.

Blame others for mistakes.

Get mad at themselves.

May victimize or become victims.

High self-esteem makes people less likely to use victimizing behaviour to hurt someone. People who feel good about themselves can admit when they have made a mistake and take responsibility for their actions.

Increasing our self-esteem is something that we can learn and it can always be changed and improved upon.

EXERCISE #7**I. Circle true or false for the following questions:**

1. A person with high self-esteem would say, "I don't like anything about myself."

TRUE

FALSE

2. A person with low self-esteem would say, "I can't get a job because the employer doesn't take me seriously."

TRUE

FALSE

3. A person with high self-esteem would vandalize private property because "he doesn't care what anyone else thinks."

TRUE

FALSE

4. Accepting your mistakes and learning from them can increase your self-esteem.

TRUE

FALSE

5. Your self-esteem depends on what other people do or say to you.

TRUE

FALSE

* The exercise on this page might help you decide whether you have high or low self-esteem.

EXERCISE: SELF ESTEEM

Read each of the sentences. How often is the statement on the next page (page 30) true about you.

1. Circle 0 if your answer is **never**.
Circle 3 if your answer is **sometimes**.
Circle 5 if you are not **sure**.
Circle 7 if your answer is **most of the time**.
Circle 10 if your answer is **always**.
2. Write the number you circle on the line at the end of the row. If your answer is 5 to statement number one, then put a 5 on the line.
3. Add up the numbers in the total column and put this amount in the Grand Total box (at the bottom of the total column).
4. Mark the graph on page 31 to show your total, and darken the bar up to that point.

#	QUESTION	SCORE					TOTAL
1.	I look nice...	0	3	5	7	10	
2.	People like me...	0	3	5	7	10	
3.	I am helpful...	0	3	5	7	10	
4.	I do good work...	0	3	5	7	10	
5.	My parents are proud of me...	0	3	5	7	10	
6.	People like me to join their group...	0	3	5	7	10	
7.	I do the best I can with what I've got...	0	3	5	7	10	
8.	I am proud to be me...	0	3	5	7	10	
9.	I am comfortable meeting new	0	3	5	7	10	
10.	I accept responsibility for my actions...	0	3	5	7	10	
11.	I like and respect myself...	0	3	5	7	10	
12.	I learn from my mistakes...	0	3	5	7	10	
13.	I like the way I act...	0	3	5	7	10	
14.	I take advice to improve my work...	0	3	5	7	10	
15.	I choose friends who hope I do well...	0	3	5	7	10	
GRAND TOTAL							

Read the Graph:

150		- Excellent
140		
120		- Good
110		
90		- Fair
80		
60		- Poor
40		
20		

1. According to the graph how do you rate?

_____ Excellent

_____ Good

_____ Fair

_____ Poor

2. With that rating, how are you doing?

_____ I have a lot to work with

_____ I should do okay

_____ I may get by

_____ I have some work to do

LESSON #8

Attitudes

Attitude: Your state of mind (thoughts and feelings) as you face new days, people, or jobs.

Attitudes influence how much you will enjoy different experiences. Attitudes can affect how you will do new tasks and they can determine whether or not you will do a good job.

There are many ways you show your attitudes. You can show them through your words, actions, body language, and tone of voice. When you have a good attitude, you look forward to new things and use positive words. When you have a bad attitude, you dislike all new things and use negative words.

Attitudes are learned; therefore, they can be changed over time. If you learn to have a bad attitude, and it's not corrected, then it will stay with you for a long time. Even if you have a bad attitude about things, you can learn to look at things more positively. Many times you are not aware of how you express your attitudes. However, you can become aware of how you express your thoughts and feeling about things, and then learn to change your negative attitudes.

EXERCISE #8

Answer the following questions in the space provided:

1. Why do you think positive attitudes are helpful in daily living?

2. How do you show positive attitudes?

3. In what ways do you think your attitudes need to be changed or improved?

LESSON #9

Values

Values: Values are what a person believes is right or wrong.

Values are a person's belief system. A belief system is the set of ideas that a person holds to be true. Values help people make sense of the world in which they live. Values must always have a positive result, and they should not be destructive.

Destructive: Breaking down.

Values should not serve to break down the world in which a person lives. We follow our values when we decide what we should or should not do. It is important to have a value system that stops us from:

- a) hurting people.
- b) breaking the law.

Values should stop us from doing bad things. If values don't stop us from doing bad things, then we would believe victimizing behaviour is okay. Values are also learned. If a person learns values that say it is okay to hurt people, they would believe it is okay to hurt people. It is important to change those values, so that victimizing behaviour is not morally justified.

EXERCISE #9**I. State whether each of the following sentences is true or false.**

1. Destructive means "building up".

TRUE FALSE

2. It is important to have a value system that will stop a person from hurting people.

TRUE FALSE

3. People are born with values and they can never change.

TRUE FALSE

4. Values are what a person believes is right or wrong.

TRUE FALSE

5. A belief system is a set of ideas that a person holds to be true.

TRUE FALSE

LESSON #10

Thinking Errors and Victim Awareness

Thinking Errors: A style of thinking that makes hurtful behaviour seem acceptable. This causes people to put their own needs above those of others.

Thinking errors cause us to hurt other people. They make it easy for us to ignore the pain of other people. When we think wrongly, we will not be aware of how our actions are hurting others. Once we are aware of thinking errors, we come to understand how our actions hurt others. Thus they are not acceptable.

People can change the incorrect way they think. Thinking errors are learned through our life experiences and are not set in stone. The best way to change thinking errors is to know that every action taken, is the result of a choice made.

Here are some examples of thinking errors:

Not accepting authority.

Seeing kindness as a weakness.

Seeking instant gratification.

Believing we have a right to the property of others. The attitude: "The world owes me."

Seeking constant excitement.

We are totally responsible for our thoughts and behaviours. It is very important to recognize that thinking errors can stop us from accepting that our actions may hurt others. Hurting other people is never a responsible thing to do.

EXERCISE #10**I. Word Search: Find the words in the puzzle below.**

A	R	E	S	P	O	N	S	I	B	I	L	I	T	Y	M
X	N	R	P	S	E	N	B	G	S	I	T	W	H	T	V
Q	Z	R	G	H	L	O	W	P	S	C	Z	B	I	D	N
P	F	O	Y	S	I	I	B	K	S	D	E	E	N	P	Q
L	B	R	I	G	H	T	W	F	D	B	H	S	K	B	P
B	V	S	W	O	E	C	G	E	K	D	Q	K	I	B	N
O	C	W	H	I	G	A	C	I	H	P	A	I	N	B	M
P	J	G	T	W	O	D	K	L	C	S	M	B	G	P	Q
B	Z	P	L	W	J	B	C	E	W	Q	P	E	E	J	H
L	E	A	R	N	I	N	G	B	X	A	L	D	V	B	R
M	Q	P	E	L	A	S	H	I	E	G	A	U	P	E	B
F	Y	C	J	S	L	C	A	C	C	E	P	T	W	N	L
B	E	H	A	V	I	O	U	R	D	R	W	I	G	K	D
D	P	A	B	D	F	E	W	O	P	A	C	T	M	E	O
N	C	W	P	Q	E	I	W	O	H	U	R	T	I	N	G
Z	P	E	K	A	L	T	P	W	K	L	D	A	Y	E	W

Words:

RESPONSIBILITY

LEARNING

RIGHT

ATTITUDE

BEHAVIOUR

BELIEF

THINKING

PAIN

ACTION LIFE

HURTING

ERRORS

ACCEPT

II. Provide definitions of the following words, from a dictionary or your own experience:

1. Thinking Errors:

2. Responsibility:

3. Accept:

LESSON #11

Categories of Thinking Errors

There is not just one way of thinking that justifies hurting people. There are many different "thinking traps" that you can fall into. These traps cause you to use thinking errors and these "traps" allow you to justify your behaviour when you do something that hurts somebody else.

These are the seven types of thinking errors that will be talked about during the next seven lessons in this book:

- Power Dominance
- False View of Self
- Victim Stance
- Lack of Self Control
- Unreasonable Expectations
- Failure to Take Responsibility
- Failure to be Truthful

Being able to recognize the type of thinking error you are using is very helpful. It allows you to understand the logic that you are using to justify your actions.

EXERCISE #11

I. Look at the scrambled words on the left-hand side and match them to the unscrambled words on the right hand side.

rpewo nanimdoec	Self Control
pyahmte	Victim Stance
tiotsepacxen	Responsibility
lefs otnorlc	Empathy
cmitvi enacts	Expectations
siltyirpseionb	Power Dominance

II. In the following story state whether or not "Tom" was using thinking errors. How were you able to tell if he was using thinking errors?

Tom was very angry. He wouldn't be in this mess if it wasn't for his former boss. What a jerk. That guy fired him two weeks ago because he showed up late for work a couple of times. Tom got angry and decided to get back at his boss. All he did was break into the store and mess it up a bit. Then his former boss has the nerve to press charges. Now Tom may have to go to jail. He's angry and thinks that this whole problem is the fault of his mean-spirited employer.

Was Tom using thinking errors?

How could you tell if there were errors in his thinking?

LESSON #12

Power Dominance

Power Dominance: These are actions or words that allow you to feel bigger, tougher, smarter, more important or superior to others.

When you use power dominance, you try to manipulate people by making yourself seem bigger than you are. This allows you to try to control a situation where you are not getting what you want. When you use this thinking error, you judge how you feel about yourself by how often you win fights, arguments, or get away with things that you know are wrong.

There are many types of behaviours that fit into the thinking error of power dominance. Here are a few:

You act sneaky or use "charm" to take advantage of someone.

You build yourself up by putting others down.

In order not to lose, you change the facts in your mind.

You use anger to control, avoid, and scare people.

These behaviours make you feel like you are powerful and in control of your life. In reality, these behaviours show that you have very low self-esteem (Lesson

7). When you love to have power, you may use victimizing behaviour to control your victim. You are more concerned about your need to control than you are about the pain that this will cause the victim.

EXERCISE #12

I. List four ways a person can use power dominance to control people.

II. Look back to Lesson #7. What is self-esteem and how does it affect people who use power dominance as a thinking error in order to control people?

LESSON #13

False View of Self (False Pride)

Pride: Is having proper self-respect.

The view people have of themselves is not always correct. Sometimes in their minds they are better or more powerful than they really are. Sometimes they believe they are not as good as they really are.

People who think that they are better or more powerful than they really are will be more likely to victimize others than people with an accurate view of who they are.

People who have a false view of who they are:

Believe they are different from everyone else and that no one can understand them.

Do not see how they are like others.

Do not admit their limitations.

Are not self-critical but are quick to criticize others.

Believe they do not need help from anyone.

See people as objects to meet their needs or wants.

Fear dependence.

A false view of the self causes people to care about nobody but themselves . The victim becomes faceless and provides a means to making the offender seem greater in his own mind. This thinking error encourages victimizing behaviour.

LESSON #14

Victim Stance

The victim stance is a thinking error in which we refuse to take responsibility for our actions. We feel like we had very little choice in what we did. If we realize that the action was harmful, we blame others for forcing us to do what we did.

Some statements used in the victim stance include:

I blame others for my behaviour or situation.

I refuse to take responsibility for my choices.

I make excuses for my hurtful behaviour.

I feel sorry for myself.

I do not accept authority.

I say I am helpless and avoid "owning" the hurtful behaviour.

In this type of thinking, "responsibility" is a key word. When we think this way we honestly believe that we have no choice, and therefore we are not to blame for our victimizing behaviour. Victimized behaviour is a choice. Once we can understand that we are trying to avoid blame, we can understand the hurt that we have caused.

EXERCISE #14

Answer the following questions in the space provided:

1. What does the phrase "owning the behaviour" mean?

2. Give an example (like the examples given in Exercise 10) of a person who has the thinking error of "victim stance".

LESSON #15

Lack of Self-Control

Self-Control: Is the ability to control one's own emotions and actions.

Self-control is a very important quality that everyone must have. If we do not have self-control, we may over-react to things. This increases the chances that we will victimize other people.

Self-control is not a quality we are born with. It is something that we all have to learn. This learnt behaviour can be difficult, but it could lessen the chance of you wanting to hurt someone. It is difficult for us to admit that we have a hard time controlling ourselves. It is even harder for us to control impulses we would like to act on. To stop victimizing behaviour we must learn self-control.

When we cannot control ourselves we:

Get upset easily if things do not go exactly as we believe they should.

Believe everyone thinks and acts as we do.

Do not think beyond the present.

Believe that decisions are meant to benefit us and no-one else.

Blame others for the anger we feel.

Want to act the moment we think or feel something.

Act first and think later.

EXERCISE #15

Answer the following questions in the space provided below.

1. What are four characteristics of people who lack self-control.

1.
2.
3.
4.

2. Why is self-control important?

LESSON #16

Unrealistic Expectations

Unrealistic: Not real.

Expectations: What we believe will happen.

Unrealistic expectations are our ideas about what will happen to us that are not likely to happen.

When we have unrealistic expectations we think this way:

We do not think anyone should tell us what to do.

We believe that we are better than others.

We believe that we know all we need to know.

We fail to realize that work and practice make things happen.

We want to think that we have all the answers.

We want problem-free living.

We believe we should be rewarded for doing what is expected.

We believe that we can get something for nothing.

Unrealistic expectations can easily lead to victimizing behaviour. When we believe that we are always right and better than other people, we will not respect other people. This makes it easier to hurt other people without understanding the pain of the victims. Unrealistic expectations are learned ways of thinking. They can be changed through self-control and correct thinking patterns.

EXERCISE #16

I. Match the scrambled word on the right hand side with the unscrambled word on the left hand side.

citlisear

believes

tatnsoipxece

grounded

veiesleb

realistic

dnrgoued

expectations

II. Answer the question in the space provided.

Why do unrealistic expectations lead to victimizing behaviour?

LESSON #17

Failure to Take Responsibility

Responsibility: Accepting the results of our actions.

People who do not take responsibility for their actions like to divert the hurtful results of their actions away from themselves. People who do not take responsibility for their actions often don't realize that someone was hurt by their actions. They hurt people but do not realize that their behaviour was the cause of the hurt.

People who do not take responsibility for their actions react in these ways:

They fail to deal with things when they happen.

They have a "can't", "won't", "don't want to" attitude.

They do things any old way just to get them done.

They quit when they don't get their way.

They give up if a job looks hard.

They blame others for their lack of effort if they do not succeed.

They refuse to consider that others may be right.

They are afraid to be responsible for fear of failing or looking stupid.

They claim they don't know what is expected of them in order to avoid failure.

Responsibility is something that must be used in day to day life. Without responsibility people do not have to think about what they're doing, and why they're doing it. This type of thinking allows people to miss experiences that they would really enjoy but are too afraid to try.

EXERCISE #17

I. Circle true or false for each of the questions below.

1. Responsibility means that a person is not tied down to anything.

TRUE

FALSE

2. People who are not responsible refuse to consider or accept knowledge that others have.

TRUE

FALSE

3. Responsibility is necessary for a person to lead a full and happy life.

TRUE

FALSE

4. People who are responsible quit when they don't get their own way.

TRUE

FALSE

II. Write an example of a person who does not take responsibility for their actions. (Use the example given in Exercise #2 as a model)

LESSON #18

Failure to be Truthful

When we are not truthful, we have a difficult time being honest. Often, we don't believe that we are being hurtful when we do not tell the truth. We are thinking of the bad things that can happen to us if we tell the truth.

When we are not truthful, we feel it is okay to lie if it gives us what we want. Lying becomes a habit that is very difficult to break. When we don't tell the truth, we can victimize people in the following ways:

We feel good when we lie and get away with it.

We say we will do something when we do not intend to do it.

We say we are sorry just to get off easy.

We mislead people with what is said or not said.

We try to minimize our behaviour and make excuses for it.

We do not speak clearly in order to avoid being held responsible for our actions.

When we are not truthful, we are often not aware of the impact our lies and hurtful behaviour have upon others. We deny the fact that we are hurting people. Many times we do not want to talk about the hurtful things we have done.

EXERCISE #18

- I. List four reasons why people lie in order to not have to accept responsibility for their actions.**

1.	2.
3.	4.

- II. Describe a time when you have lied in order to avoid responsibility for something that you did.**

LESSON #19

Steps to Responsible Living

The previous eight lessons have talked about different types of thinking errors. These errors allow us to think that our victimizing behaviour is okay. These thinking errors must be corrected so that we can see how our actions hurt others, causing them emotional and physical pain.

Here are ten steps we can use to correct thinking errors.

1. I must admit to doing irresponsible acts without making them less serious or blaming others. I must begin to be honest.
2. I must accept responsibility for my acts without placing the blame onto family, friends or the victim.
3. I must see why I acted irresponsibly.
4. I must understand and accept the need for, and the purpose of, laws in this society.
5. I must accept that crimes break the law and hurt people.
6. I must accept the results of my irresponsible actions.

7. I must accept the full impact of my acts on the victims and learn to feel remorse for their hurt.
8. I must develop a plan for restitution that would help pay for the victim's pain.
9. I must make a commitment not to hurt anyone again and have a plan to support this choice.
10. I must commit to more responsible behaviour and have steps to reach these goals.

By following these ten steps, we can help lessen the pain of those people we have hurt. These steps also help us to understand how criminal thinking is improper when it minimizes criminal acts.

EXERCISE #19**I. Word Search. Find the words listed below in the puzzle.**

A	R	E	S	T	I	T	U	T	I	O	N	I	T	Y	M
X	N	X	E	L	B	I	S	N	O	P	S	E	R	T	V
Q	Z	P	G	H	L	F	W	P	S	C	Z	B	U	D	N
P	F	E	Y	S	I	A	B	K	W	H	S	L	S	P	S
L	B	C	G	A	H	L	W	K	D	B	H	S	T	X	S
B	V	T	W	O	E	S	G	H	K	D	Q	C	I	N	E
O	C	A	P	O	W	E	R	B	H	L	O	W	N	B	C
P	J	T	T	W	R	D	K	B	C	N	M	B	G	P	C
B	Z	I	L	C	O	M	M	I	T	M	E	N	T	J	U
P	B	O	R	G	I	D	T	R	X	A	L	K	V	B	S
M	Q	N	E	L	A	S	O	I	E	V	A	L	P	E	B
F	Y	S	J	S	V	L	B	Q	P	K	I	E	W	N	L
E	M	P	A	T	H	Y	U	R	D	R	W	C	G	K	D
D	P	A	B	D	K	I	W	O	P	A	C	B	T	E	O
N	C	W	P	Q	D	N	W	O	N	Z	P	E	B	I	W
Z	P	E	K	A	L	G	P	W	K	L	D	M	Y	E	M

POWER

TRUSTING

EMPATHY

RESPONSIBLE

FALSE

CONTROL

VICTIM

SUCCESS

EXPECTATIONS

LYING

RESTITUTION

COMMITMENT

II. Read the example and answer the question in the space provided.

1. Lisa's apartment was broken into one week ago. Her TV, VCR and stereo were stolen along with her grandfather's watch, which she had received when he died. Total dollar losses totalled \$2500. The watch wasn't worth much financially but it was very special to her.

In the space provided what to do you think would be fair restitution in order for Lisa to feel compensated?

LESSON #20

Government

In the past ten years there have been many new programs offered by the government to help victims of crime. The first Act was a federal government bill called "Justice for the Victims of Crime".

Federal Government: The body of elected leaders that make laws for the whole country of Canada (Members of Parliament in Ottawa).

Provincial Government: The body of elected leaders that make laws for their province (Members of the Legislative Assembly in Manitoba).

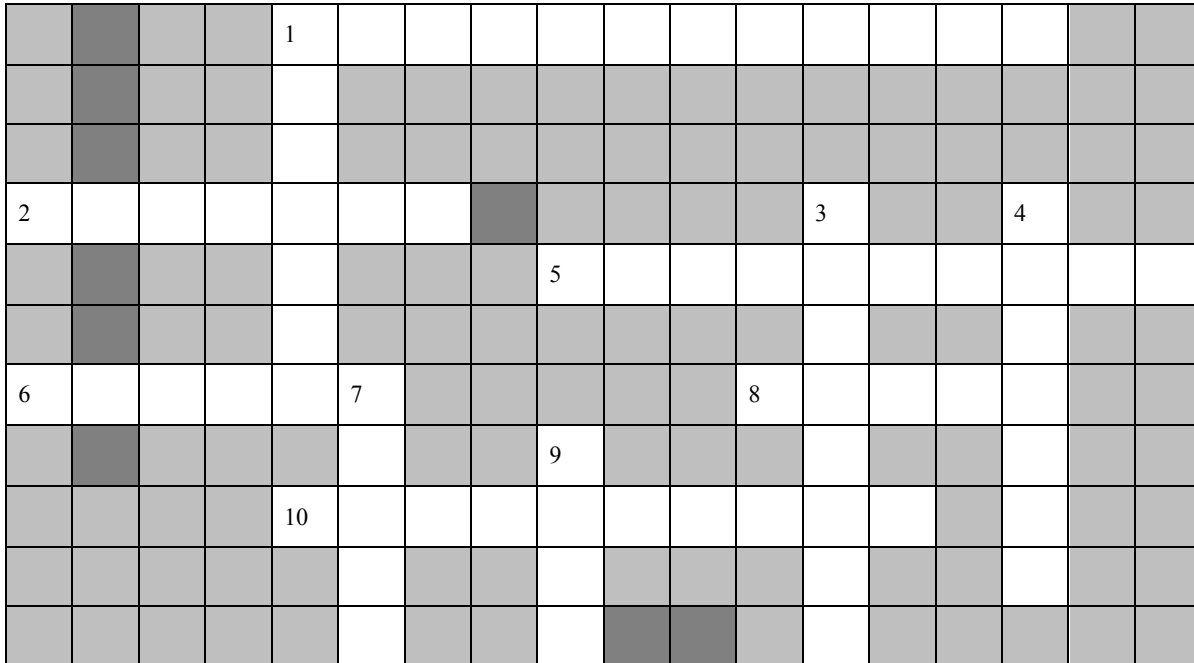
Jurisdiction: The areas (ie. education, health) in which a government is allowed to make laws.

In terms of justice issues, the federal government can pass laws in order to give a possible direction for provinces to take; justice is the jurisdiction of the provincial government.

Governments in all countries are trying to make the criminal justice process more understanding of victims; however, the way the system is currently set up, makes this almost impossible. The most important way that victims can feel better is to have a system where they can play an active role. An active role would mean being able to confront the offender, get restitution for their loss, and know what is happening with their case. Provincial governments fund different programs to address these issues.

EXERCISE #20

Complete the Crossword Puzzle:



Across:

1. The area in which a government is allowed to make laws.
2. Governments in each _____ are trying to provide more justice to victims.
5. Federal and Provincial _____ (s) have different jurisdictions.
6. Governments like to fund programs to address different _____.
8. To share the same opinion.
10. _____ governments have a legislative assembly.

Down:

1. Each province has a special department that deals with prisons and _____.
3. Governments provide funding for different _____ to deal with social issues.
4. The _____ government has a parliament.
7. Broke the camel's back.
9. When a _____ is passed it becomes a law.

LESSON #21

Recent Laws on Victims' Rights

The "Justice for Victims of Crime" Act did two major things. The first thing it did was to give the victim the right to get information. This means that victims have the right to know how their case is being handled. This could include information such as whether or not the offender is out on bail, what sentence the offender received, and how long the offender will be in jail before he is able to apply for parole. Before this, many victims felt that they were not kept aware of what was happening to the person who had hurt them.

The second thing this bill did was to get fair and sensitive treatment for victims. Often, victims were made to feel that police and lawyers thought it was their fault that they had been victimized.

The bill also had some other recommendations for the provinces. One recommendation was that a 12% tax be taken from the offender and put towards funding victims' assistance organizations. Another suggestion was to allow "victim impact statements" to be presented to courts at the time of sentencing. This means that at the time of sentencing, the victim would be able to give the judge a statement saying how the crime had affected them, and the judge could

take this statement into consideration when deciding on a sentence. Manitoba allows victim impact statements at the time of sentencing; however, thus far, Manitoba judges have not used them to influence their choice of a sentence length.

One new law in Canada was made in July 1995. This law says that the statute of limitations for sexual offenses no longer exists.

Statute of Limitations: The time period within which a person must lay charges in order for a court to recognize the charge as valid.

This means that if a person is sexually molested as a child and only realizes it twenty years later, he/she may still file a complaint against the offender. Victim rights are quickly gaining importance in today's political climate.

EXERCISE #21

- I. List four things that the "Justice for Victims of Crime Act" did for victims' rights.**

- II. Unscramble the words on the left hand side and match them to the words on the right hand side.**

dfenfore	sentencing
sneseviti	recommendations
dersnocinoiat	limitations
tcnegnisen	sensitivity
ttnsoiaiml	consideration
comermdnenatsio	offender

LESSON #22

Different Forms of Justice

Many people say that victims do not find proper restoration (see lesson #2) with the present legal system. This is because the victim is not involved in the legal process at all. The present system that we have in Canada is a *retributive* form of justice. In this system a crime is seen as an offence against the government, not the specific person who is hurt. This system also believes that the state should punish the offender, rather than helping the relationships between the victim and offender heal. Many people believe that the retributive justice system does not work. These people believe there should be other ways that victims can confront offenders and give the opportunity for offenders to make restitution for their actions. There are a number of ways this can be done.

Mediation: This is where the victim and the offender sit down with two trained mediators. Each side explains how they felt about what happened. Then the two parties discuss how the offender can repay the loss the victim experienced. This is written up in a contract and signed by both parties.

Family Group Conferencing: This is a system that is currently in place in New Zealand for young offenders. In this type of process, the offender and his/her family, the victim and their family, a community service worker, and a youth advocate work together to create an agreement of restitution. Because of this system, New Zealand has drastically cut the number of youth institutions in their country.

Programs such as the two mentioned above are not retributive (focussed on punishment). They try to do the best thing for both the offender and the victim. Victims play a very active role in these models, which gives them more control over the situation.

It is important to realize that victims of crime have many needs. Therefore, we need to work at stopping victimizing behaviour from happening, and helping the victims carry on with their lives as normal as possible.

EXERCISE #22

Answer the following questions in the spaces provided.

1. What is mediation and why is it good for victims?

2. What is Family Group Conferencing and why is it good for victims?

3. Which model helps the victim and the offender the most?

(Present system, Mediation or Family Group Conferencing)

LESSON #23

The Cycle of Victimization

Many times people who have been victimized at one point in their life, do not deal with the emotional pain that they felt after their victimization. If they do not learn how to come to terms with this hurt, they will be more likely to victimize other people. This is called the cycle of victimization.

The cycle of victimization shows how pain from a criminal act can be transmitted to other people in a cycle that never ends. When one person is victimized, and cannot come to terms with that event, he/she is more likely to victimize someone else, who in turn will be more likely to victimize another person. This cycle is self perpetuating; the pain never ends.

The only way that the pain of victimization can be healed without hurting other people is to learn how to deal with that pain in a constructive way. This can take the form of confronting the people who hurt you and ultimately forgiving those people.

It is important for people to come to terms with their feelings about their victimization so they can break the victimization cycle.

EXERCISE #23

Describe the Cycle of Victimization in the following situations:

1. When John was a child he was sexually abused by his uncle. This occurred over a period of 5 years, from when John was 4 until he was 9. As a result of this abuse, John was a very quiet child, who often acted afraid. As he grew older those close to him could see that he really loved children. John grew to be a man without ever telling anyone about the sexual abuse that he had endured. He never emotionally dealt with the pain of the abuse. When he was 25 years old, John began sexually abusing his 5 year old nephew.

2. Two years ago, Sarah was raped on her way home from work. She was very ashamed after she was raped, and never told anyone about it. She just wanted to forget that it had ever happened to her. However, she noticed that she has been very angry since then. She never used to have a problem with her temper, but since she was raped she has had a hard time controlling her temper. Last week, one of her daughters refused to stop singing at the supper table, and Sarah got up, grabbed her out of her chair, and slapped her very hard.

LESSON #24

Forgiveness

Forgiveness: To give up anger about an offense.

The only way that the cycle of victimization can be stopped is for forgiveness to happen. A victim must be able to forgive the offender before he/she can overcome what happened, and move on with his/her life. This will also help prevent the person from victimizing someone else.

What we must remember is that the need of a victim to forgive does not make the offender less responsible for the pain that they caused the victim. The victim did not choose to be a victim, however, after they have been victimized, the only way that they will ever be able to completely heal from the offense is to forgive the offender.

By forgiving the offender, the victim is saying that the offender does not have power over them anymore. The victim is empowered to take control of their own lives, even after being victimized by someone.

It is important for people to realize this if they have been victimized. If they have been, it is very important that they deal with their pain, and eventually

forgive the offender. If they do not heal, they may show other people their pain by victimizing other people.

EXERCISE #24

I. Answer the following questions in the space provided.

1. If the victim does not choose to forgive the offender, does it take away the offender's need to make restitution to the victim? Why or why not?

2. Think of a time when you were victimized. Have you been able to forgive the person who hurt you?

3. How has that affected you?

4. Are you able to put your victimization behind you, and go on with your life?

II. In a paragraph below write the most important thing that you have learned from this manual and why.

GLOSSARY

LESSON #2

OCCURS - happens. (Lunch occurs once a day.)

DENIAL - not accepting reality. (He is in denial that lunch occurs once a day.)

HELPLESSNESS - not being able to change a situation.

LESSON #3

MINIMIZE - to make it appear less serious.

SELF-PREOCCUPATION - selfishness. Thinking only of oneself.

LESSON #6

APPROPRIATE - the right action or word for the situation

LESSON #9

MORALLY JUSTIFIED - the beliefs that a person has tell him or her that it's okay to do something.

LESSON #11

LOGIC - a person's way of thinking and the steps of thought involved in reaching an idea.

LESSON #12

MANIPULATE - to make somebody do what you want them to do.

LESSON #13

ACCURATE - correct/realistic.

SELF-CRITICAL - to find weaknesses within oneself.

CRITICIZE - to find fault.

DEPENDENCE - needing to rely on another person. (She is dependent on her mother for money.)

LESSON #19

REMORSE - to feel bad about something that you've done.

LESSON #20

BILL - a law being considered by the government.

RESTITUTION - to pay back what was taken.

LESSON #21

RECOMMENDATIONS - suggested courses of action.

LESSON #22

CONFRONT - to challenge. (Tom confronted the guy who said he was a jerk.)

LESSON #23

TRANSMITTED - to pass on to somebody else. (John transmitted his cold to Jack).

PERPETUATING - when an act repeats itself.

CONSTRUCTIVE - in a good way. (He used his time constructively).

ULTIMATELY - in the end. (Ultimately school was a good thing for Carol).

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What do you think of this Workbook?

What is the title of this workbook?

Did you find this workbook useful? Yes__ No__ Why or why not?

Did you learn things that you wanted to know about? Yes__ No__

Example: _____

Do you think that you will use any of the ideas in your everyday life? Y__ N__

How: _____

Was the reading too easy__ just right__ or too difficult__?

Was the reading boring__ or interesting__?

I suggest: _____

Were the exercises too easy__ just right__ or too difficult__?

Were the exercises boring__ or interesting__?

I suggest: _____

Which other workbooks, if any, have you completed?

What other topics would you like to learn about in a workbook?

Do you think the workbooks are a good way to learn about these topics?

Yes__ No__

Do you think there are other ways to learn about these topics? Do you have any suggestions for us? _____

Thank you for taking the time to complete this form.

Please return the completed form to the John Howard Society instructor or send it to:

The John Howard Society, 583 Ellice Avenue, Winnipeg, MB, R3B 1Z7

Tel: (204) 775-1514 Fax: (204) 775-1670 e-mail: office@johnhoward.mb.ca