

# You are not alone

## Facilitator's Guide



New  Nouveau  
**Brunswick**  
Be...in this place • Être...ici on le peut

# You are not alone

## Facilitator's Guide



This pamphlet does not contain a complete statement of the law in this area and laws change from time to time. Anyone needing advice on his or her specific legal position should consult a lawyer.

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The video, ***You Are Not Alone: Being supported through difficult times***, is a dramatization of the ways Victim Services can assist youth victims.

The video can be viewed free online or a DVD can be ordered from Public Legal Education and Information Service of New Brunswick.

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## Using the Video and Guide

### Purpose of the Video and Discussion Guide

It's not unusual for victims of crime to have difficulty dealing with the fear and stress of facing an accused person in court. The video, ***You Are Not Alone: Being supported through difficult times***, is a dramatization of the ways Victim Services can assist youth victims dealing with the typical concerns youth have when they are expected to testify in court. The purpose of the video is to create awareness of these supports and services available to youth victims of crime. The Department of Public Safety, Victim Services can help youth understand the criminal justice system. They will work with youth to prepare them for the important role as a witness in court.

The purpose of this discussion guide is to provide a resource to help individuals who are unfamiliar with the criminal justice system explain the role of a young victim in the court process. The guide will provide plain language information and discussion questions on how to talk to youth about the role of a victim in the criminal justice system and the importance of having support throughout the court process.

The video can be viewed free online or a DVD can be ordered from Public Legal Education and Information Service of New Brunswick (PLEIS-NB) [www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca).

### Intended Audience

Although originally produced for use by Victim Services Coordinators providing support to youth victims, the video and print resources can be a tool for youth service providers who want to provide an overview of the court process and a better understanding of the impact of crime on young victims. This guide may be helpful for:

- teachers
- guidance counselors and school psychologists
- parents
- youth victims of crime
- youth serving agencies
- community organizations
- police and others in the criminal justice system
- crime prevention associations
- anyone interested in learning more about support services for youth victims

## How to use this Guide

In the video dramatization, Peter and Julie are both youth victims of crime. Although the crimes are very different, the youth victims and their parents have concerns and questions about what happens next and who can help if the youth have to go to court. The video touches on many issues which could provide a stimulus for further discussion about the criminal justice system.

The guide will help facilitators to engage the audience in follow-up discussion and to provide additional information about the support available to youth. The guide covers a number of topics, discussion questions and activities and directs the user to a wealth of resources.

This guide is not intended to be used as a single presentation or lesson plan. There are more discussion questions and topics than most presenters will have time to cover. Facilitators should review each topic and narrow the discussion to suit their needs.

Each topic contains an overview which will provide a brief explanation of the issues. The discussion questions are designed not to test the knowledge of the audience but to promote discussion around the court process and the impact of crime on young victims. The facilitator's notes which follow each discussion question are written so that they may be used as speaking notes; however, some facilitators may prefer to simply use them as reference material. The guide contains a number of activities and recommended resources for further learning. There are recommended activities for each topic, however, the facilitator should review all the activities and select the ones appropriate to the age and interest of the audience and the time available.

It is possible that some youth who watch the video may decide to disclose or report that they have been the victim of a crime. For some youth this will involve disclosing that they have been the victim of abuse. In New Brunswick, anyone who knows or suspects that a youth under the age of 16 has been the victim of abuse or neglect are legally obligated to notify Child Protection Services. Facilitators should be prepared to respond to a youth who is reporting abuse or other crimes. We have included tips for adults who are responding to a young person who is reporting abuse or other crime. See page 3 for tips.

Other companion pieces to this video include ***A Parent's Guide to Helping Youth Victims of Crime*** and a ***Tips for Teen Victims of Crime*** pamphlet. Additional resources which explain the criminal justice system and services for victims of crime are available from the Department of Public Safety, Victim Services and Public Legal Education and Information Service of New Brunswick (PLEIS-NB). These publications and videos can be viewed and ordered online at [www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca).

### **In preparing to present this video we recommend you take the following steps**

- preview the video
- read through this discussion guide
- select the topics and discussion questions you feel are appropriate for the interests and ages of your audience and the time available
- select the activities for further learning
- consider asking a victim services coordinator, police officer or lawyer as a guest speaker or co-facilitator
- review and order additional information and handouts from PLEIS-NB
- consult the websites and other resources recommended at the end of this guide to find additional information and activities specific to the interests of your audience

# You are not alone

## Facilitator's Guide

### Responding to Youth Disclosing Crime

The abuse or victimization of a child is a serious problem. Some youth may decide to talk about being the victim of a crime with an adult they trust. If this happens, it is important to:

- Stay calm
- Listen carefully
- Do not act shocked or upset
- Do not blame or be judgmental

#### Be sure to tell the youth:

- You believe him or her
- He or she did the right thing in telling you
- He or she is not to blame for what happened
- You must tell someone if the crime involves abuse or neglect.



#### DO NOT

- probe for details
- promise the parents will understand
- make promises you cannot keep
- say you will not tell anybody

#### DO

- report the disclosure or suspicions of abuse immediately to **Child Protection Services (1-888-992-2873)** if the victim is under 16 years old
- offer your support
- refer the youth to other helpful services such as **Kids Help Phone 1-800-688-6868**

*For more information on the duty to report suspicions of abuse and neglect please refer to the PLEIS-NB publication.*

***Child Abuse – Recognize it, Report it, Prevent it!***

# Before Viewing the Video

## Overview

The purpose of this section is to open discussion on what it means to be a victim of crime. If you feel the youth in your audience may be unfamiliar with each other or otherwise uncomfortable consider opening the discussion with some ice breaker activities.

Most youth will never have to go to court to testify as the victim of a crime. Unfortunately, those youth are victims of crime may be required to go to court to talk about what has happened to them or to testify as the witness to a crime. For many young victims this will be the first time they have been to court.

## Discussion Questions

### ***What does it mean to be a victim of crime?***

#### **Facilitator's Notes**

A victim is someone who has been personally affected by a crime. They may have suffered physical or emotional harm or they may have had something damaged or stolen from them.

### ***What does it mean to be a victim of crime?***

#### **Facilitator's Notes**

Most people know that a victim tells the police what happened and many people know that the victim may be asked to talk about what happened in court. But what happens in the time between when the crime occurred and when the time comes to go to court? What happens if the person accused of a crime is found guilty?

The video ***You are not alone: Be supported through difficult times*** depicts the typical concerns youth have when they are expected to testify in court. It shows the support services available to help youth cope with the stress and anxiety of going to court.

## Suggested Activities and Presentation Tips

You Are Not Alone Quiz (page 17)

If the class or members of the discussion group are not familiar with one another consider using 'ice-breakers' or other introductory activities appropriate to the audience.

If it is appropriate to do so, consider letting the audience know upfront that you, or someone else, will be available to discuss these issues privately if there are additional questions or concerns.

## Reporting Crime to the Police

### Overview

The purpose of this topic is to provide information and discussion on the fears and concerns youth victims have about reporting crime to the police. The police rely on information from victims and witnesses to help them protect our communities and to get the information they need to find out who is responsible for the crime. Going to the police station can be intimidating, especially if a youth does not know what to expect. It can help to have a parent or someone else with the victim when he/she is talking to the police.

It is important that youth understand what happens when a crime is reported and the role of a victim in court. Reporting a crime to the police can lead to someone being accused of a crime.

### Discussion Questions

***Julie did not immediately tell her mother about what happened during the driving lesson. What are some of the reasons youth may not want to tell family or friends that they have been the victim of a crime? (i.e. shame, blame, fear, etc.)***

### Facilitator's Notes

If you are the victim of a crime, consider talking to your parents. Even if you feel embarrassed or responsible for what has happened, you should talk to your parents or another adult you trust. Family and friends can play an important role in helping you find answers and deal with the impact of the crime. For example, you can have a parent or other adult with you for support while you are talking to the police.

### ***Why is it important that victims and witnesses report crime to the police?***

### Facilitator's Notes

Victims and witnesses should contact the police as soon as possible. The information you provide may be very important to the police investigation and may help prevent others from becoming victims of crime. If you find it easier to speak to the police without your parents in the room, you can ask to speak to the police privately. Some police departments have staff members who have training to provide support to victims while they are reporting a crime.

The police will ask the victim a lot of questions to help them determine who is responsible. They may want to record the victim giving their answers. They must have enough proof to accuse someone of a crime. This does not mean the police believes the victim is lying or do not believe you have been a victim.

It is possible that no one will be charged with the crime. The police may not be able to identify the person who committed the crime or there may not be enough evidence to prove who is responsible for the crime.



***Just before Julie and her mother enter the police station, Julie has second thoughts about talking to the police. What are some of the reasons a victim may not want to talk to the police?***

**Facilitator's Notes**

While it is true that reporting crime to the police can help solve a crime or to protect others from being victims of crime, not everyone is willing or able to report crime.

Some people are concerned about their own safety. If you are worried about your safety, talk to the police. Tell the police right away if you are being threatened because you reported a crime. There are ways the police and the court can help keep you safe.

***Why do you think some victims of crime feel embarrassed?***

**Facilitator's Notes**

Julie mentions that she “doesn’t want the whole world to know”. Victims may think that if they report a crime it will be in the news. This is not true, the court protects the identity of young victims and the media is not allowed to use the victim’s name or any information that would identify the person.

It can be embarrassing to talk about some crimes, particularly sexual assault. Some victims may blame themselves for not doing more at the time of the assault or for putting themselves in a risky situation. While the police may have to ask personal questions, they are not judging. They are trying to get as much information as possible about the incident. Even if charges are laid against an accused person, the media must protect a young victim’s identity. The media is not allowed to use your name or any other information that could easily identify you.

In some situations, a victim may be asked to see a doctor, give the police his/her clothing or have photos taken of the injuries. Police, doctors and nurses generally have training and policies to make this as easy as possible for the victim. Not all victims are emotionally ready to take these steps. If you are a victim, no one will force you to give this type of evidence and the police will not blame victims if they choose to say no.

While it may be difficult to talk to the police, without the information you provide there may not be enough evidence to charge someone with the crime. It is important to know that once the criminal justice process begins, it may not be possible for the police to drop the charges even if you have changed your mind about testifying in court.

## **Suggested Activities and Presentation Tips**

Emotional Rollercoaster Activity (page 16)

Court Reporter Activity (page 15)

Identifying Support for Youth Victims in your Community Activity (page 19)

Consider asking an out-of-uniform police officer to participate in this discussion.

Review the section of this guide on responding to youth who are reporting crime.

## Being Supported

### Overview

The purpose of this topic is to engage youth in discussion about the impact of crime on a victim's emotional and mental health and the importance of being supported through the court process. Being supported through the criminal justice process is important. A victim may be dealing with many different emotions and may have questions about the case and the court process.

### Discussion Questions

***Julie describes her mother's reaction when she first tells her about the incident; she says that her mother was "really quiet, like she was thinking". What might her mother be thinking about?***

#### Facilitator's Notes

It can be especially challenging for a parent to provide support if they are dealing with their own trauma or fears as a victim or a witness to the crime. Parents may have to seek counselling or other services to help them deal with the impact the crime has had on their family.

***Julie and Peter are supported by their parents. Why is it important that they also have support from Victim Services?***

#### Facilitator's Notes

Family and friends can be supportive, but they may not have the training to help you deal with the trauma of being a victim or to answer your questions about going to court. Victim Services has trained staff to assist youth victims. They can explain the criminal justice system and can help address the typical concerns people have when they are expected to testify in court.

The Department of Public Safety, Victim Services provides assistance to people who have been a victim of crime and have reported the crime to the police.

Victim Services can help youth deal with the stress of going to court in many ways.

***What are some of the ways the Victim Services Coordinator can help victims like Peter and Julie?***

#### Facilitator's Notes

A Victim Services Coordinator can:

- explain the court process, who will be in the courtroom, and your role as a victim
- provide information on the status of the case
- provide trained staff or volunteers to be with you during the trial
- explain why the court found the accused person guilty or not guilty
- provide information on Victim Impact Statements and how they may be presented at a sentencing hearing
- arrange counselling and refer you to other services

### ***What do you think Julie's mother and Jane discussed in the meeting they had without Julie?***

#### **Facilitator's Notes**

The Victim Services Coordinator will meet with the victim and their parents to discuss the concerns and the support options available. The Coordinator may also want to meet with the parents without the victim to talk about the victim's specific needs. In some circumstances, you may be more comfortable discussing your concerns with someone other than your family and friends. A Victim Services can cover the cost of some counselling and a Coordinator can arrange for counselling if a victim is having a difficult time dealing with the crime or is concerned about speaking in the courtroom.

### ***Julie talks about the counselling she received. What are some of the emotions or concerns a counselor could help a victim of crime deal with?***

#### **Facilitator's Notes**

People cope with the stress and trauma of victimization in different ways. Victim Services can arrange for a limited amount of trauma counselling to help emotionally prepare a victim for court. A victim should not feel pressured or forced into counselling. The Victim Services Coordinator will ask for a parent's consent before making a referral for a youth victim. In some circumstances, it may be possible for Victim Services to make a referral without the consent of a parent.

### ***In the video, Peter and Julie both receive help from the New Brunswick Department of Public Safety, Victim Services. Peter was referred by the police and Julie hears about the services from a friend. If you or someone you know was the victim of a crime where would you look for help?***

#### **Facilitator's Notes**

There are programs and services, in addition to those available from Victim Services or the police, where youth can turn for help. See page 24 for recommended resources.

- Youth may have access to support and counselling through their school.
- Religious communities often have support programs.
- Doctors and hospitals can often refer people to support in your community.
- Crisis lines such as CHIMO or Kids Help Phone

## **Suggested Activities and Presentation Tips**

You Are Not Alone Quiz (page 17)

Identifying Support for Youth Victims of Crime in Your Community (page 19)

Consider inviting a Victim Services Coordinator to answer questions about going to court and to discuss the support options available through Victim Services.

## Being Prepared for Court

### Overview

The purpose of this topic is to make youth aware of the role of a victim in the court process. Having information about the court process can make it easier for victims to talk about the crime. The Victim Services Coordinator, Crown Prosecutor and, in some cases a counselor, can help victims prepare for court. These professionals can address the fears or concerns about what will happen in the courtroom and work with the family to ensure the victim has the information and support they need.

### Discussion Questions

***What does it mean to be a victim or witness in court?***

#### Facilitator's Notes

In many cases, being a victim does not involve any action or input from the victim, it is something that happens to him/her. However, once a crime has been reported the victim may have an active role in the criminal justice process. This includes going to court to talk about what happened and the impact of the crime.

A victim can agree to be a witness or the court can order someone to be a witness. A subpoena is a legal document that says you must testify. The document will state the date and time you must be in court and the location of the courtroom. It will also indicate who has asked for the subpoena.

***In the video we see Peter being sworn in by a Sheriff in the courtroom. What does it mean to be 'under oath'?***

#### Facilitator's Notes

The information a witness provides is considered evidence. A witness must swear to tell the truth before he/she can give evidence. The witness may swear on a Bible or 'solemnly declare' to tell the truth. By being 'sworn in' the witnesses are confirming that they understand that they are expected to tell the truth. Lying, or not telling the whole truth, when you are under oath is called perjury and it is a serious crime. A person who commits perjury could spend up to 14 years in prison.

***Why did the Crown Prosecutor want to meet with Julie before the trial?***

#### Facilitator's Notes

The Crown Prosecutor is the lawyer who will tell the judge why the accused person should be found guilty. There can be long delays between the crime and the trial. The Crown Prosecutor may want to meet with the victim before the trial to review the statements the victim gave to the police at the time of the incident or when the crime was reported. This review can help the victim remember details that may have been forgotten.

### ***Why might a victim be concerned about facing the accused person in court?***

#### **Facilitator's Notes**

Going to court can be emotional or stressful and could further traumatize vulnerable victims like Julie. The Victim Services Coordinator explains to Julie some of the protections that are in place to make it easier for youth victims to testify in court.

### ***What are some of the options explained by Jane to make it easier for a young person to tell the court what happened?***

### ***How would these tools make it easier for the young person to speak to the courtroom?***

#### **Facilitator's Notes**

The following is a list of some of the tools and resources the court may use to make testifying easier for vulnerable victims:

**A screen:** a barrier that is placed in front of the victim to block the view of the courtroom. Although the victim can only see the judge, the people in the courtroom can see the victim.

**Closed-Circuit TV:** video equipment that allows two-way communication, both visual and audio, between a victim who is testifying from a special room outside the courtroom and the people in the courtroom.

**Publication Ban:** Julie tells her mother that she “doesn’t want the whole world to know” about what happened to her. Jane explains that the court will automatically issue a publication ban to protect witnesses less than 18 years of age. A publication ban will prevent the media from using any information that could identify a victim or witness.

**Support Person:** A court support person can accompany youth victims to court to help them feel comfortable and safe. This person may be a family member or friend, or a trained Victim Services staff member / volunteer.

### ***The Victim Services Coordinator and Julie’s mother decide it may not be the best to have her mother act as a support person for Julie in court. Why do you think they came to that decision?***

#### **Facilitator's Notes**

Some victims find it easier to speak about the crime if they have someone beside them. This person could be a Victim Services Coordinator, trained volunteer, friend or family member approved by the court to sit with the victim. In some circumstances parents or family members may be too affected by the crime to be effective as a support person in the courtroom. In other situations, particularly cases involving sexual assaults, a young victim may feel more comfortable speaking about the details of the incident without his/her parents in the courtroom.

## **Suggested Activities and Presentation Tips**

Court Reporter Activity (page 15)

You Are Not Alone Quiz (page 17)

Check the Resources section of this guide for more information on the support available to vulnerable victims and being a witness. (page 24)

Consider inviting a Crown Prosecutor to talk about the role of the victim in the court process.

## Going to Court

### Overview

The purpose of this topic is to review what happens when a victim goes to court to testify. For many victims, the day of their testimony is the first time they have attended a court proceeding. The Victim Services Coordinator may be able to arrange for a tour ahead of time and can explain the courtroom protocol and answer questions about what will happen in court.

### Discussion Questions

***What are some of the tips the youth in the video receive from the Victim Services Coordinator about going to court?***

#### Facilitator's Notes

The following are some tips a Victim Services Coordinator may share with someone going to court for the first time.

- Stand up when the Judge comes into the courtroom; everyone must stand until the Judge sits down.
- Stand up when you are addressing the Court or when the Judge is talking to you.
- Be polite and respectful. In Provincial Court, call the Judge "Your Honour". In the Court of Queen's Bench, call the Judge "Madam Justice" or "Mr. Justice".
- Dress appropriately; court is a serious occasion. Do not wear a hat in the courtroom.
- Speak clearly, and only when it is your turn to talk.
- Do not bring food, drinks or gum into the courtroom.
- Turn off your cell phone and music player when you go into the courtroom.

***There are protocols and rules that apply in the courtroom. What are some of the protocols or rules you noticed in the video? (i.e. - standing up when speaking to the judge, court robes)  
Do you think it is important to have strict rules in the courtroom?***

#### Facilitator's Notes

There are a number of rules you have to follow in a courtroom. While the rules do sometimes change, the reasons for having the rules remain the same:

- to ensure everyone understands the seriousness and importance of the court process
- to ensure the process is fair and the same for everyone
- to ensure that everyone is treated with consideration and respect
- to ensure that all parties have the opportunity to present evidence
- to ensure the safety of everyone in the courtroom

### Suggested Activities and Presentation Tips

Court Reporter Activity (page 15)

You Are Not Alone Word Search (page 23)

Consider replaying the courtroom scenes. Identify the different protocols and discuss what purpose they may serve.

Consider asking a lawyer or judge to talk about what happens in the courtroom and why.

# Victim Impact Statements

## Overview

The purpose of this topic is to discuss the importance of Victim Impact Statements and how they might be helpful for the court and the victims of crime. Victim Impact Statements provide an opportunity for the victim to tell the Judge the ways in which the crime has changed the victim's life emotionally, physically or financially. The Judge can consider these factors when is making decisions about sentencing.

## Discussion Questions

***Peter was given the opportunity to write a Victim Impact Statement. What are some of the things he may have wanted the Judge to know about the physical injury, emotional impact and financial impact of the crime?***

## Facilitator's Notes

If the accused person is convicted of the offence, the court will schedule a sentencing hearing to determine the appropriate sentence for the crime. The people who have been the victims of the crime are given the opportunity to tell the Judge how the crime has affected them in a written document called a Victim Impact Statement. Victim Impact Statements are completely voluntary. The Victim Services Coordinator will give the victim, and in some cases their parents, instructions on how to complete the forms. The Coordinator can explain what information the Judge will consider when making a decision on the sentence. Victims must decide if they want to write a Victim Impact Statement and whether they want to read it aloud in court.

***Why do you think Peter chose to read his Victim Impact Statement aloud in the courtroom?***

## Facilitator's Notes

Victims have the option to read their statement in the courtroom. It is the victim's choice. Some victims find this to be a helpful part of the healing process and want to speak to the Judge about the harm the crime has caused them. Other victims or family members may find it too difficult, or unnecessary, to read the statement and are satisfied having the written statement submitted to the Court by the Crown Prosecutor.

## Suggested Activities and Presentation Tips

Victim Impact Statements Activity (page 21)

Check the Resources section of this guide for more information on Victim Impact Statements.



## On-going Support from Victim Services

### Overview

The purpose of this topic is to explain the on-going support that is available for victims of crime. Victim Services will arrange for a follow-up meeting after the trial. The Victim Services Coordinator can review what happened in the courtroom. Once a verdict is reached, the Coordinator can help explain the reasons given for the Court's decision or arrange for a meeting with the Crown Prosecutor to discuss any questions the victim or parents may have.

### Discussion Questions

***Julie was upset to by the fact the court found her uncle “not guilty”. What might she be feeling?***

***Why do you think the Judge did not find Julie's uncle guilty of the crime?***

### Facilitator's Notes

Parents and victims may feel disappointed with the outcome of the case. Even if the person accused is convicted of the offence, the victim may be unhappy with the sentence the offender received. Unfortunately, a court's finding of guilty or not guilty is not always the end of the court process. In some cases, there might be appeals and possibly even a new trial. The Crown or the Defendant may want to have the judge's decision reviewed at a higher level of court. In some circumstances, the Victim Services Coordinator may arrange for additional counselling or services to help victims deal with the trauma of court and the outcome of the case. A finding of not guilty does not necessarily mean the Judge did not believe the victim; there may not have been enough evidence to convict the accused.





***Peter explains that the Victim Services Coordinator helped his parents register for a notification when the offender would be released. If you were the victim of a crime would you want to receive notices about the person who is convicted of the crime? Why or why not?***

#### **Facilitator's Notes**

If the offender is found guilty and sentenced to jail for less than two years, the victim's parents can register with Victim Services to receive notices and information, including information on when the offender will be released. If the offender is sentenced to custody for a period of two years or longer, the parents can register with the National Parole Board or Correctional Services of Canada for information. The Victim Services Coordinator can explain how to register and what types of updates you'll receive.

When you register for updates you will be notified about upcoming Parole Board and Review Board hearings. At Parole Board Hearings you have the right to submit and present the Victim Impact Statement you previously submitted or an updated statement. Funding is available to help victims and their support person attend Parole Board Hearings.

***Julie says that she thought that reporting the crime and going to court was the right thing to do even though her uncle was not convicted. Why do you think she feels that way?***

#### **Facilitator's Notes**

Even when the accused person is not found guilty some victims feel better having brought the issue to the police and getting the opportunity to talk about their experiences in court. For other victims, even if the accused person is convicted, they find the court process stressful and difficult.

In Julie's case, making the decision to talk to her mother means that she will not be left alone with her uncle again. There may not have been enough evidence to prove the crime in court but Julie did have the opportunity to talk about what happened and to receive support and counselling before and after the trial to deal with the trauma she suffered as a result of the incident.

## **Suggested Activities and Presentation Tips**

Emotional Rollercoaster Activity (page 16)

You are not alone Word Search (page 23)

# You are not alone

## Activity - Court Reporter

### Facilitator's Notes

Youth may have concerns about having personal information published in the media. Provide the audience with the following instructions and article. The example below shows how the media can provide information without disclosing the identity of the victim.

As the editor of the local newspaper, you have to make sure that no information that could identify the victim is printed in the newspaper. Rewrite the following newspaper article in a way that tells the public as much as possible about the crime but removes any information that could possibly identify Julie. This includes names, specific addresses, or the relationship between the victim and the accused person.

November 15

John Smith of 123 Main Street, Smalltown New Brunswick has been charged with sexual assault. The charges arose from an incident involving Mr. Smith and his niece Julie Little, a 16 year old who lives at 123 King Street, Smalltown, New Brunswick. The incident is alleged to have occurred when Mr. Smith was giving Julie driving lessons after school on the 1st of November. Charges have been laid and a hearing date has been set for the 17th of January 2009.

### **Example:**

November 15

A Smalltown man has been charged with sexual assault. The charges arose from an incident involving the man's 16 year old niece. The assault is alleged to have occurred during a driving lesson. Charges have been laid and a hearing date has been set for the 17th of January. To protect the identity of the victim, the name of the man cannot be released.

# You are not alone

## Activity - Emotional Rollercoasters

### **Peter's Emotional Rollercoaster**

Peter speaks about the effect the crime had on him and his parents when he is talking about Victim Impact Statements. What emotions or concerns do you think they experienced from the time of the accident to the sentencing hearing?

Create a timeline of events starting with the accident and ending with the offender being released from jail. List the emotions each person may be feeling at every step along the way. Make your timeline as detailed as possible, it may include items not seen in the video such as physiotherapy, returning to school, or receiving updates on the offender.

*Example:*

<b>Timeline</b>	<b>The accident</b>	<b>Talking to the Police</b>	<b>Recovering at home</b>	<b>Meeting with Victim Services</b>
Peter's emotions	Scared, pain, confused			
Parent's emotions	Shocked, worried			

### **Julie's Emotional Rollercoaster**

Create a timeline for Julie's story starting with her leaving for her driving lesson and ending with her sending the card to Jane. List the emotions Julie and her mother may be feeling at each step along the way.

### **Support Services**

When someone has been the victim of a crime that person may need a great deal of help, services and support. Using the timeline you have created for Peter or Julie's story, add another row and list the services or support available to these families. Try to include support people or programs that may not have been shown in the video. Ex. – guidance counselor/school psychologist, religious community support.

### **Rollercoaster Graph**

Using the timeline created for Julie or Peter create a graph showing the emotional ups and downs on a scale of 1 (very bad) to 10 (very good). For example, Julie's excitement about her first driving lesson may rate as a 10 on the graph.

# You are not alone

## Activity - Quiz

The following quiz can be photocopied for use with your audience. The correct answers are:

1. F The subpoena is delivered by the police.
2. T Youth are considered vulnerable victims and the Crown Prosecutor may ask the court to allow a support person to accompany the youth when they are testifying in court.
3. T Victim Services can make arrangements for counselling to help victims deal with the trauma of the crime and the court process.
4. T Victims may choose to register for updates when an offender is incarcerated.
5. F Victim Impact Statements are voluntary.
6. T Youth are considered vulnerable victims and have the right to have their identity protected.
7. F The Victim Services Coordinator may arrange for a tour of the courtroom to help the victim prepare for the trial.
8. T Court dates are often delayed or changed to accommodate either the prosecution or the defense.
9. T Standing when the Judge enters the room is a rule of the courtroom. It is a sign of respect.
10. F A Victim Impact Statement will only be submitted to the court if the person accused is convicted of the crime.
11. F Victims must be able to hear and understand the questions being asked so they can provide a truthful answer.
12. F The Crown Prosecutor presents the evidence that the accused person committed the crime; however, the Crown Prosecutor is not the lawyer for the accused, they are the lawyer for the government.

# You are not alone

## Activity - Quiz

Answer the following questions with TRUE or FALSE:

1. The Victim Services Coordinator will deliver a subpoena.
2. Youth victims may have someone with them when they testify.
3. Victim Services can refer a victim to counselling.
4. It is possible for a victim to receive updates on an offender who goes to jail.
5. All victims are required to write a Victim Impact Statement.
6. A publication ban on the victim's identity will always be ordered by the court for victims under 18 years old.
7. The victim is not allowed in the courtroom before the day of the trial.
8. A court date can be delayed or changed.
9. You must stand up when the judge walks into the courtroom.
10. The victim can read the Victim Impact Statement in court even if the person accused was found not guilty.
11. Victims must listen carefully to the questions asked in court because they will not be repeated.
12. The Crown Prosecutor is the lawyer for the accused.

# You are not alone

## Activity - Identifying Support for Youth Victims in your Community

Think about what programs or services are available in your community to provide support to youth who have been the victim of a crime. Identify the support and where someone could turn for more information to get help.

### ***Police-based services***

Services provided:

Contact Information:

### ***Schools and guidance counsellors***

Services provided:

Contact Information:

### ***Mental Health Agencies***

Services provided:

Contact Information:

Services provided:

Contact Information:

### ***Telephone Support Services for Youth***

**Kids Help Phone**

**1-800-668-6868**

[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**CHIMO Helpline**

**1-800-667-5005**

[www.chimohelpline.ca](http://www.chimohelpline.ca) - for New Brunswick residents

Services provided:

Contact Information:

# You are not alone

Activity - Identifying Support for Youth Victims in your Community

## ***Religious Community***

Services provided:

Contact Information:

## ***Sexual Assault Crisis Agencies***

Services provided:

Contact Information:

## ***Schools***

Services provided:

Contact Information:

## ***Online Resources***

**New Brunswick Department of Public Safety, Victim Services**

[www.gnb.ca/publicsafety](http://www.gnb.ca/publicsafety)

**Public Legal Education and Information Services of New Brunswick**

[www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca)

Services provided:

Contact Information:

Services provided:

Contact Information:

Services provided:

Contact Information:

# You are not alone

## Activity - Victim Impact Statement Activity

### ***Write a Victim Impact Statement***

A Victim Impact Statement allows the Judge to hear what impact the crime has had on the lives of the victims. The Judge will consider this information when the court makes a decision about the sentence a person found guilty will receive.

### ***Julie's Victim Impact Statement***

In Julie's case, her uncle was found not guilty because there was not enough evidence to convict him of the offence. Because there was no sentencing hearing, Julie and her mother did not have the opportunity to tell the Court how the crime affected them.

Taking on the role of Julie or her mother, imagine that Julie's uncle was found guilty. Write a Victim Impact Statement to explain how the crime makes you feel and how it changed your life.

### ***Peter's Victim Impact Statement***

We hear only part of what Peter has written as his Victim Impact Statement. Taking on the role of Peter, or his parents, write a Victim Impact Statement.

### ***Information for victims writing a Victim Impact Statement***

A Victim Impact Statement describes the harm done to, or loss suffered by, a victim of a criminal offence. It summarizes the physical, emotional and financial effects of the crime.

#### **A statement should:**

- Be truthful and accurate.
- Give details of physical or emotional injury, treatment received or required, and financial loss directly related to the crime.
- Include receipts or estimates of loss if available.

#### **A statement must not:**

- Comment on the offender's behavior or character, except to describe the effect of the crime on the victim.
- Include complaints about the handling of the case by the police, prosecutor or judge.
- Describe the impact of the crime on other people, except to describe changes in the victim's relationship with others brought about by the crime.
- Tell the judge what sentence the victim thinks should be imposed.
- Refer to the previous crimes of the accused.



# You are not alone

## Activity - Victim Impact Statement Activity

### MOCK VICTIM IMPACT STATEMENT

Offender's Name John Smith Offence(s) \_\_\_\_\_

Victim Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

I wish to read my statement aloud Yes  No

### PHYSICAL INJURY

Yes  No

If yes, describe injuries sustained, treatment received and any ongoing problems.

### EMOTIONAL IMPACT

Were psychological/psychiatric or counselling services required as a result of being victimized by this crime?

Yes  No

If yes, please describe services received.

### FINANCIAL IMPACT

Please list any financial loss you may have suffered as a result of being a victim of this crime.

For example mention lost wages, medical expenses or property damage.

### VICTIM'S ACCOUNT OF THE IMPACT OF THE CRIME

Please describe in your own words your feelings of being a victim and the effect this crime has had on your life.

\_\_\_\_\_  
Victim's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Victim Services Coordinator

# You are not alone

## Activity - Word Search

Find the words or phrases from the video in the word search.  
See if you can identify the four word bonus phrase.

Bonus:

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### Hidden Words

ACCUSED  
AFRAID  
ANGER  
ASHAMED  
ASSAULT  
CLOSED-CIRCUIT TV  
COORDINATOR  
COUNSELLING  
COURT  
COURTROOM  
CRIME  
CROWN PROSECUTOR  
DELAYS  
EMOTIONS  
EVIDENCE  
FAMILY  
FRIENDS  
GUILTY  
HELP  
INFORMATION  
JUDGE  
LAW  
LAWYER  
NOT GUILTY  
OFFENDER  
PARENTS  
POLICE  
QUESTIONS  
REPORT  
SENTENCING  
STRESS  
SUPPORT  
TESTIFY  
TRAUMA  
TRIAL  
VICTIM  
VICTIM IMPACT STATEMENT  
VICTIM SERVICES  
YOUTH

# You are not alone

## Resources

### Victim Services

Call your local Victim Services Office for free resources or to set up an appointment:

Bathurst	547-2924	Moncton	856-2875
Burton	357-4035	Perth-Andover	473-7706
Campbellton	789-2388	Richibucto	523-7150
Edmundston	735-2543	Saint John	658-3742
Elsipogtog	523-4723	Shediac	533-9100
Fredericton	453-2768	St. Stephen	466-7414
Grand Falls	473-7706	Tracadie-Sheila	394-3690
Miramichi	627-4065	Woodstock	325-4422

### For more information on the subjects covered in the guide

There are many publications and resources available from the Department of Public Safety, Victim Services and Public Legal Education and Information Services of New Brunswick.

#### **Department of Public Safety, Victim Services**

[www.gnb.ca/publicsafety](http://www.gnb.ca/publicsafety)

#### **Public Legal Education and Information Services of New Brunswick**

[www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca)

Look for the following titles online or request a free copy from a Victim Services Coordinator:

- You are not alone: Be supported through difficult times (DVD)
- You are not alone: A parent's guide to helping youth victims of crime
- You are not alone: Tips for Teen Victims of Crime
- Being a Witness
- Services for Victims of Crime
- Victim Impact Statements: Only YOU know how this crime affected you
- Vulnerable Victims of Crime: Making it easier to testify in court
- What Victims of Crime Should Know About Not Criminally Responsible Accused
- Picture This – A Guide to the Criminal Justice System
- Snapshot of Programs and Services for Youth

# You are not alone

## Resources

### Other support services and resources for victims

Look for the following types of programs or support services in your community

#### **Police-based services**

Local police and RCMP detachments may have in-house victim support programs.

#### **Schools**

Youth may have access to support and counselling through their school. Speak to a teacher or principal to find out what services are available in your area.

#### **Mental Health Agencies**

Your local mental health agencies may have programs that specifically support victims or provide assistance with issues such as self-esteem and depression that can result from being victimized.

#### **Telephone Support Services for Youth**

Consider giving youth victims the numbers for telephone support services. These services provide an outlet for youth to anonymously discuss their concerns with the trained staff and volunteers.

**Kids Help Phone 1-800-668-6868**

[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**CHIMO Helpline 1-800-667-5005**

[www.chimohelpline.ca](http://www.chimohelpline.ca) - for New Brunswick residents

#### **Religious Community**

Many churches and religious organizations offer support programs and faith-based counselling. Ask about support for victims and their family within the religious communities.

#### **Sexual Assault Crisis Agencies**

If a youth has been the victim of a sexual assault, look for agencies in your area that provide support to victims and ask about programs and services available for youth.

### Online Resources

There is a wealth of knowledge available online for victims of crime and their families. The sites listed below are just a sample of the information available.

New Brunswick Department of Public Safety, Victim Services

[www.gnb.ca/publicsafety](http://www.gnb.ca/publicsafety)

Public Legal Education and Information Services of New Brunswick

[www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca)

Canadian Resource Centre for Victims of Crime

[www.crcvc.ca](http://www.crcvc.ca)

Correctional Services of Canada

[www.csc-scc.gc.ca/victims-victimes](http://www.csc-scc.gc.ca/victims-victimes)

Department of Justice, Canada, Policy Centre for Victim Issues

[www.canada.justice.gc.ca](http://www.canada.justice.gc.ca)

Federal Ombudsman for Victims of Crime

[www.victimfirst.gc.ca](http://www.victimfirst.gc.ca)

Court Prep – A site for youth preparing for court

[www.courtprep.ca](http://www.courtprep.ca)

# You are not alone

## Facilitator's Guide Feedback Survey

This guide was developed to help facilitators engage audiences in follow-up discussion and to provide further information about the support available to youth victims of crime. Please take a few minutes to provide us with feedback on how you used this guide and if it was helpful in facilitating discussion on the services available to youth victims of crime.

1. How easy was the information in the guide for your audience to understand?

- A. Very easy     B. Easy     C. Somewhat difficult     D. Very difficult

2. How useful did you find the guide in helping you use the video and explain the services available to youth victims in New Brunswick?

- A. Very useful     B. Somewhat useful     C. Not at all useful

3. What information did you find most useful in the guide? \_\_\_\_\_

\_\_\_\_\_

4. Was there any information in the guide that was new to you? \_\_\_\_\_

\_\_\_\_\_

5. On which topics did your audience engage in discussion?

- Reporting Crime     Being Supported     Preparing for Court  
 Going to Court     Victim Impact Statements     Ongoing Support for Victims  
Comments?

\_\_\_\_\_

\_\_\_\_\_

6. Which activities did you use?

- Court Reporter     Quiz     Emotional Rollercoasters  
 Victim Impact Statements     Puzzle     Other (please describe) \_\_\_\_\_

Comments?

\_\_\_\_\_

\_\_\_\_\_

# You are not alone

## Facilitator's Guide Feedback Survey

7. Did you access any of the recommended publications or resources listed in this guide? If yes, which ones?

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8. Any other comments?

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9. To help us know who is using this video please indicate who was in your audience?

- Parents    Youth    Professionals    Youth Service Providers  
 Other \_\_\_\_\_

Thank you for taking the time to provide this feedback to **Public Legal Education and Information Service of New Brunswick**. Please send your completed copy of this survey by fax, mail, or email.

Your comments are very important to us.

**PLEIS-NB**  
**P.O. Box 6000, Fredericton, NB, E3B 5H1**

Tel: (506) 453-5369   Fax: (506) 462-5193  
Email: [pleisnb@web.ca](mailto:pleisnb@web.ca)  
[www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca)

# You are not alone

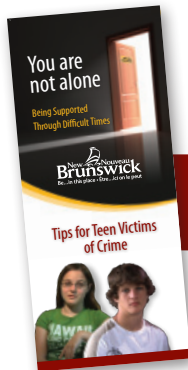
## Other Resources Available

Other resources available in the *You are not alone* series:



Being supported through difficult times DVD

A parent's guide to helping youth victims of crime



Tips for teen victims of crime

These products can be viewed free online or ordered from



Public Legal Education  
and Information Service  
of New Brunswick

[www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca)



VICTIM SERVICES  
SERVICES AUX VICTIMES

New  Nouveau  
**Brunswick**  
Be...in this place • Être...ici on le peut