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# 1998 Illinois Youth Summit “Protecting Our Youth from Violence”

## *Student Curriculum*



*Office of Juvenile Justice and  
Delinquency Prevention,  
U.S. Department of Justice*



*Learn and Serve America,  
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# 1998 Illinois Youth Summit: Protecting Our Youth from Violence

## *Student Curriculum*

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## Introduction

### The 1998 Illinois Youth Summit

On January 29, representatives from your school and other schools in the Chicago area and Decatur met with the Constitutional Rights Foundation Chicago. Student representatives worked together for the entire day to determine what issues are most relevant regarding violence by and against young people in Illinois. They discussed many ideas about what we can do to help young people feel safer in our communities. The students came up with a broad range of solutions to the question of how to protect young people from violence.

On May 1, delegates from your school will meet with other students and policy makers to talk about these student ideas and other ideas you may come up with. The meeting is called the Illinois Youth Summit. The Summit combines public policy analysis and community service and is the culmination of work conducted by Illinois high school students using this curriculum. The Illinois Youth Summit is part of Youth for Justice, a national violence-prevention initiative sponsored by the U.S. Department of Justice through the Office of Juvenile Justice and Delinquency Prevention.

The definition of “summit” is a group of leaders brought together to seek solutions to a problem. At the Youth Summit, your representatives will meet with adult leaders at the local, state, and federal level to share their insights on problems of youth safety. It is an opportunity for youth to come together to discuss important issues with adults who are involved in making and enforcing policy decisions in our society and who are eager to hear what you have to say. While this is a forum to share views with adult policy makers, ultimately you are encouraged to take responsibility for change on a grass roots level by becoming involved in meaningful ways in your own communities. As one expression of this commitment, every school will present at the Summit a service project they have conducted to address one of the policies under discussion.

To help you prepare for the Youth Summit, we have developed this curriculum. We took ideas from the student meeting and added research about youth safety and real policies that are currently being considered to protect young people. The materials are intended to help you become familiar with the issues, think about current problems and solutions, and begin to do something to help solve problems of safety facing young people today.

## How the Curriculum Works

### Focus Questions

The goal of the Youth Summit curriculum is to explore violence prevention policies through hands-on learning. The curriculum is framed around three basic focus questions. As you work through the curriculum, keep thinking about public safety policies specifically and ask the following focus questions:

?? **Fairness:** What are ways to protect young people from violence that are fair to everyone?

?

?? **Effectiveness:** How effective are current/ proposed violence prevention policies regarding youth?

?

?? **Agency:** What can government, organizations, and individuals do to protect youth from violence?

## The Lessons

The curriculum is composed of five lessons. These lessons are organized around three premises, or assumptions, about protecting youth from violence in our society.

- (1) The first premise is that no single solution can fix all of our problems. We must plan for everyone, not just one population in a community. This “whole community” approach means thinking about a wide range of solutions that ranges from prevention to intervention to punishment.
- (2) Another premise is that violence occurs in different settings. The Student Advisory Committee outlined three areas of concern: in relationships, in school, and in the community. This curriculum examines one kind of policy (prevention, intervention, or enforcement) as an example of what to do in each area. However, the best response to these issues is to use many types of solutions.
- (3) The third premise is that everyone has responsibility for protecting youth from violence, including young people. All the lessons encourage thinking about how youth, adults and various public and private agencies can work together to take care of young people.

**Lesson 1** offers a foundation for the following lessons. It involves a definition of public policy and an introduction to a framework for policy analysis. In addition, the lesson includes a student opinion poll that is framed around issues that will be explored in the balance of the curriculum. This survey will be completed by every student involved in the Summit — more than 1,000 so far.

**Lesson 2** explores the topic of protecting youth in relationships. The lesson explains some basic risk and resiliency factors (*see Glossary for definition*) associated with teen relationships, and then asks you to brainstorm about additional risk and resiliency factors that might be present in your school and community. The lesson also include a proposed policy to help *prevent* relationship violence among young people: classroom instruction to encourage and enable young people to maintain healthy, violence-free relationships.

**Lesson 3** explores the topic of protecting youth in schools. In this lesson, you will examine a policy designed to *intervene* in the lives of young people identified in the community as having a history of criminal behavior. The focus policy is based on one currently implemented in Decatur, Illinois, and would require schools to monitor individuals identified as serious habitual juvenile offenders (SHOs), and to share information about SHOs, including reports of crimes committed by them on school grounds, to certain state and local law-enforcement agencies. The lesson asks you to consider whether the advantages of this policy outweigh the disadvantages.

**Lesson 4** explores the topic of protecting youth in communities. You will examine an *enforcement* policy which would mandate (require) that states report all crimes meeting a federal definition of hate crime. The lesson asks you to consider whether this federal enforcement approach would be effective and fair to everyone.

**Lesson 5** involves at a real-world concern behind policy—how do we pay for all the initiatives that might help? In a simulated town hall meeting, you will be faced with the challenge of creating the most desirable package of policy options to address problems facing the whole community of “Ourtown.” You will also struggle with the real-life issue of limited funding. This lesson serves as a

culminating activity for the curriculum and as a springboard for the Youth Summit itself as you discuss pros and cons of various youth safety initiatives and practice public speaking and advocacy skills.

## **The Public Policy Component**

Public policy analysis — the examination and evaluation of how government accomplishes its objectives — underlies the entire curriculum. Students are often exposed to *what* the law says through specific rules and court cases, but are rarely given the opportunity to see *how* the law works through public policies. This curriculum is designed to give you a chance to examine the process government uses to implement its ideas and get things done. In this curriculum, you will explore what public policy means and learn to recognize examples of public policy. You also will be introduced to a policy evaluation framework for assessing different public policies. Finally, you will be able to apply this framework to each of the actual policies featured in the curriculum and at the Youth Summit.

## **The Service Project Component**

In addition to presenting specific policies, each lesson offers various service options in the “Service Projects” section. The service projects are designed to help you think about the opportunities and responsibilities you can accept to contribute to solutions that work. The options will also offer some ideas for where you may begin to make a difference. Learning by doing is one of the best ways to come to grips with the material and to make a difference in the real world. By doing a community service project, you can become “active citizens” by implementing a student-driven solution to a real world problem.

Each school participating in the Youth Summit will plan, conduct, and assess a service project, using either the projects suggested in the curriculum or one of your own design. Each service project will be displayed at the Youth Summit on May 1, reviewed by other students, and assessed by members of the community. Each school completing a service project will be recognized at the conclusion of the Youth Summit. When you conduct a service project, please remind your teacher to notify CRFC so that your work can be included in the Youth Summit on May 1.

To offer guidance to teachers helping students with service learning projects, we have included a service learning pamphlet in the Teacher’s Guide and provided specific information about how to prepare your presentation.

## **The Reflection Component**

Reflection is a significant component of experiential learning. Reflection is the framework within which you assess and think about information and perspectives you gain through your experiences in the community and the classroom. It’s a structured way to “connect the dots” and integrate what you’ve learned. To help you think about service projects you have done, we have included a “Community Service Reflection Log” that can be used in conjunction with the Service Project Components in the lessons.

## Lesson 1: Understanding Public Policy

### Introduction

This lesson is intended to set the stage for the Youth Summit by giving you a firm understanding of public policy—what it is and how it works. The lesson explains how the Youth Summit Curriculum will prepare you for evaluating current government policies on public safety and youth. It also includes a survey on proposed state and federal policies designed to protect youth from violence.

### Illinois Youth Summit Survey

Conduct the 1998 Illinois Youth Summit Survey in your class. This anonymous survey is designed to see what you think about youth safety public policies. This is NOT a test. No answers are right or wrong; we are interested in what you think can be done to keep youth safe in our communities. Do not put your name on your survey. This will ensure that your responses are confidential. Remember: your opinions are valuable. Please answer as honestly and completely as you can.

Take the poll in your class. We have asked all students participating in the Youth Summit to take the opinion poll in their classes. When you have taken the survey in your class, please do the following:

1. Tabulate the results for your own class. (Your teacher has a tabulation sheet.)
2. Send the results to the Constitutional Rights Foundation Chicago. **Be sure to send us your results by April 15 so we can combine them with those from all the other schools participating in the Youth Summit.**

### Service Projects

- ?? You may want to give the poll to other groups and compare their responses to your own. Possible groups include other students at your schools, middle school students, your parents, and other members of your community. Be sure not to put their names on the surveys. This will ensure that their responses will be confidential.
- ?? If you decide to give it the survey to other groups, be sure to keep the results separate from those of your class, so you can compare the opinions of different sets of people. You may also want to consider developing your analysis of the data and present your findings.

## A FRAMEWORK FOR PUBLIC POLICY ANALYSIS

“Public policy is a plan of action, adopted by government, to solve a problem or reach a goal.”

“Well-meaning law is not necessarily good law.”

?

?? What is the policy?

?

?

?

?? What problem does the policy address?

?

?

?

?? What do you think are the major causes/effects of the problem?

?

?

?

?? How does the problem affect you? How does it affect society?

?

?

?

?? How does the policy address the causes and/or reduce the negative effects of the problem?

?

?

?

?? List the advantages/disadvantages of the policy.

?

?

?

?? Describe any alternative solutions you prefer.

?

?

?

?? What more do you want/need to know about the problem?

?

?

?

?? What can you do to address this problem?



## Lesson 2: Protecting Our Youth In Relationships

### Introduction

This lesson explores how adults can help young people protect themselves from acting on violent impulses or from becoming a victim of violence in relationships. You will explore basic risk and resiliency factors (see Glossary for definitions) in teen relationships and brainstorm about factors that might be especially prevalent in your school and community. The lesson focuses on a proposed public policy with an emphasis on *prevention* – specifically, the use of classroom curriculum designed to help prevent relationship violence. The lesson then asks you to develop an approach to school-based violence prevention that, in your opinion, will work best for young people.

### Policy Focus

Should local school districts adopt a curriculum to help prevent relationship violence among young people?

### Discussion Questions

- ?? What is relationship violence?
- ?? What factors contribute to or reduce relationship violence?
- ?? Based on the risk and resiliency factors you have identified, do you think a violence *prevention* strategy would be more or less effective than other policy approaches, such as increased crisis *intervention* resources, or *enforcing* laws against sexual and physical abuse?

### Service Projects

- ?? Prepare a plan for a relationship violence prevention program and submit it to your U.S. Representative or Senators Moseley-Braun and Durbin, and/or bring it to the Summit.
- ?? Create a pamphlet for parents or high school students that educates them about risk and resiliency factors in teen relationships. Compile a list of teen relationship resources in your school and community and publicize it in a pamphlet and/or on the Internet.
- ?? Interview a school or community-based teen counselor to learn what they are doing to prevent relationship violence in your community; offer to volunteer. Organize a teen relationship discussion and support group. Invite teachers and parents to attend.
- ?? Select a television or magazine advertisement that you believe perpetuates harmful gender stereotypes. Prepare and present your analysis (written, audiovisual, both) to other students or parents. Write a letter to the advertiser explaining your views.

# RISK FACTORS

## Community Risk Factors

- ?? Availability of drugs
- ?? Gender stereotypes and social expectations
- ?? Media portrayals of violence
- ?? Community norms that favor violence as a way to solve interpersonal problems
- ?? Economic and social deprivation

## Family Risk Factors

- ?? Family history of drug or alcohol abuse, crime, and/or violence
- ?? Poor family management practices
- ?? Family conflict
- ?? Favorable parental attitudes toward violence as a way to solve interpersonal problems
- ?? Family attitudes favoring gender stereotypes and behavior expectations

## Individual and Peer Group Risk Factors

- ?? Acceptance of violence as a way to solve problems
- ?? Friends who engage in relationship violence
- ?? Peer pressure to become sexually active
- ?? Lack of awareness of one's emotions (such as anger, disappointment, and rejection)

## RESILIENCY FACTORS

### **Recognizing and Understanding the Causes of Conflict**

- ?? Emotions such as anger, disappointment, rejection
- ?? Lack of self-esteem or assertiveness
- ?? Desire to maintain control or perceived power in the relationship
- ?? Pressure to live up to gender stereotypes and behavior expectations

### **Violence-Free Role Models**

- ?? Family
- ?? Peers
- ?? School and community leaders

### **Skills**

- ?? Social competence
- ?? Conflict resolution skills
- ?? Perspective taking

### **Attitudes**

- ?? Choosing to let go of stereotypes and harmful behavior expectations
- ?? Willingness to respect the others when they say “no” to requests for sexual activity

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Compiled from *The American Journal of Public Health*, April 1994, 84 (4): 618-22; *Journal of Adolescent Health*, July 1997, 21 (1): 11-17; *Journal of School Health*, March 1988, 58 (3): 98-100.

## REDUCING DATING VIOLENCE — A Pilot Program

*Program Type:* School-based sexual assault and violence prevention

*Target Population:* Students in grades 8 & 9

*Setting:* Johnston County, North Carolina

*Annual Budget:* \$233,000

*Sources of Funding:* National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC), Division of Violence Prevention

*Program Description:*

About 1,200 students in grades 8 and 9 in Johnston County receive classroom instruction about gender stereotypes, conflict management skills, and social norms that contribute to dating violence. Classroom instruction is supplemented with an arts program of student-conducted dramatic performances. In addition, parents, policeworkers, and other key individuals in the community are trained to be better resources for youth who seek assistance about teenage dating violence. Partners in the project include the University of North Carolina at Chapel Hill in conjunction with the Johnston County public schools, the Johnston County Health Department, and Harbor, Inc., a community-based organization.

# “HEALTHY RELATIONSHIPS” CURRICULUM OUTLINE<sup>1</sup> — A Sample Policy

## **VOLUME I: DEALING WITH AGGRESSION**

### **Exploring Emotions**

- ?? Expressing Emotions
- ?? Anatomy of Anger
- ?? The Art of Feeling

### **Nuts and Bolts of Aggression**

- ?? Don’t Shove – Communicate!
- ?? Dealing with Rejection and Disappointment
- ?? Managing Stress

### **Being Responsible**

- ?? “I” Statements
- ?? Assert Yourself!
- ?? Banish Bullying!

### **Conflict Resolution**

- ?? WADE-IN and Negotiate
- ?? How Do You Communicate?
- ?? Problem-Solving Strategies

## **VOLUME II: GENDER EQUALITY AND MEDIA AWARENESS**

### **Exposing Gender Stereotypes**

- ?? Act Like a Man/Be Ladylike
- ?? Biff and Bambi Role Play

### **Learning Gender Stereotypes**

- ?? Fairy Tales: Reading Between Lines
- ?? Song Lyrics: Healthy or Unhealthy?
- ?? Television: Entertaining Violence
- ?? Heroes and Role Models

### **Impact of Gender Role Stereotypes**

- ?? Dying to be Thin
- ?? Pondering Manhood’s Price
- ?? Pornography and Objectification
- ?? Peer Pressure
- ?? Homophobia

## **VOLUME III: FORMING HEALTHY RELATIONSHIPS**

### **How Sexism Leads to Violence**

- ?? The Crown Prince
- ?? Date Rape
- ?? Power and Equality
- ?? Sexual Harassment
- ?? Unmasking Sexist Attitudes

### **Understanding Anger**

- ?? Where Anger Comes From
- ?? Catching Anger
- ?? Solving Problems with Force

### **Communication Skills**

- ?? Personal Boundaries
- ?? Saying “NO”
- ?? Talking it Out

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<sup>1</sup> Excerpts from: Men for Change (1997) “Healthy Relationships” Curriculum



## Lesson 3: Protecting Our Youth In Schools

### Introduction

This lesson explores how state and local government agencies can work together to *intervene* in the lives of at-risk youth to help reduce school violence. What approaches can we take to help deter, correct, and rehabilitate young people with a history of criminal activity? In this lesson you will look at one theory about youth violence offenders and a specific public policy response to this problem.

### Policy Focus

Should Illinois require schools to monitor serious habitual offenders (SHOs) and share information about them, including reports of crimes committed on school grounds, with criminal justice agencies?

### Policy Summary

See “Serious Habitual Offender Comprehensive Action Program” (below)

### Discussion Questions

- ?? How significant are the following potential advantages of mandatory school participation in SHOCAP program?
  - ?? SHOs are less likely to “slip through the cracks” of the juvenile justice system unnoticed.
  - ?? SHOs are more likely to receive more appropriate intervention, correction, and rehabilitation attention.
  - ?? SHOs are less likely to commit additional violent crimes on school grounds.
  - ?? The policy is very cost-effective.
  - ?? Other advantages to this approach (please specify).
  - ?
- ?? How significant are the following potential disadvantages of mandatory school participation in the SHOCAP program?
  - ?? A young person might become notorious among school administrators as a “serious habitual offender” and thus receive less attention from teachers and administrators.
  - ?? Individuals who are not identified as SHOs, but who engage in school violence, might be overlooked by authorities.
  - ?? Individuals identified as SHOs might receive harsher penalties for non-violent crimes, such as defacing of school property or under-age drinking, than a young person who has not been identified as an SHO.
  - ?? Personal information about SHOs could be disseminated in an unauthorized manner.
  - ?? Other disadvantages to this approach (please specify).
  - ?
- ?? If you were a member of the Illinois General Assembly, how would you balance the advantages and disadvantages of the SHOCAP program in reaching your decision about whether to make it a mandatory program statewide?

## **Service Projects**

- ?? Invite your State Representative or State Senator to be part of a public hearing on this proposal.  
?
- ?? Develop an alternative role for schools in dealing with the problem of young repeat offenders that you think will work better than the proposed policy. Write up your idea, gather signatures of supporters, and submit your plan to your senator or representative.
- ?? Survey students and parents on the policy. Compile, analyze, and present your findings.

## Serious Habitual Offender Comprehensive Action Program<sup>2</sup>—A Pilot Program

|                           |   |
|---------------------------|---|
| <i>Program Type:</i>      | Information sharing and case management   |
| <i>Target Population:</i> | Serious habitual juvenile offenders   |
| <i>Setting:</i>           | Decatur, Illinois   |
| <i>Annual Budget:</i>     | \$40,000  |
| <i>Funding:</i>           | Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice; and local resources. |

### *Program Description:*

In 1992, the Illinois General Assembly amended the Juvenile Court Act to allow each county in Illinois to establish a multidisciplinary committee to identify juveniles who qualify as **serious habitual offenders** (SHOs) and to adopt an interagency agreement for sharing information that maintains Juvenile Court Act confidentiality provisions.

SHOCAP is a cooperative information-sharing and case management program that promotes coordination among law enforcement, probation, correctional, and social service agencies; prosecutors; schools; and community aftercare services. Only staff members working directly with SHOs in the agencies that share information are allowed access to SHOCAP information. One goal of the program is to enable agencies to develop more comprehensive case histories and to better match their services with the needs of juvenile serious habitual offenders. Another goal of the program is to reduce the number of offenses committed by SHOs.

Schools participate by sharing information about SHOs with other agencies and by reporting to police all crimes that occur on school grounds by an identified SHO.

SHOs are closely supervised while performing community service and restitution work. SHOs may receive intervention and social services such as individual, family and group therapy; crisis intervention; and substance abuse assessments and treatment referrals.

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<sup>2</sup> Source: The National Criminal Justice Reference Service (NCJRS) and the Decatur Police Department (1996)



## Lesson 4: Protecting Our Youth in Communities

### Introduction

This lesson examines the how we can better protect young people against violence in our communities, but it also recognizes that some young people commit acts of community violence. Is a policy that could treat some teenage pranks as felony offenses effective and fair to everyone? This lesson examines an *enforcement* policy that would require states to categorize and report all crimes meeting a federal definition of hate crime.

### Policy Focus

Should Congress enact a uniform definition of hate crime and mandate that states classify and report such crimes?

### Background

The 1990 Hate Crimes Statistics Act (HCSA) is a federal law which defines hate crimes and requires the U.S. Department of Justice to compile, on an annual basis, nationwide statistics of hate (sometimes called “bias”) crimes. States may voluntarily report the total number of hate crimes recorded each year by its respective cities and localities, but many either do not report, or substantially underreport, hate crime.

#### *Obstacles to Accurate, Voluntary Reporting*

There are a number of reasons why hate crimes are underreported, including:

- ?? Some victims of hate crimes face significant language barriers and are unable to communicate that they have been victimized, or do not know that they can or should report the crime.
- ?? Homosexual victims may be afraid to report a hate crime for fear of being “outed.”
- ?? Law enforcement agencies may deliberately underreport or deny the existence of hate crimes in their community of fear of “tainting” the image of the community.
- ?? Some communities tolerate an “acceptable” level of prejudice with respect to persons in certain victimized groups.
- ?? Some states and localities have “loose” definitions of hate crimes.
- ?? Some law enforcement localities lack the resources and expertise needed to adequately identify and report hate crime.

#### *Juveniles and Voluntary Reporting of Hate Crimes*

A 1990 Harris poll of 1,865 high school students found that over half claimed to have witnessed a racial confrontation “very often” or “once in awhile.” Nearly half stated that they had joined a bias-motivated confrontation or, at a minimum, believed that the victims of the confrontation were “getting what they deserved.” In 1993, the Office of Juvenile Justice and Delinquency Prevention

found that only 6 states collected hate crime data specifying the age of the hate crime offender. The data from the study indicated that 8.5% to 62.5% of hate crimes can be attributed to people under the age of 18. Based on this data, researchers have concluded that an estimated 17 – 26% of all hate crime incidents recorded are committed by juveniles.

Law enforcement are sometimes reluctant to report crimes committed by juveniles as hate crimes because of the early stigma, or label, that is placed on the juvenile offender as a hate crime offender. In addition, under many state statutes, including Illinois', once a person is charged with a hate crime, they are subject to increased penalties, including lengthier prison sentences. Consequently, there is a risk that some juvenile offenders could receive an enhanced penalty for a crime that would otherwise be treated as a misdemeanor.

On the other hand, the intent of the Hate Crimes Statistics Act is to raise awareness of the significance of hate crimes as a disruptive force in our communities, and to assist state and local law enforcement agencies in developing prevention and intervention strategies to reduce hate crime. Accurate data regarding the number of hate crimes committed by juveniles arguably would enhance a community's ability to plan and protect itself against hate crime.

### **Discussion Questions**

- ?? Compare the Illinois definition of hate crime with the federal definition of hate crime contained in the Hate Crimes Statistics Act. Which definition do you think most fairly and effectively defines a hate crime? Why?  
?
- ?? Would you modify the definition of hate crime that you selected in any way? If so, how?  
?
- ?? Apply the FBI reporting form below to the three sample cases. Which of the cases, if any, would you report as a hate crime? Are there any that you would not report as a hate crime? Why or why not? Do your answers depend on the definition of hate crime you use?  
?
- ?? If the federal government were to mandate the reporting of hate crimes, should the policy also include a requirement to identify hate crimes committed by juveniles?

### **Service Projects**

- ?? Conduct research on the voluntary reporting of hate crimes. Find statistics on hate crimes in your community. Create a one-page summary of whether you think that the voluntary reporting helps draw law enforcement and public attention to hate crimes.  
?
- ?? Write a letter to the editor of a local newspaper regarding your position on the reporting of hate crimes.  
?
- ?? Interview a victim of a hate crime and prepare a short summary of that person's reaction to the crime.  
?
- ?? Conduct research into resources in your community to prevent hate crime or to assist victims of hate crime.

## ILLINOIS AND U.S. HATE CRIME DEFINITIONS

### Illinois Compiled Statutes

#### § 720 ILCS 5/12-7.1 Hate Crime

Section 12-7.1. Hate crime. (a) A person commits hate crime when, by reason of the actual or perceived race, color, creed, religion, ancestry, gender, sexual orientation, physical or mental disability, or national origin of another individual or group of individuals, he commits assault, battery, aggravated assault, misdemeanor theft, criminal trespass to residence, misdemeanor criminal damage to property, criminal trespass to vehicle, criminal trespass to real property, mob action or disorderly conduct. . . or harassment by telephone. . .

Hate crime is a Class 4 felony for a first offense and a Class 2 felony for a second or subsequent offense. Any order of probation or conditional discharge entered following a conviction for an offense under this Section shall include, a condition that the offender perform public or community service of no less than 200 hours if that service is established in the county where the offender was convicted of hate crime. In addition the court may impose any other condition of probation or conditional discharge under this Section.

(c) Independent of any criminal prosecution or the result thereof, any person suffering injury to his person or damage to his property as a result of hate crime may bring a civil action for damages, injunction or other appropriate relief. The court may award actual damages, including damages for emotional distress, or punitive damages. . . The parents or legal guardians. . . of an unemancipated minor shall be liable for the amount of any judgment for actual damages rendered against such minor under this subsection. . .

(d) “Sexual orientation” means heterosexuality, homosexuality, or bisexuality.

### Hate Crimes Statistics Act of 1990 (U.S.C.)

Hate crimes are:

[c]rimes that manifest evidence of prejudice based on race, religion, sexual orientation, or ethnicity, including where appropriate the crimes of murder, non-negligent manslaughter, forcible rape, aggravated assault, simple assault, intimidation, arson, and destruction, damage, or vandalism of property.

## FBI HATE CRIME REPORTING FORM

Is the motive of the perpetrator known to be bias?

Does the victim perceive a bias?

Are there any other reasons for the incident?

Did the incident occur on or near a religious holiday?

Are there relevant demographic factors that might create resentment or bias?

Are there any symbols involved in the incident that are associated with hate groups (such as Nazi swastika)?

## **SAMPLE CASES**

### **Case 1**

Late one Saturday night, Jerry, Miguel, and Horace were drinking beer and wine in the parking lot behind the local convenience store. As the night progressed, the threesome became restless and rowdy. Horace suggested that they go to a nearby “gay” neighborhood and “teach some homos” a lesson. Jerry and Miguel agreed. Arriving in the neighborhood, Horace produced a can of spray paint and painted “HOMO” in large letters on a local storefront. A passerby witnessed the occurrence and notified police. In the meantime, the store owner, who was a gay man, ran out of the store to see what was happening. Soon, the three young men and the store owner were shouting at each other. The police arrived, and Jerry, Miguel and Horace were arrested for misdemeanor damage to property and disorderly conduct under Illinois law. Jerry, Miguel, and Horace are 16.

### **Case 2**

Montell, a 21-year-old African American, was walking home from work one evening when he was approached by two Caucasian males, 17 years of age, who kicked and beat him repeatedly; identified themselves as members of the KKK; and shouted racial insults. They were subsequently arrested and charged with battery. Blood tests later confirmed that both young men were high on an illegal substance.

### **Case 3**

Janet is widely known at school as a prankster. She once called in a bomb threat to her high school, and twice was disciplined for writing graffiti about various teachers on the stalls in the women’s restroom. Feeling lonely and left out of things at school, she approached a local gang member about becoming a member of the gang. “We generally don’t let girls into the gang,” he said, “unless they prove they’re tough enough to make it.” On Saturday night, Janet was hanging out with some gang members at a nearby mall when a young woman with Down’s Syndrome walked out of the store, carrying a bag of candy. “I hate retarded people,” Janet said, loudly. Those with her laughed and said, “Yeah, I know what you mean.” Encouraged, Janet said a little louder, in the woman’s direction, “REETAARD.” The gang started laughing even harder. Suddenly, Janet sprinted off across the parking lot, grabbed the candy from the young woman, and pushed her down to the ground, saying, “Look what I got from the Retard!” A few days later Janet was arrested for battery and misdemeanor theft.



## Lesson 5: Tough Choices—A Town Meeting on Youth Safety

In this simulation, you will take the role of citizens of “Ourtown.” The city has just received special federal funds to promote youth safety. A decision must be made about how the funds are to be used. The City Council has set up a special open meeting to decide the matter and has invited community members to offer opinions on how best to use the federal funds. The city council printed the following announcement in the local paper:

*“Communities throughout the state, indeed, communities across the nation, are experiencing the same concerns about youth safety. Problems facing and involving youth are widespread and growing, and the need to find solutions is urgent. We must all work together to make sure that everyone in our town feels safe.*

*The federal government has heard the cries for help. It has created a pilot youth safety program that will make some funds available to the cities. These funds are to be used at our discretion in attacking problems that make our youth feel unsafe. Under section 108F of the program, we are entitled to \$150,000 a year. At today’s costs, that is not a very large amount, but it is a start and we must use it well.*

*“The \$150,000 is to be spent at our discretion, as long as it is targeting youth safety concerns. How do you think this money should be spent? What programs would you like to see put into effect? Please join us and share your views at a special town meeting on the first of next month.”*

Six different proposals have been submitted. There is not enough money to fund them all, and projects cannot be partially funded — they can be funded only in full. You must choose the best combination of proposals to best meet the needs of Ourtown.

| <b>Proposal</b>                       | <b>Request</b>   | <b>Award</b>     |
|---------------------------------------|------------------|------------------|
| 1. Teen Relationship Violence Hotline | \$15,000         |                  |
| 2. Mt. Carmel Wilderness Camp         | \$75,500         |                  |
| 3. Hate Crimes Training Seminars      | \$34,000         |                  |
| 4. Family Monitoring                  | \$45,340         |                  |
| 5. Mediation and Restitution Services | \$60,000         |                  |
| 6. Seven Gables Home for Youth        | \$82,000         |                  |
| <b>TOTAL</b>                          | <b>\$311,840</b> | <b>\$150,000</b> |

## INSTRUCTIONS FOR THE CITY COUNCIL MEETING

1. Read the City Council's announcement again and the six proposals for 108F grants.
2. Rank the six proposals in order of which would be the most effective. Which proposal do you think would really help keep Ourtown's youth safe? Rank the proposals from 1-6 on the handout: #1 is most effective; #6 is least effective.
3. Prepare for the town meeting:
  - ?? Plan your strategy. Should you concentrate on presenting the reasons why your proposal is best? Should you point out weaknesses in other approaches and proposals? (You may want to make use of your rankings of all the proposals.) Remember, inappropriate behavior may prejudice members of the City Council against you. Avoid arguing or interrupting conversations. See how persuasive you can be.
  - ?? Present your best arguments. What are the strengths of your proposal? Why is the proposal a good idea for solving youth safety problems in Ourtown?
  - ?? Keep your presentation brief and to the point. Ask for a firm commitment in support of your proposal.
  - ?? (During this time, members of the City Council may be preparing for their open meeting by writing the proposals on the board and thinking about how best to allocate the funds. Consider the questions under #6 below but do not discuss them with other members of the Council until the meeting is called to order.)
4. Hold the town meeting. Student presentations should be limited to 2 minutes each with one minute for follow-up questions.
5. Members of the City Council should meet in front of the whole class to discuss the proposals. The committee must now decide on how to spend the \$150,000.  
**PROPOSALS MUST BE FUNDED IN FULL; ANY RESIDUAL FUNDS WILL BE ALLOCATED TO A VICTIM'S ASSISTANCE PROGRAM.**
  - ?? Will a combination of proposals prove effective in promoting safety for youth?  
Will it prove effective in promoting safety for the entire community?
  - ?? Will the proposals rated highly serve a broad range of community interests?
  - ?? Will the proposals funded serve more than one segment of the population?
  - ?? This is an open meeting. The entire class will observe your deliberations. Be sure that the following information on the board. Remember that the City Council cannot spend more than \$150,000.

6. When the City Council has finished deliberating, Council members should vote on the allocation of funds.
7. Now the City Council should invite a reaction to its decision by the whole class. Responses should be limited to, at most, one minute each.
8. Conduct a debrief on the simulation as follows:
  - a) If you served as a city council member, how did it feel to have to choose between all the alternatives? How did it feel to respond to all your various constituents?
  - b) If you served as a citizen, how did it feel to watch your policy preferences go through the city council decision process?
  - c) For all participants, answer the following discussion questions:
    - ?? Is this a fair way to make public safety decisions? Why or why not?
    - ?? Is this an effective way to make these decisions? Why or why not?
    - ?? Does this method of decision-making serve everyone in the community? Are some populations served and others neglected? Does one group have to bear more than its share of the burden for keeping the community safe?



## PROPOSALS FOR 108F GRANTS

### **PROPOSAL 1: Teen Relationship Hotline (COST: \$15, 000)**

This 24-hour hotline will be staffed by trained crisis counselor volunteers who understand the unique pressures faced by teenagers in the community. The Hotline will act as a link to existing victim's assistance programs, such as a local battered women's shelter, and will provide confidential information and referrals about reproductive health and AIDS detection and prevention. A local legal assistance clinic will be available for individuals who need advice in coping with sexual assault or battery. The budget will cover the cost of the telephone equipment and operating expenses.

### **PROPOSAL 2: Mt. Carmel Wilderness Camp (Cost: \$75,000)**

This summer camp will be a highly structured "boot camp" for first-time and misdemeanor Ourtown juvenile offenders as an alternative to detention, probation, or incarceration. The camp enforces military-style discipline, sponsors life-skills and substance abuse prevention education, and emphasizes building a positive peer culture based on order and respect for self and others. Staff will include specially trained counselors, probation officers, and other law enforcement personnel funded through another program. The budget will cover staff training, operating expenses for the facilities, and mental and physical health services for the juvenile offenders.

### **PROPOSAL 3: Hate Crimes Training Seminars (COST: \$34,000)**

This annual program would cover the fees for a two-week seminar to train local law enforcement officials how to identify and report hate crimes. The U.S. Department of Justice will match up to \$30,000 of the funds devoted to the seminar. This means that although Ourtown would pay \$34,000 for the program, the additional money would give Ourtown \$64,000 to spend. The additional money would not come out of Ourtown's grant budget. Ourtown's 300 police officers would receive training from an FBI hate crimes specialist, learn about the victim's perspective from guest speakers, and training simulations. The matching DOJ funds would be used to establish a hate crimes task force to explore methods of reducing hate crime in the community.

### **PROPOSAL 4: Family Monitoring (COST: \$45,340)**

This internship program assigns a newly certified social worker to six Ourtown families for intensive work over a six-month period. The case worker visits each assigned family 3-5 times per week and provides an array of support and reporting services, including big brother/big sister mentor experiences, counseling and referrals, and reporting on the offender's community service and the welfare of the family. The budget covers stipends for five social workers and administrative expenses.

### **PROPOSAL 5: Mediation and Restitution Services (COST: \$60,000)**

This program is an office of the Ourtown court which conducts cases referred for mediation in which victims and offenders voluntarily reach agreement on restitution for acts of violence. Funds cover administrative staffing and stipends for participating mediators.

### **PROPOSAL 6: Seven Gables Home for Youth (COST: \$82,000)**

This is a year-round program of education, counseling, and community service for youth charged with committing hate crimes. The budget will cover multicultural curriculum resources, field experiences in different racial, religious, and ethnic communities, experiences with developmentally or physically challenged populations, service project costs, and stipends for a diverse staff to serve 10-15 Ourtown youth at one time.



## Community Service Project Reflection Log

**WHAT HAPPENED IN THE PROJECT?** Describe the details of the experience.

**SO WHAT?** What did you learn from the experience? What difference did the project make?

?? What did you learn about yourself?

?? In what ways did you help others?

?? How has your community benefited?

?? How did your service group work together? Is there anything you would do differently next time?

**NOW WHAT?** How will you think or act in the future as a result of this experience?

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Adapted from: *Community Service Guide to Law-Related Education* (Seattle University School of Law's Institute for Citizen Education in the Law)



## **Glossary**

### **Attorney**

A lawyer; legal counsel. A person authorized to practice law.

### **Arrest**

To take a person into custody for the purpose of charging that person with a crime.

### **Civil Action**

A non-criminal case in which one private party sues another to protect, enforce, or redress private or civil rights.

### **Crime**

An illegal act punishable upon conviction in court.

### **Damages**

Compensation awarded by the court as a result of a civil action.

### **Defendant**

The accused person in a criminal trial.

### **Felony**

A serious crime usually punished by one or more years of imprisonment in a state or federal penitentiary.

### **Grant**

A sum of money authorized by the government (or other organization) for spending on certain projects if stated conditions are met.

### **Injunction**

A way that a court can order a party to not do a particular act.

### **Juvenile**

A young person who has not yet attained the “age of majority” (21 years) when he or she is considered an adult for legal purposes.

### **Juvenile Justice System**

A special system of courts and custody facilities set up for conducting trials and carrying out sentences of young people. It is separate from the adult criminal court system and is based specifically on the needs and problems of young people. The main goal of the juvenile justice system is rehabilitation rather than punishment for crime.

**Misdemeanor**

A crime less serious than a felony, usually punished by a fine or imprisonment of up to one year in a local jail.

**Motion**

A formal request made to a court.

**Offender**

A person who breaks the law.

**Probation**

An alternative to a prison sentence, where a person found guilty of an offense can stay in the community instead of in jail, usually under certain conditions and under the supervision of an officer of the court. A violation of probation can result in the offender serving time in prison.

**Prosecutor**

The government's attorney who presents the case against a criminal defendant.

**Public Policy**

Public policy is a plan of action, adopted by government, to solve a problem or reach a goal.

**Recidivism**

The committing of further crimes by offenders with previous convictions.

**Rehabilitation**

Helping convicted offenders change their lives so that they can lead productive lives in society.

**Resiliency Factors**

The personal and environmental factors that strengthen young people and help them to become successful citizens.

**Risk Factors**

The personal and environmental factors that tear young people down and make it more likely that they will get in trouble with the law.

**Waiver**

A transfer of a juvenile to the adult criminal courts. In certain cases, a juvenile court "waives" its jurisdiction over a juvenile and transfers the matter to a regular adult court. From this point forward, the juvenile is treated just as an adult offender would be.

## Selected Print and Electronic Resources

### Print

In addition to resources available through your school library, your local library, and your local representatives (not to mention the phone book), your teacher has been provided the following materials as part of the Illinois Youth Summit:

*1996 Hate Crime Statistics*. Federal Bureau of Investigation, U.S. Department of Justice.

*Chicago Directory of Law-Related Education Resources* (CRFC)

Courtship Violence. *Journal of School Health*, March 1988; 58 (3): 98-100.

Efficacy of a dating violence prevention program on attitudes justifying aggression. *Journal of Adolescent Health*, July 1997; 21 (1): 11-17.

*From Risk to Resiliency: The Role of Law-Related Education* (Center for Civic Education)

Hate Crime: An Update. *CRS Report for Congress*. April 16, 1997.

Hatred a Crime Many Just Ignore. *Chicago Tribune*. January 11, 1998, p. A1, A16.

Materials for Conducting and Tallying the 1998 Illinois Youth Summit High School Survey

Overview of Strategies to Reduce School Violence. *ERIC Clearinghouse on Urban Education*.

*Service Learning and the Social Studies* (CRFC)

### Electronic: Start at <http://www.crfc.org/summit.html>

The Internet is an unparalleled resource on every subject of human endeavor. In addition to searches by issue or topic, we recommend you check out the following sites on the “Youth Summit” page of the CRFC web site (<http://www.crfc.org/summit.html>):

#### GENERAL REFERENCE

Adolescence Directory On-Line

<http://education.indiana.edu/cas/adol/adol.html>

THOMAS: Legislative Information (U.S. Congress)

<http://thomas.loc.gov>

United States Code

<http://www.law.cornell.edu/uscode>

#### HATE CRIMES

FBI Hate Crime Statistics 1996

<http://www.fbi.gov/ucr/hateinfo.htm>

Chicago Hate Crimes Report 1995

<http://www.ci.chi.il.us/CommunityPolicing/HateCrimes1995>

#### JUVENILE JUSTICE

Office of Juvenile Justice and Delinquency Prevention  
(U.S. Justice Dept.)

<http://www.ncjrs.org/ojjhome.htm>

Justice Information Center (U.S. Justice Dept.)

<http://ncjrs.org>

#### VIOLENCE

Partnership Against Violence

<http://www.pavnet.org>

Sourcebook of Criminal Justice Statistics

<http://www.albany.edu/sourcebook/>

Illinois Criminal Justice Information Authority

<http://www.icjia.state.il.us>

#### SERVICE LEARNING

Learn and Serve America

<http://www2.whitehouse.gov/WH/EOP/cns/html/lc-1.html>

National Service-Learning Cooperative Clearinghouse

<http://www/nicls.coled.umn.edu>

#### LAW-RELATED EDUCATION

American Bar Association Division of Public Education

<http://www.abanet.org/publiced/youth.html>

Center for Civic Education

<http://www.civiced.org>

Constitutional Rights Foundation (Los Angeles)

<http://www.crf-usa.org>

Phi Alpha Delta Public Service Center

<http://www.pad.org/psc/index.htm>

Street Law, Inc.

<http://www.streetlaw.org>