

CADET HARASSMENT AND
ABUSE PREVENTION PROGRAM
(C H A P)

Facilitator's Guide

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ACKNOWLEDGEMENTS

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We especially thank Ms. Judi Fairholm of the CRC for her invaluable contribution to this project on the subject of child abuse, and the CHA for its permission to reproduce and adapt some of its training materials on abuse. We also wish to thank BOMI for the production of the video that accompanies this training program.

Finally we wish to thank Mr. Yvon Vaillant, and Ms. Linda Pollock, Consulting and Audit Canada. Mr. Vaillant acted as project manager and oversaw the development of the *Cadet Harassment and Abuse Prevention (CHAP) policy* and Ms. Linda Pollock managed the development of the training components of the program.

PRIMARY GOAL

The primary goal of the CHAP (Cadet Harassment and Abuse Prevention) program is to make cadets aware of their rights and responsibilities with regard to preventing harassment and abuse in the Canadian Cadet Movement (CCM).

TARGET POPULATION

The target population of this awareness training is firstly cadets, and secondly, officers, civilian instructors and civilian volunteers who work with cadets. Although adult members of the CCM may have a legitimate interest in attending this training, it has been designed for an adolescent population.

The cadet population is made up of two segments: those 12 to 15 years old, cadets-in-training, and those 16 to 18 years old, senior and Staff Cadets. The subject matter has been structured in two modules in order to address the different learning needs of these two groups.

The Sensitization module introduces cadets to the various forms of harassment and abuse, clarifies the difference between the two, informs cadets of their responsibility to treat each other with respect and advises cadets about where they can go for help if somebody is mistreating them. This module also informs cadets of the consequences of engaging in harassing or abusive behaviour. Both segments of the target population must take this module.

The Leadership module is intended for senior and Staff Cadets only. The focus of this module is on the responsibilities of leaders to intervene when they are aware of unacceptable behaviour, the requirements and procedures for reporting incidents of harassment and abuse and for dealing with disclosures.

TRAINING STRATEGY

CHAP tries to establish a balance between two competing requirements; the requirement for a facilitative instructional style to respond to the learning needs of adolescents and the operational requirement to deliver the CHAP program in a single, three-hour period.

The training methodology is built around a series of short video segments demonstrating various forms of harassment and abuse and designed to initiate classroom discussion. Discussion is facilitated by questions structured around each video. There are also a few short exercises to try to hold cadets' interest and provide an opportunity for their participation in the learning. Teenagers are more receptive to learning when they play an active role.

Facilitators should note that each video segment, with the exception of the introductory segment, has an alternative segment that illustrates the same teaching points. For example, either segments 2a or 2b can be used to illustrate “personal harassment — unwelcome remarks.” The alternative segments have been included so that if this training program is repeated to the same cadets, for example during summer training or in a subsequent year, the facilitator can substitute the “b” series of videos, which will be new material for the cadets.

CLASS SIZE

Given the highly sensitive and emotional nature of the subject matter, the age of cadets and the requirement to cover both harassment and abuse in a short timeframe **it is essential to limit class size**. Classes should not exceed 30 cadets.

CLASS COMPOSITION

Cadets from 12 to 15 years old must be separated from senior cadets and Staff Cadets for the Sensitization Module. The pilot courses for CHAP demonstrated that mixing younger and older teens inhibits the participation of the younger cadets. Separating the two age groups results in more effective learning for both groups. Only in exceptional circumstances should these two groups attend the Sensitization Module together.

For the same reasons, adult members of the CCM should not attend CHAP sessions with cadets. Separate information sessions on CHAP should be arranged for adult members of the CCM.

CLASSROOM MATERIALS REQUIRED

- Flip chart or blackboard
- Overhead projector and CHAP overheads
- VCR and monitor large enough for a group of up to 30 people to see
- Writing materials for cadets
- The CHAP video
- Handouts for cadets: Exercises 1 and 2, Annex A
- Index cards for exercises 2 and 5
- A Rights and Responsibilities wallet card for each cadet
- Evaluation forms

USE OF OVERHEADS

The purpose of the overheads in CHAP is:

- to complement responses from cadets and
- to serve as an aide to facilitators.

The number of overheads in the program has been kept to a minimum for two reasons:

- Adolescents learners generally do not like overheads; overheads are not an effective means of presenting information to this age group.
- Overheads tend to slow down the pace of a presentation.

We recommend therefore, that facilitators only use overheads when the class discussion has not covered the main teaching points.

CHAP TIMETABLE

MODULE 1: SENSITIZATION

		Time PM	
Sessions	Harassment	6:30–6:40	Introduction <ul style="list-style-type: none"> – video #1 and Q & A – core values – ice-breaker/ground rules
		6:40–6:50	Definition of Personal Harassment <ul style="list-style-type: none"> – unlawful reasons for discrimination – video 2a and Q & A – unwelcome remarks – impact not intent
		6:50–7:00	Racial Harassment <ul style="list-style-type: none"> – video 3a and Q & A
		7:00–7:20	Sexual Harassment <ul style="list-style-type: none"> – video 4a and Q & A – Exercise 1 Annex A: When It’s Harassment and When It’s Not – guidelines for avoiding harassing behaviour – Exercise 2: Stand Up If...
	Abuse	7:20–7:30	Emotional Abuse <ul style="list-style-type: none"> – video 5a and Q & A – difference between harassment and abuse
		7:30–7:40	Physical Abuse <ul style="list-style-type: none"> – video 6a – Exercise 3: Q & A in small groups
		7:40–7:45	Neglect <ul style="list-style-type: none"> – video 7a and Q & A
		7:45–8:00	Sexual Abuse <ul style="list-style-type: none"> – definition – non-contact, contact – video 8a and Q & A
	Consequences	8:00–8:10	Administrative and Disciplinary Sanctions <ul style="list-style-type: none"> – examples of sanctions – rights of the accused – false accusations – where to get help – rights and responsibilities of cadets – wrap-up Sensitization Module
		8:10–8:20	Break

Topics — Module 1

Total time: 1:50

CHAP TIMETABLE

MODULE 2: LEADERSHIP

Topics — Module 2

	Time PM
Responsibilities of Leadership	8:20–8:25
Discipline vs. Abuse <ul style="list-style-type: none"> – video 9a and Q & A – discipline vs. abuse checklist 	8:25–8:40
Dealing with Disclosures/Reporting <ul style="list-style-type: none"> – definitions – video 10a and Q & A – disclosure checklist 	8:40–8:55
Risk Reduction: Protecting Yourself <ul style="list-style-type: none"> – Exercise 4: Small Groups – guiding principles of risk reduction 	8:55–9:10
Consent <ul style="list-style-type: none"> – legal definitions – Exercise 5: What Does Consent Mean Legally? 	9:10–9:30
Wrap-up Leadership Module	

Total time: 1:10

LEGEND

<p>These symbols indicate when supplementary materials, are to be viewed and/or completed by the participants.</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">O Overhead</div> <div style="display: flex; align-items: center;">V Video</div> <div style="display: flex; align-items: center;">E Exercise</div> </div>
<p>This symbol indicates reference material for the facilitator, which is critical to effectively communicating the teaching point.</p>	<div style="display: flex; align-items: center;">R Reference</div>
<p><i>Notes for the facilitator are indicated in the margins and throughout the body copy in red italic type.</i></p>	



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MODULE 1: SENSITIZATION



1.

Expected Learning Outcomes

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Session 1: Harassment

- recognize the need to be aware of harassment
- define harassment
- recognize examples of harassment from the cadet environment
- recognize the prohibited grounds of discrimination in the *Canadian Human Rights Act*
- distinguish between impact and intent
- understand the issue of consent — when no means no
- describe safe personal strategies for dealing with harassment
- identify when and where to go for help

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Session 2: Abuse

- recognize the four types of abuse: emotional, physical, sexual and neglect
- distinguish between harassment and abuse
- understand coping behaviours of victims
- know who to go to for help

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Session 3: Consequences

- understand the administrative and disciplinary consequences for harassment and abuse
- describe the consequences of false accusations to the accused and the accuser
- know where to get help if you are an harasser/abuser
- explain the rights and responsibilities of cadets

Session 1: Harassment

INTRODUCTION

Video segment #1: Introduction (shots of cadets enjoying CCM activities, followed by examples of harassment and abuse)



Q1 The video talked about what the CCM is all about. Who recalls the core values of the CCM?

CCM Core Values

The core values of the CCM are:

- loyalty
- professionalism
- **mutual respect: the treatment of others with dignity and equality**
- integrity



Q2 What did you see in the video that contradicted these values?

It is clear from the video we've just seen that for some cadets there is a wide gap between this promise of mutual respect and their personal experience in the CCM. We are here to try to understand this problem and to look at how each of us can help eliminate harassment and abuse in the CCM.

The session will be in two parts. The first part, Sensitization Module, is for everyone and will be approximately 1 hour and 40 minutes. The second part, Leadership Module, is for the senior and staff cadets only and will last approximately 1 hour and 10 minutes.

Ice-Breaker/Ground Rules

Sometimes talking about harassment and abuse in public can make us feel uncomfortable, embarrassed or worried about what others may think. It's not always an easy subject to talk about. We need to agree on some ground rules so that we can all feel at ease about discussing this subject.

Think of something very private that you have never told anyone. Hold that private thought in your mind for a moment.

Now, think of the qualities a person would have to have in order for you to discuss this private matter with him or her. What would some of these qualities be?

The person I would tell would:

- be trustworthy
- be a good listener
- respect my opinions and feelings
- not judge me
- not interrupt me
- be concerned about me

I'd like us all to keep these qualities in mind and let them guide our discussion. I'd like every one to feel they can say what's on their mind, regardless of age or rank. We're all equals.

DEFINITION OF PERSONAL HARASSMENT

N.B: Public sector harassment policy identifies three types of harassment — personal, sexual and abuse of authority. Under provincial child protection legislation however, maltreatment of a child/youth by someone in authority, is abuse, not harassment. Therefore, abuse of authority does not appear in this Session.

Ask cadets to give you two or three examples of what they think personal harassment is. Put up the definition and leave it up until you have completed questions 1 to 5.

Review the examples given by cadets in light of the definition and determine which conform to this definition.

Definition of Personal Harassment

Any unwelcome behaviour that degrades, demeans, humiliates, or embarrasses a person, and that a reasonable person should have known would be unwelcome. It includes actions, comments, or displays, either once or on a continuous basis. (CATO 13–24)



Q1 Does anyone know the name of the organization that this definition comes from?

A The Canadian Human Rights Commission.

The Canadian Human Rights Commission exists to ensure that Canadians treat one another with respect and fairness. The *Canadian Human Rights Act* is a law that makes it illegal for Canadians to discriminate against one another. For example, the CCM cannot refuse to let a young person join Cadets because she is female or because he is a Muslim.

Q2 What does “discrimination” mean to you?

A Treating people differently, negatively or adversely without good reason.

Q3 In addition to a person’s sex or religion, what other reasons might people use to discriminate against someone?

R

Unlawful Reasons for Discrimination

Race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability, pardoned conviction, and sexual orientation. (CHRC)

Check that cadets understand all of the reasons. Point out that the CCM has added one more item to this list: physical characteristics. You cannot harass someone because of the way s/he looks.

Q4 Tell me some of the ways we can communicate harassment?

A Verbally, written, through gestures, physical contact, electronic communication, displays (of offensive posters, magazines etc.) e.g., Showing someone pornography is NOT OK. Calling someone names is NOT OK. Touching someone without permission is NOT OK.

Q5 What do these words mean?

A We cannot say, "I didn't know," or "Nobody told me." We need to know what is unacceptable and not behave in that way. Ignorance of the law is not acceptable.

Underline with erasable marker or write on flip chart the words "any behaviour."

Underline with erasable marker or write on flip chart the words "that a reasonable person should have known would be unwelcome."

EXAMPLE: PERSONAL HARASSMENT — UNWELCOME REMARKS

Video segment #2a: Picking Teams

V

Allow cadets to discuss whether they think this behaviour is acceptable or not. Refer back to the definition as necessary.

Q1 What is happening to one of the cadets in this video?

A The other cadets are not treating him with respect. They are calling him names (loser) and making other insulting comments. They are ridiculing his lack of athletic coordination.

Q2 How do you think this cadet is feeling?

A Angry, embarrassed, humiliated, rejected

*Stress that the criteria we use to determine if a behaviour is harassment is its **impact** on the victim not the intent of the harasser.*

Example: If I consistently call someone “Dumbo” because of her large ears, and she is offended, this is harassment, not teasing. I may intend it as a joke, but it is the way she feels that counts.

IMPACT
not
INTENT

O

Q3 How may other cadets feel when they see/hear this type of treatment? How might they treat the harasser? The victim?

A They may feel uncomfortable. They may fear the harasser and try to avoid him/her. They may harass the victim too. They may try to help the victim. The harasser may start insulting them.

Q4 What is the impact of this behaviour on the unit?

A When this happens the result is a poisoned environment.

Q5 What does a poisoned environment do to the unit?

A It hurts the unit — creates disunity, conflict, lowers morale. It is destructive to the victim and to the unit and it is unacceptable behaviour for a cadet.

Q6 Is there anything this cadet can do?

A Report his experience to an officer or the UHRA (Unit Human Rights Advisor), a parent or call the **DND/CF Harassment Help Line, 1-800-290-1019.**

The DND/CF harassment Help Line is a service internal to DND offering advice and guidance on the subject of harassment.

EXAMPLE: RACIAL HARASSMENT

V Show video segment # 3a: International Exchange

Q1 What kind of harassment is this?

A Racial slurs; a female cadet believes Cadet Smith isn't "as Canadian" as she is, and makes inappropriate comments based on race.

Q2 Where did she learn this behaviour?

A By listening to others express this kind of attitude, maybe parents, or other persons of authority in her life, peers or the media.

Q3 If you saw this happening what could you do or say to stop it?

- A**
- If you think it's safe to do so, tell the offender to stop making offensive comments.
 - Suggest the victim tell a person in authority i.e. Staff Cadet, instructor, parent, Unit Human Rights Advisor, (UHRA).
 - Offer to accompany the victim to report the incident.

Q4 How do you think the cadet who made the racial remark to Cadet Smith would be disciplined?

A She would be given a verbal warning the first time, and if she did it again, a recorded warning.

Ask cadets to give you a few examples of the actual words they would use to inform the offender that the behaviour was offensive. Write them on the flip chart. If any of the suggestions appear likely to escalate the conflict ask cadets to re-word the comments so that they are assertive but respectful (e.g. "I find your comment offensive. Please don't talk to me like that again." or "I feel offended by your comment. Please don't talk to me like that again.")

EXAMPLE: SEXUAL HARASSMENT

Show video segment # 4a: Marching Drill



Acknowledge the difficulty of speaking up.

Q1 What kind of harassment is this?

A Sexual harassment: the male cadets are making comments about the females' bodies, their sexual attractiveness/unattractiveness.

Q2 How did these young women respond to the harassment?

A Differently: some look annoyed, angry; another looks humiliated, upset, embarrassed; one may be pleased because initially, she may interpret her "high score" as a compliment.

Q3 If you were one of the female cadets who felt angry and humiliated, what could you do about it?

A Speak to a trusted friend or ask a friend to go with you to report the incident to a person in authority (instructor, Staff Cadet, UHRA).

Q4 Why might these female cadets not speak up?

Why might someone keep being harassed a secret?

A You might be afraid that the harasser would try to get back at you. You may be too embarrassed. You might feel that people wouldn't believe you. You may be worried that the harasser will get into too much trouble.

Victims or witnesses to subtle or "less serious" harassment are often reluctant to report it. Such behaviour becomes tolerated and often escalates into more serious forms of harassment. Cadets should be encouraged to take responsibility for speaking up or seek help when this kind of harassment occurs.

Stress to cadets that they should not fear retaliation from the harasser if they report an incident.

A cadet who threatens or retaliates against someone who has reported harassment, will be disciplined. An act of retaliation should be reported in the same manner as the original harassing behaviour and will be treated with the same seriousness. This rule applies wherever you report harassment — at school, in your community etc. (Sanctions applying to acts of retaliation are the same as those applying to acts of harassment and abuse; see Session 3, Consequences).

CONSENT: WHEN IT'S HARASSMENT AND WHEN IT'S NOT

Exercise 1

E

Q Which scenarios constitute sexual harassment and which do not?

Put cadets in pairs and distribute Exercise 1. Ask cadets to decide which scenarios constitute sexual harassment and which do not. Compare their answers with those in the chart below.

		Not Harassment	Harassment
Scenario	1. While working beside a female cadet to rig a sailboat, a male cadet squeezes her breast.		✓
	2. A female cadet asks a male cadet for a date.	✓	
	3. A male cadet stares at a female cadet's chest.		✓
	4. The male members of a competitive sailing team leap on one another and hug each other upon winning a race.	✓	
	5. A female cadet at a summer training centre shows pictures of naked men to some other female cadets.	?	?
	6. A female cadet tells a male cadet he's got great muscles.	?	?
	7. A female cadet repeatedly asks a male cadet for a date after he has told her he is not interested in going out with her.		✓
	8. A male cadet says to a female cadet, "I hear some girls are better in bed than others. How would you like to show me? The female answers, "Why don't you grow up!"		✓
	9. A male and female youth kiss each other.	✓	
	10. As part of an initiation ritual, new cadets travelling on a bus, are made to strip to their underwear and parade down the aisle of the bus.		✓

*Stress that the difference between normal behaviour and sexual harassment is **consent**. If someone is indicating by word or by body language that your behaviour is unwelcome this means **STOP. NO MEANS NO.***

Q1 Could any of these examples of harassment be criminal behaviour?

A Scenario I could be treated as **sexual assault** under the criminal code.

Q2 What could the female cadet in scenario #1 do, to try to stop further harassment from this cadet?

A She could start by saying, "I don't like being touched like that. Please don't do it again." If that doesn't work, she can be even more assertive and say, "Don't touch me like that again or I will report you to the CO." If she is not able to do this she should go to the UHRA for help, speak to a trusted friend or a parent, or call the **DND/CF Harassment Help Line 1-800-290-1019**.

The Grey Zone

It is not always easy to tell when behaviour is harassment or not. Sometimes there are "grey zones" (see examples below).

Scenario #5: If the female cadet with the pictures **gives a choice or asks permission** to the other cadets, e.g. "Do you want to see some pictures of naked men?", and if the cadets consent, this would not be harassment. However, such behaviour is still unacceptable in the CCM.

Scenario #6: This could be sexual harassment or not, depending on how it is communicated and if it is offensive to the other person. How you say something can change the meaning of what you say. Tone of voice, the look on your face and your body language can all add up to send a different kind of message. In general, comments about people's bodies should be discouraged.

Scenario #10: Sometimes hazing or initiations rights are intended as "fun." But if they single out an individual or a group and involve embarrassing or degrading behaviour this will be regarded as harassment not fun.

Put up the following slide to summarize:

Definition of Sexual Harassment

Unwanted conduct, gestures or invitations of a sexual nature which are likely to cause offence or humiliation.

Examples:

- questions about one's sex life
- comments on one's sexual attractiveness or unattractiveness
- sexual staring
- persisting in asking someone for a date even after they have said "no"
- persistent, or unwanted contact, after the end of a sexual relationship

Q How can you avoid harassing others?

Guidelines for Avoiding Harassing Behaviours

- Behave in a manner that makes both people feel safe, respected, and liked.
- Remember that it is **impact** not intent that counts.
- Don't do/say anything you would not want your girlfriend/boyfriend or family to find out about.
- Don't do/say anything you would not want the other person's girlfriend/boyfriend or family to find out about.
- If the other person's words or body language is saying, "This is unwelcome behaviour," ...STOP

The purpose of this exercise is to summarize various forms of harassment and give an opportunity to cadets to stand up and stretch before beginning the section on abuse.

Exercise 2

Stand Up If...

The exercise begins with everyone sitting down. Ask cadets to stand up when a statement applies to them. Once a cadet has stood up s/he should remain standing and raise a hand for each subsequent statement that also applies. At the end of the exercise most cadets will likely be standing which is an indication of how widespread the experience of harassment is.

Please stand up if:

1. You've ever seen a particular racial group portrayed negatively on TV or in the movies.
2. You've ever been told or heard someone being told "don't be a cry baby!"
3. You've heard someone say that females shouldn't be piloting planes, working on ships or fighting in battles.
4. You have ever heard someone speaking negatively of another race or telling a racial joke in your presence.
5. You have heard sexual comments about someone's body.
6. You, or some other young person you know, has been shopping in a store and been treated with suspicion.
7. You have observed or heard negative comments about disabled people.
8. You know or have heard about, a first nations youth that has experienced discrimination because of his/her culture.
9. You have observed/heard a youth being called names because of his/her alleged homosexuality.

E

Summary

Notice how many of you are standing. We've all experienced or witnessed harassment. To stop this behaviour we have to respect each other and live up to the values of the CCM.

Session 2: Abuse

Q1 When do you become an adult?

A The age at which a person legally becomes an adult varies from province/territory to province/territory, (e.g., British Columbia 19, Ontario 18, Nova Scotia 16).

Q2 In this province/territory at what age do you become an adult?

Q3 How many of you fit in this category?

Minors, that is persons who are not yet legally adults, are protected by the *Child Protection Act* in their province/territory.

Q4 What does the Act protect you from?

A Emotional, physical, sexual abuse and neglect.

EMOTIONAL ABUSE



Show video segment # 5a: Raising the Tent (Part 1)

Q1 What type of abuse is this?

A The MWO is abusing his power and using insults, put-downs, threats and intimidation to get cadets to complete a task. His principal target is Jessica. This is emotional abuse because the MWO is older and in a position of authority and Jessica is a minor.

Q2 How do you think Jessica feels? How does she feel about herself?

A Useless, incompetent, her self-confidence is being undermined, depressed. She may be feeling afraid and/or angry.

Q3 How long has the MWO been treating Jessica this way?

A At least a year. This is chronic emotional abuse.

Q4 How is this video similar to the first one we saw where cadets were picking teams for a game of soccer and no one wanted one of the cadets on their team?

A The kind of behaviour is very similar i.e., name calling, insults, put-downs.

Q5 How is this incident different?

A The persons acting inappropriately in the Picking Teams video are peers of the cadet who is being treated badly. In the Raising the Tent scenario, the MWO is **older and in a position of authority** and therefore the impact of his behaviour on the youth may be even more damaging. In this case, the law defines this as abuse, not harassment.

Q6 If this kind of experience happened to you during a cadet activity who could you go to for help?

A The UHRA, the CO, an adult you trust; ask a friend to go with you; or telephone the **Kids Help Phone 1-800-668-6868**.

DIFFERENCE BETWEEN HARASSMENT AND ABUSE

The behaviours of abuse and harassment are often similar; the difference is who the victim and offender are (i.e. power/authority and age difference), and how we respond and report the incident.

Harassment vs. Abuse



Q1 Why do you think the law makes this distinction between harassment and abuse?

A When we are teenagers we are still growing emotionally, socially and physically. Abusive behaviour hurts a person's self-esteem especially when it is still developing. Young people are less powerful and more vulnerable than adults. Therefore they need special protection. Every province and territory has legislation to protect children and youth. This legislation says that reporting abuse is the responsibility of all of us.



Definition of Emotional Abuse

A **chronic** attack on a child's/youth's self-esteem.

*Stress the word **chronic**: yelling and screaming at a youth is inappropriate behaviour but generally, to be considered emotional abuse, it has to be repetitive behaviour over a significant period of time.*

Q1 What are some other example of emotional abuse?

A Name calling, threatening, ridiculing, berating, intimidating, isolating, hazing, or ignoring a child's/youth's needs

PHYSICAL ABUSE



Show video segment # 6a: Failing Bed Inspection (Part 1)

Exercise 3

Prepare 6 index cards with the questions 1–3 below. Following the video put the cadets in 6 mini groups and distribute the cards. Give the groups three minutes to prepare their answers and then ask groups to report. Compare with the answers to questions 1–3.



After the groups report their answer to Q1, you should follow up with a sub question, “When did the physical abuse start in this scenario?”

Answer: As soon as Sgt. Ault threatens Joe. The purpose of this sub question is to make it clear to cadets that the definition of physical abuse is broad, and includes even a threat of physical violence.

Q1 What kind of abuse is this?

A An example of physical abuse. Sgt. Ault, a senior cadet in a position of authority, attacks a younger cadet.

Q2 What might be the impact of this experience on Joe? How might he react or try to cope with being treated this way?

Q3 In general, how might victims of physical abuse react?

How Victims Cope¹

- hide their feelings
- keep the secret
- withdraw
- become angry and aggressive
- use drugs/alcohol
- run away
- attempt suicide

R

Q4 If Sgt. Ault were not a Sgt. but a peer of Joe's (same rank), how would this change the situation?

A Ault's attack would be treated as harassment, not abuse. The CPA would not be involved. The UHRA would call the Military Police, who would investigate and decide, in consultation with the victim, whether to lay assault charges against Cadet Ault.

1. Copied with permission from
Hearing the Hurt, Judi Fairholm,
The Canadian Red Cross, 1997.

NEGLECT

Q1 What do you need to become a healthy person?

A Clothing, shelter, nutritious food, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.

V

Show video segment # 7a: Cross-country skiing

Q1 What type of abuse is this?

A The Captain is ignoring Cathy's injury. She doesn't believe Cathy and won't allow her to rest. She is not providing **medical attention**. This is potentially another form of abuse called neglect.

O

Definition of Neglect

Neglect is **chronic inattention** to the basic necessities of life.

Put up definition of neglect.

Q2 What should this cadet do?

A When she returns to the training centre she should report the incident to the UHRA. If Cathy is reluctant to report, her friend should offer to accompany her. Alternatively, she could telephone the **Kids Help Phone 1-800-668-6868**.

Q3 What is the difference between discipline and abuse?

A Discipline teaches and respects a person's self-esteem. Abuse attacks and destroys a person.

SEXUAL ABUSE

Put up definition of sexual abuse.

Sexual Abuse occurs

when a young or less powerful person is used by an older or more powerful child, adolescent or adult for sexual gratification. There are two kinds of sexual abuse: non-contact and contact.

O

Q How could someone sexually abuse you without touching you?

Non-Contact Abuse

- shown sexual videos and pornography
- forced to listen to sexual talk, obscene phone calls
- forced to pose for seductive or sexual photographs
- forced to look at sexual parts of the body
- forced to watch sexual acts
- objectified and ridiculed about sexual body parts
- intrusive questions, comments verbally, on the computer, in notes
- object of voyeurism; (e.g., watching a cadet shower/change)

R

Sexual Abuse — Contact

Contact sexual abuse, as the name suggests, involves contact with the sexual parts of our bodies: the mouth, genitals, anus, buttocks, breasts. It includes being:

Teenagers will sometimes react to the following information about “contact-sexual abuse” with laughter and jokes as a way of hiding their embarrassment or nervousness.

- touched in sexual areas
- forced to touch another’s sexual areas
- kissed or held in a sexual manner
- forced to perform sex

R

All sexual abuse is criminal behaviour.



Show video segment # 8a: Why I Quit Cadets

Q1 What was happening between Captain Richards and these two cadets?

A He was sexually abusing them. He is a pedophile — someone who wants to have sex with children. This has nothing to do with sexual orientation.

Q2 How did Captain Richards get his victims to go along with him?

A The victims knew and trusted Captain Richards. Offenders are usually someone we know and trust. They use their power as persons with authority to get victims to participate. Captain Richards threatened the female cadets with punishment if they didn't let him join the game. Because he was the Captain they felt powerless to refuse him.

Q3 Why did it take a long time for the female cadet to tell someone?

A Fear, guilt; she felt powerless, that no one would believe her, she was worried about the consequences; maybe she blamed herself partly. Abusers deliberately make their victims feel guilty and responsible in order to make sure that they will keep the secret.

Q4 How did the male cadet feel?

A Lousy, helpless, shameful — he would also be struggling with homophobia (prejudice against homosexuals) and how he saw himself as a male.

Q5 What should the female cadet do now?

A Report her experience to her former CO, or a person she trusts; call the **Kids Help Phone 1-800-668-6868** or the local Child Protection Agency.

Session 3: Consequences

ADMINISTRATIVE AND DISCIPLINARY CONSEQUENCES

We have been talking about what type of behaviour is unacceptable and where you can go for help if someone treats you in this manner. Now we must turn our attention to what could happen to you if you harass or abuse someone.

Put up overhead

- 30% of all sexual assaults in Canada are committed by teenagers.*
- If your actions do not conform to
 - the standard of behavior expected of a cadet
 - the *Human Rights Act*
 - the lawthere will be disciplinary and/or legal consequences.

O

Q What do you think some of the consequences could be?

Examples of Sanctions

- verbal apology
- written apology
- letter of reprimand
- referral to counseling
- Returned to Unit pending investigation
- reduction in rank
- expulsion from Cadets
- criminal charges
- imprisonment

R

Q What do you think would have happened to Captain Richards in the last video we just saw?

A There would have been an investigation. If he had been charged and convicted he would have been released from the Canadian Forces and a criminal trial would have taken place.

If you commit a criminal offence such as physical or sexual assault and you are between 12 and 17 years old the sanctions applied to you will be determined by the *Young Offenders Act* and the *Criminal Code of Canada*.

* Bagley Report, 1994

RIGHTS OF THE ACCUSED

Harassment Complaints

If someone complains that a cadet is harassing them and there is an investigation, the accused cadet has certain rights.

A cadet accused of harassment has the right too:

- be treated fairly
- have a person of his/her choice at all interviews/ meetings
- have the allegations in writing and time to respond
- get information about the investigation (subject to Information and Privacy laws)
- appeal the outcome of the investigation

FALSE ACCUSATIONS

Q If someone falsely accused you of being a harasser/abuser how might it affect you?

A It could destroy your reputation, cause serious emotional stress to you and your family, negatively affect your ability to find employment in the future...

False Accusation

A cadet who fabricates a story and falsely accuses someone of harassment or abuse will be subject to discipline.

WHERE TO GET HELP

If you know your behaviour is sometimes unacceptable there are people who can help you. You can:

- talk to someone you trust
- phone the **Kids Help Phone 1-800-668-6868** and talk to a counselor

RIGHTS AND RESPONSIBILITIES OF CADETS

Show wrap-up video clip.



Rights and Responsibilities of Cadets

Rights

As a cadet I have the right to:

- be treated fairly and with respect
- belong
- feel safe
- be included
- learn
- seek help
- be heard
- make decisions
- be protected from emotional, physical and sexual abuse and all forms of harassment
- use the law
- say "NO" to unwelcome behaviour

Responsibilities

As a cadet I have the responsibility to:

- treat others with respect
- not exclude anyone
- help protect others
- respect personal boundaries; honour "No's"
- tell the truth
- listen
- not dominate others
- not misuse my power
- control my anger
- not harass anyone
- not abuse anyone
- get help if I need it

(Fairholm, *Hearing the Hurt*, 1997)

Summarize the module by showing the overhead on the rights and responsibilities of cadets for preventing harassment and abuse. Read the overhead or invite volunteers to read it.



Wrap-up: Sensitization Module

Distribute “Rights and Responsibilities” wallet reference card to all cadets. Point out the toll-free telephone numbers on the back: the **DND/CF Harassment Help Line**, and the national **Kids Help Phone 1-800-668-6868**.

Distribute the evaluation form to the young cadets and ask them to complete it and hand it in. Point out to them that for question 2 of the form, they should check off the “Sensitization” box.

Note: Facilitators should be aware that a cadet could use the evaluation form to disclose an experience of harassment or abuse. When distributing the form, inform cadets that:

- writing about an experience can be the first step in dealing with harassment or abuse;
- if help is needed, help will be obtained;
- there will be no surprises/cadets will be informed of the process
- if abuse is disclosed, a report must be made to the CPA

Break

- if the participants are senior or Staff Cadets give a ten minute break before starting module 2.

MODULE 2: LEADERSHIP



2.

Expected Learning Outcomes

- recognize the responsibilities of being a leader
- understand the proper use of power and distinguish between discipline and abuse
- deal with disclosures
- describe the requirements for reporting harassment and abuse
- identify high-risk situations: protecting yourself
- comprehend the legal definition of consent

Module 2: Leadership

THE RESPONSIBILITIES OF BEING A LEADER

- Q** What is significant about being a senior or Staff Cadet? What special responsibilities do you have for preventing harassment and abuse?

Leaders...

- are in positions of power and authority over younger cadets
- must use that power responsibly and with respect for others
- are positive role models for other cadets
They must set an example
- must ensure an harassment-free and safe environment
- must intervene and report incidents of harassment or abuse according to CCM policy
- must take care of cadets and discipline them, when warranted.



DISCIPLINE VS. ABUSE: THE PROPER USE OF POWER

Throughout the discussion of this video segment leave up the overhead on Discipline vs. Abuse. As cadets respond to the questions point out the relevant points on the overhead.

Play segment # 9a Raising the Tent (Part 2), until the pause symbol



- Q1** What makes the MWO's behaviour abuse?
A (see bulleted list under Abuse on the overhead).
- Q2** What kind of power does this senior cadet have?
A Power of rank, power of age and authority, power given by the organization. This senior cadet is misusing his power.

Q3 If you became aware that this MWO treated cadets in this way what should you do?

A When you first become aware of it you should speak to someone in authority who can discipline the MWO. If his behaviour didn't change and became chronic, the CPA must be informed.

Abusive leaders have a mistaken understanding of discipline. They confuse discipline with control and may become abusive when a cadet is disobedient or fails to meet demands. The punishment is to make the youth "shape up."²

Some of you may have experienced situations in the CCM where intimidation and threats were being used as a form of discipline. This behaviour is not acceptable.

Discipline vs. Abuse

Discipline

- is related to misbehaviour
- only deals with the misbehaviour
- does not humiliate
- is thoughtful
- represents no threat to youth's well being
- uses action
- means youth accepts responsibility for youth's actions
- is based on equality and respect
- encourages youth to problem solve
- demonstrates caring
- teaches the good behaviour

Abuse

- is not related
- attacks self-esteem: "You're bad, stupid, worthless, no good..."
- humiliates
- is impulsive
- is more severe than warranted
- uses force
- means adult takes responsibility for youth's actions
- is based on superior/ dominance control
- assumes only adults can solve youth's problems
- demonstrates hostility
- destroys

(Fairholm, *Hearing the Hurt*, 1997)

This overhead is to be left up during discussion of questions 1–5. Please note it has been split into two parts due to the amount of information.

2. Copied with permission from *Hearing the Hurt*, Judi Fairholm, The Canadian Red Cross, 1997.

Q4 How would you have handled Jessica if you had been the leader in charge?

A Assigned more practice sessions. Offered more instruction and encouragement to Jessica.
Demonstrated confidence in Jessica's ability to do the job.

Play remainder of segment # 9a Raising the Tent (Part 2)



Q5 What did the Master Warrant Officer do differently this time?

A He gave more specific direction, assigned tasks to specific people. Gave lots of encouragement. Made corrections by demonstrating what to do. Demonstrated confidence in Jessica's ability to do the job.

DEALING WITH DISCLOSURES/REPORTING

Disclosures

can be about:

- abuse or harassment that happens to a cadet while at a cadet activity or
- abuse that is happening to a cadet outside of cadet activities

Disclosures can be reported:

- **non-verbally:** someone notices unusual bruises or behaviour
- **verbally:** the victim tells someone because they want help and they trust that person



Show video segment # 10a, Failing Bed Inspection (Part 2)

- Q1** What is happening to Sgt. Ault at home?
A He is being emotionally and physically abused by his father.
- Q2** How is he coping with the abuse he is experiencing at home?
A He is becoming angry and aggressive himself (learning violence).
- Q3** How did the Officer deal with the fight between the two cadets?
A The Officer intervenes to stop the fight, takes immediate steps to get medical attention for the youth who was attacked, and informs those who were encouraging the fight that they will be disciplined shortly. She then arranges to talk to Sgt. Ault in her office.
- Q4** How did the Officer deal with the disclosure?
A She listens to Sgt. Ault; she acknowledges that Sgt. Ault has a serious problem and that he is being courageous in seeking help. She reassures the youth that there are professional resources available to help both him and his father. She is firm that they must seek advice from the UHRA and report the situation to the CPA. She acknowledges Sgt. Ault's intention to apologize to the cadet he attacked but makes it clear that there will be other consequences for his behaviour.
- Q5** What other questions might the officer have asked Sgt. Ault and why didn't she?
A She avoided asking leading questions e.g, "Does your father kick you?", because leading questions could contaminate evidence in a subsequent investigation.

Compare cadets' responses to Q4 and Q5 with the next overhead.

Counseling services are available to cadets, at no cost, via the Canadian Forces Member Assistance Program (CFMAP).

Counseling services are available to cadets, at no cost via the Canadian Forces Member Assistance Program (CFMAP). In Canada and U.S. call 1-800-268-7708 or outside North America call collect at (613) 941-5842

Point out to the cadets that although the CPA's first priority is the safety of youth, the reporting process ensures that abusers are held accountable for their behaviour, AND that they get the help and counseling that they need, as well.

Disclosure Checklist

Listen and believe

- the cadet has chosen you to talk to, he/she trusts you.

Do not ask leading questions or conduct an interview

- Questioning/interviewing using closed questions, may prejudice any future investigation, e.g. "Did he threaten you?"
- If you need further facts, use open-ended questions to get them, e.g. "What did he say then?"

Do not promise not to tell

- If a cadet is being abused, by law you must tell the authorities (CPA).
- Do not talk about the incident to anyone else. Respect the privacy of both the victim and the alleged offender.

Reassure and affirm

- you've done the right thing by telling me
- telling takes courage
- the abuse is not your fault
- acknowledge the person's feelings

Do not try to be a counselor

- Counseling for victims of abuse should be done by qualified and authorized professional counselors. Do not try to help cadets by counseling them.

Describe the next steps (reporting and safety plan)

- In cases of abuse, tell the cadet that you and the UHRA will report the incident to the local Child Protection Agency, and the CPA will advise on how to ensure the cadet's safety.
- In cases of harassment, consult the UHRA and develop options with the cadet as to how you can ensure his/her safety.

Document

- Complete the Incident Report with the UHRA.

Do not confront the alleged offender

Take care of yourself

- Disclosures are emotionally difficult; seek support for yourself while maintaining confidentiality.

(Speak Out, The Canadian Hockey Association)



RISK REDUCTION: PROTECTING YOURSELF⁴

As leaders, it is important for you to avoid situations with cadets in which you might be vulnerable or compromised. The following exercise illustrates this risk.

Exercise 4

Write each of the following scenarios individually on an index card. Divide the senior and Staff Cadets into small groups or pairs depending on their numbers. Give one card containing a scenario to each group/pair. For each scenario ask them to answer the following questions:

E

- Q1** What is the potential risk to you as a leader in this situation?
- Q2** What could you do to avoid this risk?

Give the groups five minutes to analyze the scenarios and answer the questions. Then ask one cadet from each group/pair to report their answers.

4. Adapted with permission from *Speak Out*, The Canadian Hockey Association, 1997.

Scenario

<p>1. A Staff Cadet offers to drive a cadet home after a cadet meeting.</p>	<p>A You should never offer to drive a cadet home. Cadets are responsible for their own transportation to and from Cadets. If a cadet requires transportation ensure that another Staff Cadet/cadet is also in the car.</p>
<p>2. A cadet injures herself with a knife in the upper thigh while on exercise and you must remove clothing to treat the injury.</p>	<p>A Respect the dignity of the cadet; only uncover the injured area or drape private areas. Avoid treating injuries alone; have another Staff Cadet or cadet with you. If there is a female Staff Cadet trained in first aid available, ask her to help the female cadet. Tell the cadet what you are going to do, e.g., “You’ll have to take off your pants so I can see the wound. I’m going to have to clean it and bandage it,” “Is it OK if I touch you?” ... etc. Upon return to barracks you should document the incident.</p>
<p>3. You call a cadet into an empty room, away from others, to discipline him/her.</p>	<p>A Never discipline a cadet out of sight of others. Follow the checklist on discipline.</p>
<p>4. A Staff Cadet sees a cadet upset and wants to comfort him.</p>	<p>A Avoid touching the cadet. Comfort with words. If you need to touch, restrict it to “safe” areas, such as on the arm or shoulder, and check if it’s OK with the cadet first. Be sure that touching occurs when others are present.</p>
<p>5. A cadet asks you to lend him/her money.</p>	<p>A Giving money to a cadet creates an imbalance of power. If conflict later developed between you and the cadet this action could be misinterpreted to your detriment.</p>
<p>6. A parent arrives to pick up his/her child and is visibly impaired.</p>	<p>A Legally, if an impaired care giver is operating a vehicle, the police should be called immediately. CCM should inform parents of this policy.</p>

Guiding Principles of Risk Reduction in the CCM

- Two-deep rule; never be alone with a cadet, have another cadet, Staff Cadet or officer with you.
- Keep in sight of others.
- Touching should be avoided; if you have to touch ask the cadet if it's OK first, and restrict touching to "safe" areas of the body.
- Keep parents informed of your interaction with their child — where you are going, what you will be doing etc.
- Respect the dignity of all CCM members.
- Avoid contact or conduct that may be interpreted to have sexual connotations.
- Ensure cadets are supervised at all times.

Summarize with overhead if required.

THE ISSUE OF CONSENT³

We have briefly touched on the issue of consent in the previous module. However for older teenagers who may be involved in dating relationships with other cadets and for Staff Cadets in a position of authority, understanding consent is a very significant issue and we will examine it in a little more depth.

Q What does it mean to consent legally?

A Generally the law states that it is illegal for a person to engage in sexual activity with another person who does not consent. This means that both persons must agree to have sex for it to be legal sex. The voluntary agreement must be more than in peoples' minds. "Yes" is the key. The agreement does not mean "giving-in," "pondering," "silence," "hesitation." It is "yes-means-yes" and "no-means-no."

3. Copied with permission from *Hearing the Hurt*, Judi Fairholm, The Canadian Red Cross, 1997.

Put cadets in pairs and distribute Exercise 5. Give cadets three minutes to assess the situations and decide whether consent has/can be given or consent has not/cannot be given.

Debrief the exercise with the whole group making sure that cadets understand the points of law in the two references below.

Exercise 5

Q What does it mean to consent legally?

		Consent has been/ can be given	Consent has not/ cannot be given
Situation	1. A person turns away from a hug or kiss.		✓ body language says "NO"
	2. A person is drunk.		✓ incapable of consent
	3. A person has sex because they are threatened.		✓ under threat
	4. An 18-year-old agrees to have sex with another 18-year-old.	✓	
	5. A person starts to have sex and then changes his/her mind and says "NO."		✓ consent revoked
	6. A 17-year-old is having sex with a CIC.		✓ older person in a position of authority
	7. A 13-year-old is having sex with a 16-year-old.		✓ one under 14 and older person more than two years older

Under the law consent *cannot be given* when:

- one person is under 14 and the other more than two years older
- both people are under 14 with less than two years between them, but the older person is in a position of trust (e.g., babysitter)
- one person is 14 to 17 and the older person is in a position of trust or authority
- one person submits because the other threatens or uses force
- one person submits because the other threatens or uses force against a third person
- lies are used to obtain consensual sex

(Fairholm, *Hearing the Hurt*, 1997)

Consent *is not obtained* when:

- a person is incapable of consent (e.g. intoxicated)
- a third party says yes for someone
- a person engages in sex because an individual has abused a position of trust, power or authority
- the person expressed in words or conduct a lack of agreement e.g., saying "no"
- the person revoked agreement — changed her/his mind

(Fairholm, *Hearing the Hurt*, 1997)

Consent is...

- active not passive: words and body language say "Yes"
- based on choice: both have power to say "No"
- not manipulated: no pleading, no guilt feelings
- not coerced: no imbalance of power
- not submission due to fear: no threats
- freely given: it is an individual's choice

(Fairholm, *Hearing the Hurt*, 1997)

Summarize with this overhead on consent

Wrap-up: Leadership Module

Distribute the evaluation form to the senior and Staff Cadets and ask them to complete it and hand it back before they leave. Thank them for their participation.

ANNEXES A, B, C, D



Annex A **Page 38**

Annex B **Page 40**

Annex C **Page 49**

Annex D **Page 73**

Annex A

Exercise 1

Q Which scenarios constitute sexual harassment and which do not?

✓ Check one column for each scenario.

Not Harassment	Harassment	
		1. While working beside a female cadet to rig a sailboat a male cadet squeezes her breast.
		2. A female cadet asks a male cadet for a date.
		3. A male cadet stares at a female cadet's chest.
		4. The male members of a competitive sailing team leap on one another and hug each other upon winning a race.
		5. A female cadet at a summer training centre shows pictures of naked men to some other female cadets.
		6. A female cadet tells a male cadet he's got great muscles.
		7. A female cadet repeatedly asks a male cadet for a date after he has told her he is not interested in going out with her.
		8. A male cadet says to a female cadet, "I hear some girls are better in bed than others. How would you like to show me?" The female answers, "Why don't you grow up!"
		9. A male and female youth kiss each other.
		10. As part of an initiation ritual, second-year cadets make new cadets, travelling on a bus, strip to their underwear and parade down the aisle of the bus.

Scenario

Exercise 5

Q What does it mean to consent legally?

Situation		Consent has been/ can be given	Consent has not/ cannot be given
	<ol style="list-style-type: none"> 1. A person turns away from a hug or kiss. 		
<ol style="list-style-type: none"> 2. A person is drunk. 			
<ol style="list-style-type: none"> 3. A person has sex because they are threatened. 			
<ol style="list-style-type: none"> 4. An 18-year-old agrees to have sex with another 18-year-old. 			
<ol style="list-style-type: none"> 5. A person starts to have sex and then changes his/her mind and says "NO." 			
<ol style="list-style-type: none"> 6. A 17-year-old is having sex with a CIC. 			
<ol style="list-style-type: none"> 7. A 13-year-old is having sex with a 16-year-old. 			

Annex B

DEBRIEFING QUESTIONS FOR ALTERNATE VIDEO SEGMENTS (SERIES 2B–10B) — SENSITIZATION MODULE

2b. The Jerk

Q1 What kind of harassment is this?

A One cadet is harassing another cadet both verbally and non-verbally; making disrespectful, insulting and offensive remarks, and mimicking her disability. This is personal harassment.

Q2 How do you think the victim is feeling?

A Hurt, humiliated, angry, upset.

Q3 How may other cadets feel and react when they see this kind of behaviour?

A They may feel uncomfortable and sorry for the person being harassed. They may try to defend the victim; they may fear the harasser and try to avoid him/her; they may join in the harassment.

Q4 What is the impact of all this on the cadet unit?

A When this happens the result is a poisoned environment.

Q5 What does a poisoned environment do to the unit?

A It hurts the unit — creates disunity, conflict, lowers morale. It is destructive to the victim and to the unit and is unacceptable.

Q6 Is there anything the victim can do?

A She may try to tell the harasser that she has no right to speak about her like that, and that if she does so again she will tell an officer. If she is too uncomfortable confronting the harasser, she should ask for help from an officer, the UHRA (Unit Human Rights Advisor), or a parent, or call the **DND/CF Harassment Help Line 1-800-290-1019**.

Q7 How do you think the cadet should be disciplined?

A She should receive a verbal warning from an officer, with a reminder of the CCM policy on personal harassment.

3b. Sharing a Tent

Q1 Is this harassment? If so, what kind?

A Harassment on the basis of a person's sexual orientation.

Q2 Sgt. Wayne Scanlon is not present at this conversation. Is this still harassment?

A Yes. One of the cadets, who is homosexual himself, takes offence at the comments about gays.

Q3 How has the homosexual cadet dealt with this harassment?

A He has defended Sgt. Scanlon by pointing out the sergeant's competence and professionalism. He has chosen to speak out about his homosexuality and confront the prejudice of the other cadets. If he were not prepared to do this himself, he might ask a friend for advice or seek help from the UHRA.

4b. On the Stairs

Q1 What kind of harassment is this?

A The male cadet is sexually harassing the female cadet; he touches her, even after she makes it clear his attention is unwelcome. He then retaliates for her rejection by spreading untrue, offensive rumours about her sexual behaviour.

Q2 How has the female cadet tried to take responsibility for stopping the harassment?

A She has clearly indicated her lack of consent both non-verbally (by leaning away, removing his arm, and leaving) and with words (she told him she already has a boyfriend and asked him to stop his behaviour. She also confronts the cadet about spreading rumours about her).

Q3 What should the female cadet do next?

A Speak to the UHRA.

Q4 Should there be any discipline taken against the male cadet? If so, what do you think should happen to him?

A There would be an internal investigation regarding the incident and rumours. If the investigator concludes that there was harassment, the male cadet should apologize to the victim. The CO would give him a verbal warning to stop behaving in this manner. Since the cadet compounded his actions by retaliating against the victim, he might be given a recorded warning.

5b. Spit and Polish — Part 1

Q1 What type of abuse is this?

A He's yelling at Livingston, calling him names, using put-downs. This is potentially emotional abuse.

Q2 How is the senior cadet's behaviour similar to the behaviour of the female cadet in the video called "The Jerk" (video 2b)?

A Both she and this senior cadet are insulting, humiliating the other person.

Q3 What is different about the two offenders in these incidents?

A One is a peer (the "jerk"), one is older and in a position of authority, (the senior cadet). When an older person in a position of authority treats a youth this way the impact on the youth is even more damaging to the youth's self-esteem and might be considered emotional abuse.

Q4 How long has the senior cadet been treating him this way?

A About six weeks (possibly not long enough to be considered **chronic** according to the definition of emotional abuse, but long enough to take note and intervene).

Q5 If you saw Livingston being treated this way and wanted to help him, what could you do?

A Suggest he talk to the UHRA. The UHRA/CO needs to discipline this leader and ensure that he learns to deal with behaviour problems of cadets in an appropriate manner without misusing his power.

6b. Just Playing a Game

Q1 What type of abuse is this?

A A game has gone out of control. The senior cadets are physically abusing the first year cadets; some other first year cadets are harassing their peers (the prisoners).

Q2 How are the two captured cadets feeling?

A They are anxious at first and then afraid; they are being physically hurt.

Q3 What do you think the officer will do?

A She will first attend to any injuries that cadets may have sustained. The junior cadets who were maltreating their peers will be told that this is unacceptable behaviour and they will be disciplined, (verbal warning). The Officer will report the incident to the UHRA/CO who will inform the Child Protection Agency. Following an investigation the police could lay assault charges against the senior cadets. If the senior cadets were convicted of abuse they would be dismissed from Cadets.

7b. Waiting for Dad

Q1 What type of abuse is this?

A This may be a case of parental neglect. The father repeatedly forgets to pick up his child and leaves the cadet unsupervised. The cadet seems afraid of the father. This youth appears neglected.

Q2 Where could this cadet get help?

A The cadet could talk to the UHRA, a trusted friend, Officer Beamish, or phone the **Kids Help Phone 1-800-668-6868**.

Q3 What is the Officer's responsibility?

A If the officer is unsure about reporting he should very discretely discuss his concerns about the cadet with other leaders who have worked with this cadet and with the UHRA. If his suspicions are confirmed, he must report it to the CPA.

8b. Campfire — Part 1

Q1 What has happened to Tara?

A She has probably been sexually abused by the Officer.

Q2 How did the officer get her to go along with him?

A He misused his power; he offered alcohol as an enticement; he used his authority as an officer to get Tara to stay even though she wasn't comfortable with the idea; he implied that he could help her progress in Cadets if she "relaxed" and did as he wanted.

Q3 How does Tara feel right now?

A Confused, afraid, powerless, worried maybe that no one will believe her, ashamed and guilty. Abusers deliberately try to evoke these feelings so that their victims will not tell anyone.

Q4 How might Tara's friend help her?

A The friend can listen to Tara and encourage her to speak to the UHRA or to call the **Kids Help Phone 1-800-668-6868**. The friend has to report her suspicions to the UHRA or the CO.

DEBRIEFING QUESTIONS FOR ALTERNATE VIDEO SEGMENTS (SERIES 2B–10B) — LEADERSHIP MODULE

9b. Spit and Polish — Part 2

Play video segment 9b, until the pause symbol.



*See page 27 on the topic of
abusive leaders then show
Overhead: Discipline vs. Abuse.*

Q1 Why is the senior cadet treating Livingston in this way?

A Livingston is a problem kid and the senior cadet is frustrated to the point of “letting him have it.”

Q2 What kind of power does this senior cadet have and how is he using it?

A Power of rank, power of age and authority; he is misusing it.

Q3 How would you describe Cadet Livingston?

A He’s hard to like, gets in trouble, disrupts activities, is disobedient.

Q4 What do you think might be happening to Livingstone at home, that may be contributing to his behaviour at Cadets? How does this affect him?

A The video does not provide the answer to this question but the senior cadet’s remark about Livingstone’s home-life implies that there are some problems. Perhaps he does not get much attention, maybe someone in his family is seriously ill, etc. There are many different possible explanations for his behaviour at Cadets.

Q5 How would you handle Livingston?



Let the senior cadets share their ideas then play remainder of video segment 9b

Q6 How does the senior cadet handle Livingston's behaviour this time?

A He acknowledges that Livingston is having a hard day without attacking/blaming him. He physically separates Livingston from the others, and helps him move his things. He encourages Livingston and at the end praises his effort.

The senior cadet has become aware of what may be contributing to Livingston's behaviour problems and has brought it to the attention of the UHRA.

10b. Campfire — Part 2

Q1 How does Tara's friend help her?

A She listens, she supports Tara, she **doesn't** let Tara make her promise not to tell. She persuades Tara to go and tell what's happened to the UHRA and offers to go with her. The UHRA would report this to the CPA.

Q2 What other questions might her friend have asked Tara and why didn't she? (e.g. "Did he do X or Y to you?")

A She avoided asking closed or leading questions because this could contaminate evidence in a subsequent investigation.

Annex C

CHAP OVERHEADS

Annex D

CHAP

Evaluation Form

1. Are you a senior or Staff Cadet? Check the appropriate box.

Yes No

2. Indicate which module(s) you are evaluating by checking the appropriate box.

Sensitization Leadership
 Both

To answer questions 3 to 9, **circle the appropriate numbers according to the rating scale at right.**

1 – poor → 5 – excellent

3. How well do you think this workshop has made you aware of your rights as a cadet, to be protected from harassment and abuse?

1 2 3 4 5

4. How well do you think this workshop has prepared you to carry out your responsibilities for preventing harassment and abuse in the CCM?

1 2 3 4 5

5. How would you evaluate your Facilitator?

1 2 3 4 5

Facilitator's Name: _____

Comments: _____

6. How would you rate the: workshop videos?
exercises?
overheads?

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

7. How well did you understand the information that was presented?

1 2 3 4 5

8. How would you rate your level of comfort during this training session?

1 2 3 4 5

9. How interesting were the learning activities?

1 2 3 4 5

10. What did you like best about this workshop? _____

11. What did you like least? _____

12. What were the most important things you think you learned from this workshop? _____

13. Any suggestions for improvement? _____

Evaluation Form

Name (optional): _____

Please return this form to your Facilitator before you leave. Please use the back of the form if you need more space.