

**Staff Training Session
(C H A P)**

Facilitator's Guide

April 2000

Acknowledgements

The Directorate of Cadets wishes to acknowledge and thank the Canadian Human Rights Commission (CHRC), the Canadian Red Cross (CRC), the Canadian Hockey Association (CHA), BOMI Video Tape Productions Ltd., and Consulting and Audit Canada (CAC) for their assistance in developing these training materials.

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, from 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

CHAP policy states that all members of the Canadian Cadet Movement (CCM) must receive CHAP training. The CHAP training program was designed for presentation to adolescents and should not be delivered, as is, to adults. The present Staff Training session is designed to present a condensed version of CHAP to adult staff members. This session shifts the emphasis for adults from awareness of harassment and abuse behaviour to a general understanding of policy and the implications for adults who interact with cadets.

Program Rationale

Harassment and abuse can happen to any youth, anywhere (school, sports field, Summer Training Centre, at home, hockey practice, etc.). It is the policy of the Department of National Defence (DND) and the CCM to ensure a respectful, harassment-free and safe learning environment for cadets. DND and the CCM have a legal obligation to report suspected youth abuse according to Provincial/Territorial Child Protection Legislation.

Target Population

The target population of this training session is all adults in the CCM other than those who under CHAP policy must take either the Unit Human Rights Advisor's course or the Master Trainer course. Normally, this would include any adult who has regular contact with cadets such as officers, NCMs, civilian instructors and civilian volunteers (parents of cadets who are not working as volunteers can attend the Information Session for Parents).

Trainer

This session must be delivered by the Unit Human Rights Advisor (UHRA).



Class Size

The number of participants attending this one-and-a-half-hour session must not exceed 20. CHAP policy is quite complex for people with minimal or no knowledge of harassment and abuse. Restricting class size to 20 will allow some time for questions and discussion, an essential learning activity for adult participants.

Classroom Materials Required

- Flip chart/felt pens or blackboard/chalk
- This Facilitator's Guide
- A copy of the CHAP videos - series A and B
- Overhead projector
- VCR and monitor
- Writing materials for participants

Legend

	Overhead
	Video
Normal	Information for session participants
<i>Bold/Italics</i>	Information for facilitator
Q	Question for participants
A	Expected answer

List of Abbreviations and Terms

CCM	Canadian Cadet Movement
CFMAP	Canadian Forces Member Assistance Program: this program offers counselling services to members of the Canadian Forces, cadets and their families.
CHAP	Cadet Harassment and Abuse Prevention training program
CPA	Child Protection Authorities
UHRA	Unit Human Rights Advisor
Youth maltreatment	This covers all types of harassment and abuse

Staff Training Session Agenda

	TIME
Introduction <ul style="list-style-type: none"> • CHAP Program rationale • Roles and responsibilities within CCM • Agenda 	18:30-18:35
Review of Harassment and Abuse Harassment <u>Expected Learning Outcomes</u> <ul style="list-style-type: none"> • To recognize behaviours which constitute harassment or abuse • To understand the difference between harassment and abuse 	18:35-19:10 18:35-18:50
Abuse <u>Expected Learning Outcomes</u> <ul style="list-style-type: none"> • Identify the types of abuse 	18:55-19:10
The difference between discipline and abuse <u>Expected Learning Outcomes</u> <ul style="list-style-type: none"> • Understand the difference between abuse and the appropriate use of power to discipline 	19:10-19:20
Consequences <u>Expected Learning Outcomes</u> <ul style="list-style-type: none"> • Understand the potential consequences of harassing or abusive behaviour • Understand the rights and responsibilities of leaders and other personnel 	19:20-19:30
Dealing with Disclosure <u>Expected Learning Outcomes</u> <ul style="list-style-type: none"> • Identify the types of disclosure • Understand what you must do if you receive a disclosure 	19:30-19:40

19:40-19:50	<p>Risk Reduction: Protecting yourself</p> <p><u>Expected Learning Outcomes</u></p> <ul style="list-style-type: none">• Awareness of the guiding principles of risk reduction in the CCM
19:50-20:00	<p>Consent</p> <p><u>Expected Learning Outcomes</u></p> <ul style="list-style-type: none">• Understand what it means to consent legally• Understand when consent cannot be given
5 minutes	<p>Wrap-up</p> <ul style="list-style-type: none">• Summarize the main themes and respond to questions



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Introduction

Purpose

- to welcome participants
- to explain the reason for the CHAP program
- to explain the roles and responsibilities of all the players in the CHAP program
- to provide an overview of the agenda for the evening

Welcome to the training session for staff on the Cadet Harassment and Abuse Prevention Program. I am (name) and I am the Unit Human Rights Advisor for this unit. Perhaps a good place to start this session is to review the reasons why the CCM developed a CHAP policy and training program for cadets on the subject of harassment and abuse.

Have the overhead below on the projector before stating the following:

All youth serving organizations have a legal responsibility to make their members aware of issues relating to harassment and abuse. Our goal is to provide a positive learning environment for cadets while keeping them safe from harm.

Program Rationale

- Harassment and abuse can happen to any youth, anywhere (school, sports field, Summer Training Centre, at home, hockey practice, etc.).
- The Policy of DND is to ensure a respectful, harassment-free and safe learning environment for cadets.
- DND has a legal obligation to report suspected youth abuse (Provincial/Territorial Child Protection legislation).

Review the roles in the next overhead starting at the bottom with cadets.

All of us in the CCM, including cadets themselves, share a responsibility for ensuring a respectful and safe environment for cadets. Here is a summary of the roles and responsibilities of the people involved in this program.

Roles and Responsibilities of CHAP Players

	Role	Responsibilities
Master Trainers	<ul style="list-style-type: none"> • trainer for Human Rights Advisors • advisor 	<ul style="list-style-type: none"> • take an intensive training program on CHAP • deliver 2- day Human Rights Advisor Course • act as centre of expertise on CHAP for the UHRAs in the regions
Unit Human Rights Advisors	<ul style="list-style-type: none"> • trainer • advisor 	<ul style="list-style-type: none"> • deliver CHAP program to cadets at LHQ • deliver this module to staff • deliver a parent's module on CHAP • advise cadets/the chain of command on harassment and abuse
Other adults in the CCM	<ul style="list-style-type: none"> • model appropriate behaviour 	<ul style="list-style-type: none"> • take action/seek advice of UHRA when aware of harassment or abuse
Cadets	<ul style="list-style-type: none"> • participant 	<ul style="list-style-type: none"> • understand their rights and responsibilities with respect to harassment and abuse

Players

Agenda

Our session tonight will be about one and a half hours. Here's what we will be covering.

Session Agenda

- Introduction to Harassment and Abuse
- Discipline vs. Abuse
- Dealing with Disclosures of Harassment and/or Abuse
- Risk Reduction: Protecting Yourself
- Understanding Consent



Overview of Harassment and Abuse

Expected Learning Outcomes

- to recognize behaviours which constitute harassment or abuse
- to understand the difference between harassment and abuse

Q1 In which examples were the victim and alleged perpetrator more or less peers?

A The examples of harassment.

Q2 In which examples was the alleged perpetrator an adult or an older youth, or a youth in a position of authority over the victim?

A The examples of abuse.

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

Policy

- If it is **harassment**, the incident is dealt with internally by the CCM.
- If it is **abuse** it is reported to the Child Protection Authorities (CPA) and they address it.

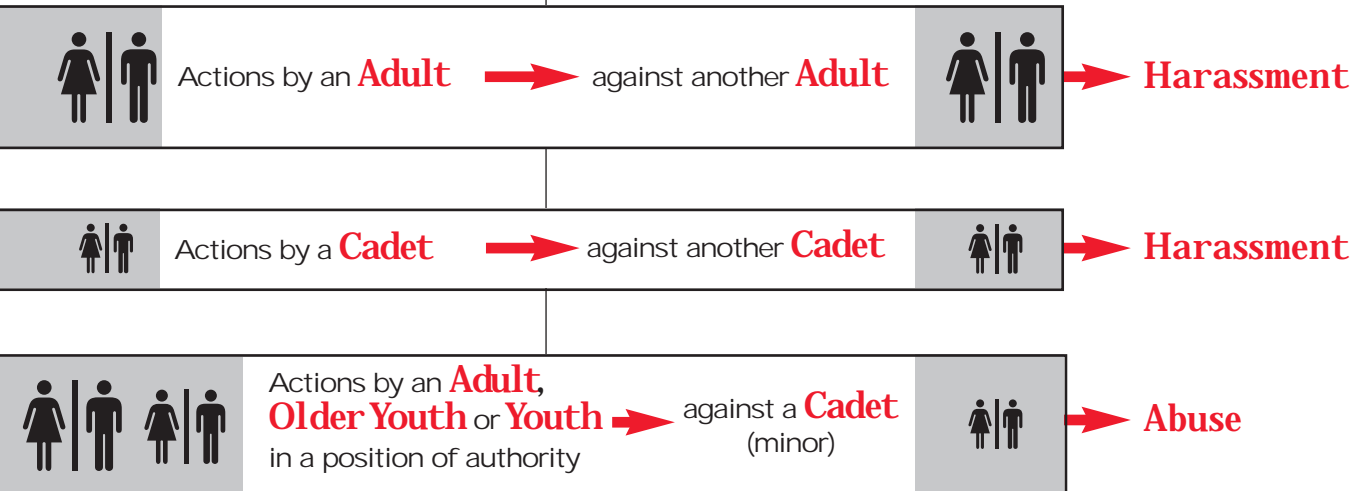
Divide a flip chart vertically in half. Label one side “Harassment” and the other “Abuse”.

Ask participants to describe some behaviours that they think might be examples of harassment or abuse.

Ask participants to give examples and list them on the flip chart under the appropriate label. Once you have at least two examples of each, ask the questions.

Harassment vs. Abuse

Harassment vs. Abuse



Refer staff to the third picture at the bottom of the overhead, Harassment vs. Abuse.

Definition of Abuse of Authority: Unfair Treatment

Q The picture is illustrating the basic elements of what constitutes abuse. When an adult, older youth or youth in a position of authority mistreats a cadet, this is abuse. There are, however, some exceptions to this. Can anybody think of any?

A ***(Acknowledge any examples from the staff and then introduce the example below).***

Some of you who have taken SHARP training will be familiar with abuse of authority.

When a person in a position of authority, for example, an officer, a Staff Cadet at summer camp or a CO, treats a cadet unfairly or unjustly, this is abuse of authority.

Example

A Cadet applies to go to a Cadet Summer Training Centre. His CO, who has taken a personal dislike to this cadet, does not recommend the cadet for summer training.

- Q If you saw someone abusing their authority, what would you do?
- A You could talk to the person directly or bring it to the attention of the next in the Chain of Command and/or talk to the UHRA

Abuse of authority, when directed at children/youth, may constitute child abuse or harassment. Examples of harassment are: unfairly favouring one cadet over another and non-chronic verbal abuse.

CCM Policy on Harassment and Abuse

Using the Policy Framework CATO 13-24 (Annex F), refer participants to the definitions of the Forms of Harassment and Abuse and show the appropriate Video segments to illustrate and reinforce each definition. Following each video, use the debriefing questions to check the Staff's understanding.

Harassment

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)

- Q Can anyone provide an example of personal harassment?
- A Racial slurs, derogatory comments about a person's looks, etc.

After showing the video segment, debrief using the following questions.

Show video segment #2a "Picking Teams".



- Q1 How do you think the victim is feeling?
A Hurt, humiliated, angry, upset.
- Q2 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.
- Q3 What is the impact of this kind of behaviour on the unit?
A When this kind of behaviour happens, the result is a poisoned environment.
- Q4 What does a poisoned environment do to the unit?
A It hurts the unit - creates disunity, conflict, and lowers morale. It is destructive to the victim and to the unit and is unacceptable.

The *Canadian Human Rights Act* and the Canadian Human Rights Commission exist to ensure that Canadians treat one another with respect and fairness. The *Canadian Human Rights Act* 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 he is a Muslim.

Prohibited Grounds

The prohibited grounds for discrimination defined in the *Canadian Human Rights Act* are: race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability, pardoned conviction and sexual orientation.



Definition of Sexual Harassment

Sexual harassment is defined as unwanted conduct, comments, gestures or invitations of a sexual nature which are likely to cause offence or humiliation.

Refer participants to the Policy Framework.

Examples

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



Show video segment #4a "Marching Drill"

After showing the video segment, debrief using the following questions.

- Q1 What makes this sexual harassment?
- A The male cadets are making comments about the females' bodies, their sexual attractiveness/unattractiveness.
- Q2 If you overheard or witnessed this activity what could you do about it?
- A Speak to the cadets involved and/or report the incident to a person in authority or consult the UHRA.

Impact vs. Intent

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.

✓ Impact *not* Intent ✗



Example

If I consistently called someone a derogatory name because he/she walks with a limp and that person is offended, this is harassment, not teasing. I may intend it as a joke, but it is the way the person feels that counts.

Abuse

In general, the term abuse may be defined as a situation in which a child is in need of protection. Child abuse can manifest itself in various behaviours under four broad categories: emotional, physical, sexual and neglect.

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.

Definition of Emotional Abuse
Read definition from the Policy Framework.



Show video segment #5a "Raising the Tent".

After showing the video segment, debrief using the following question.

- Q What should you do if you see a colleague treating Cadets this way?
- A Speak to the colleague privately, talk to the CO or consult the UHRA.

Definition of Physical Abuse

Physical abuse occurs when a person in a position of power or trust injures or threatens to injure a child or youth. It also includes the excessive use of exercise as a form of punishment.



Show video segment #6a "Failing Bed Inspection" (Part I).

After showing the video segment, debrief using the following questions.

- Q1 What might be the impact of this experience on Joe? How might he react or cope with being treated this way?

How Victims Cope

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

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

- Q2 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 Ault.

Read definition from the Policy Framework.

Definition of Neglect

Let's look at the definition of neglect.

Examples of neglect are **chronic inattention** relating to: clothing, shelter, nutritious food, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.

- Q What should you do if you suspect neglect?
- A If you have suspicions of neglect you should consult with the Unit Human Rights Advisor (UHRA). The UHRA will discreetly consult with other staff who interact with the cadet and, if suspicions are corroborated, the UHRA would call the Child Protection Authorities.

Definition of Sexual Abuse

Sexual abuse occurs when a younger 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.

Examples: Non-contact sexual abuse

- shown sexual videos or 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 (sexual parts of the body refer to the genitals, anus, buttocks and breasts)
- forced to watch sexual acts
- objectified and ridiculed about sexual body parts
- intrusive questions or comments verbally, on the computer, in notes
- object of voyeurism (e.g., watching a cadet shower/change)



Sexual Abuse: Contact

Contact sexual abuse involves contact with the sexual parts of our bodies: the mouth, genitals, anus, buttocks, breasts. It includes the following examples.

Examples: Contact Sexual Abuse

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

All sexual abuse is criminal behaviour.

Show video segment # 8a "Why I Quit Cadets".

After showing the video segment, debrief using the following questions.

- Q1 How did the abuser 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 females with punishment if they didn't let him join the game. Because he was the Captain they felt powerless to refuse him.
- Q2 How did the male cadet feel?
- A Helpless, shameful - he would also be struggling with homophobia (prejudice against homosexuals) and how he saw himself as a male.
- Q3 What advice can you give these cadets?
- A Report the experience to their former CO, the UHRA, or a person they trust; call the **Kids Help Phone 1-800-668-6868** or the local Child Protection Agency.
- Q4 What do you think would have happened to Captain Richards?
- 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.

Consequences

We have been talking about what type of behaviour is unacceptable and where cadets can go for help if someone treats them in this manner. Now we will turn our attention to what could happen to the harasser or abuser.

Consequences

- 30% of all sexual assaults in Canada are committed by teenagers.
- If your actions do not conform to:
 - the standard of behaviour expected of a cadet,
 - the *Canadian Human Rights Act*, or
 - the law,

there will be disciplinary and/or legal consequences.

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

Examples of Sanctions

- verbal apology
- written apology
- letter of reprimand
- counselling and/or probation
- reduction in rank
- expulsion from CCM and/or CF
- criminal charges
- imprisonment

A If you commit a criminal offence such as physical or sexual assault, the sanctions applied to you will be determined by the *Criminal Code of Canada*.

Responsibilities of Leaders and Other Personnel

By virtue of your age and position as a staff member of the CCM, you are automatically endowed with some authority and therefore some leadership responsibilities.

Responsibilities of Leaders

- must use power responsibly and with respect for others
- must be positive role models for cadets
- must set an example
- must ensure a harassment-free and safe environment
- must intervene and report incidents of harassment and abuse according to CCM policy
- must take care of cadets and see that they are disciplined, when warranted

Discipline vs. Abuse

Let's have a brief look at the differences between discipline and abuse.

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

Note: This overhead has been split into two slides.

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

Show video segment #9a “Raising the Tent” (Part 2) until the pause symbol.



- Q1 What is the difference between discipline and abuse?
A Discipline teaches and respects a person’s self-esteem. Abuse attacks and destroys a person.
- Q2 What makes the Master Warrant Officer’s behaviour abuse?
A Refer to the bulleted list under Abuse on the overhead.
- Q3 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.
- Q4 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 the next in Chain of Command who, with the help of the UHRA, 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”.

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.

Dealing With Disclosures

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



Play video segment 10a “Failing Bed Inspection” (Part 2) until the pause symbol.

- Q What other questions might the officer have asked Sgt Ault and why didn't she?
- A She avoided asking leading questions such as “Does your father kick you?” because leading questions could contaminate evidence in a subsequent investigation.

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 Yourself

As adult staff members of the CCM it is important for you to avoid situations with cadets in which you might be vulnerable or compromised.

As we cover a few examples it is helpful for you to think about the potential risk to you, and to ask yourself what you could do to avoid the risk.

Scenario

- | | |
|---|---|
| <p>1. An adult staff member offers to drive a cadet home after a parade night</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 adult/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 want 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 the "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 that cadets are supervised at all times.

The Issue of Consent

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 people's minds. "Yes" is the key. The agreement does not mean "giving in" "pondering", "silence" or "hesitation". It is "yes-means-yes" and "no-means-no."

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 his/her agreement - changed his/her mind

(Fairholm, *Hearing the Hurt*, 1997)

Consent is...

- active not passive: words and body language say "Yes"
- based on choice: both have the 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)



Wrap-up

Ask for any remaining questions and allow about 5 minutes for answers.

Show the wrap-up video clip and thank everyone for their participation.



The main message for staff is that harassment incidents should be dealt with internally, informally, where appropriate, at the lowest level possible, by the CCM, while abuse incidents must be reported externally to the local Child Protection Agency. Staff should consult the UHRA who will know the correct procedures to follow.

