

**Parents Awareness Session  
(CHAP PROGRAM)  
Facilitator's Guide**

**Mar. 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, 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 must receive CHAP training. The CHAP training program was designed for presentation to adolescents and should not be delivered, as is, to adults. The Staff training session is designed to present a condensed version of CHAP to adult staff members. The Parents Awareness module for adults who have children in cadets is designed to provide parents with a general understanding of what their children are learning, and to give parents an understanding of what constitutes harassment and abuse.

## Programme Rationale

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

## Target Population

The target population of this Awareness session is all parents or guardians of children in the Canadian Cadet Movement.

## Trainer

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

## Classroom Materials Required

- Flip chart/felt pens or blackboard/chalk
- This Facilitator's Guide,
- A copy of the CHAP videos – series A
- Overhead projector
- VCR and monitor
- Arrange a room to view more videos subsequent to the awareness session

## Legend

- OVH:** overhead
- V:** video
- Normal text:** information for session participants
- Bold/Italics:*** ***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	<b>Cadet Harassment and Abuse Prevention</b> training program
CPA	Child Protection Authorities
UHRA	Unit Human Rights Advisor
Youth maltreatment	This covers all types of harassment and abuse

**Parents Awareness Session**

**AGENDA**

<b>Time</b>	<b>Approximately 1 hour</b>
<b>18:30-18:35</b>	<b>Introduction</b> <ul style="list-style-type: none"><li>• to explain the reason for the CHAP program</li><li>• to explain the roles and responsibilities of the players in the CHAP program</li><li>• to provide an overview of the agenda for the evening</li></ul>
<b>18:35-18:40</b>	<b>Description of CHAP</b> <u>Purpose</u> <ul style="list-style-type: none"><li>• To illustrate the interactive, age sensitive modular structure of the program</li><li>• To understand the basic differences between harassment and abuse</li></ul>
<b>18:40-19:00</b>	<b>Demonstration</b> <u>Expected Learning Outcomes</u> <ul style="list-style-type: none"><li>• Understand the difference between harassment and abuse and the appropriate use of power to discipline</li></ul>
<b>19:00- 19:05</b>	<b>Difference between Discipline and Abuse</b> <u>Purpose</u> <ul style="list-style-type: none"><li>• To illustrate proper discipline and improper behaviour</li></ul>
<b>19:05-19:10</b>	<b>How parents will know</b> <u>Expected Learning Outcomes</u> <ul style="list-style-type: none"><li>• Recognizing some basic warning signs</li><li>• To explain how you will be informed</li><li>• Understand the rights and responsibilities of leaders and other personnel</li></ul>
<b>19:10-19:30</b>	<b>Question and Answer Period</b> <ul style="list-style-type: none"><li>• Questions and wrap-up video segment</li></ul>

# Table of Contents

	<b>Page</b>
INTRODUCTION.....	2
DESCRIPTION OF CHAP .....	4
DEMONSTRATION OF CHAP.....	5
HOW WILL PARENTS KNOW .....	13
WRAP UP.....	15

## **Introduction 18:30-18:35**

### **Purpose**

- 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 awareness session for parents 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 Canadian Cadet Movement developed a Cadet Harassment Abuse Prevention 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 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.

### **OVH: 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
- The *Canadian Human Rights Act* requires us to treat each other with respect and prohibits behaviour that discriminates against someone on the basis of race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability pardoned conviction and sexual orientation.
- According to DND policy, incidents of harassment are reported and dealt with internally
- DND has a legal obligation to report suspected youth abuse (Provincial/Territorial Child Protection legislation)

All of us in the Canadian Cadet Movement, 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.

**OVH: Roles and Responsibilities of CHAP Players**

<b>Players</b>	<b>Role</b>	<b>Responsibilities</b>
Master Trainers	<ul style="list-style-type: none"><li>• trainer for Human Rights Advisors</li><li>• advisor</li></ul>	<ul style="list-style-type: none"><li>• take an intensive training program on Cadet Harassment and Abuse Prevention</li><li>• deliver 2 day Human Rights Advisor Course</li><li>• deliver this module to parents</li><li>• deliver a module to staff</li><li>• act as centre of expertise on Cadet Harassment and Abuse Prevention program for the Unit Human Rights Advisors in the regions</li></ul>
Unit Human Rights Advisors	<ul style="list-style-type: none"><li>• trainer</li><li>• advisor</li></ul>	<ul style="list-style-type: none"><li>• deliver Cadet Harassment and Abuse Prevention program to cadets at Local Headquarters</li><li>• advise cadets/the chain of command on harassment and abuse</li></ul>
Other adults in the Canadian Cadet Movement	<ul style="list-style-type: none"><li>• model appropriate behaviour</li><li>• take this module</li></ul>	<ul style="list-style-type: none"><li>• take action/seek advice of Unit Human Rights Advisor when aware of harassment or abuse</li></ul>
Cadets	<ul style="list-style-type: none"><li>• participant</li></ul>	<ul style="list-style-type: none"><li>• understand their rights and responsibilities with respect to harassment and abuse</li></ul>

## Agenda

Our session tonight will be about one hour. Here's what we will be covering.

**OVH: Session Agenda**

- Describe Cadet Harassment and Abuse Prevention Program's module structure and objectives
- Cadet Harassment and Abuse Prevention Program demonstration

- Understand basic differences when reporting harassment or abuse
- Understand basic differences between Discipline and Abuse
- Identify how parents will know if their child has been harassed or abused
- Question and answer period

**Expected Learning Outcomes**

- to understand what your children are learning and how it benefits them
- to understand the basic differences between harassment and abuse
- to understand how you will be informed in the unlikely event of an incident

## **Description of Cadet Harassment and Abuse Prevention Program**

The Cadet Harassment and Abuse Prevention program is a program that operates on the principles of **interactive learning** by using videos to generate discussion and quizzes, exercises, and small group activities to engage cadets in the learning process. In other words cadets become an integral part of what they learn.

The Cadet Harassment and Abuse Prevention program is also **age sensitive**. The program uses language, videos, and learning activities designed for adolescents.

Finally, the Cadet Harassment and Abuse Prevention program has a **modular structure**. The **Sensitization module** for all cadets, focuses on recognizing the different forms of harassment and abuse, where to go for help if they are being treated in this manner, and the consequences of treating others this way.

The **Leadership Module** helps senior cadets in leadership roles understand the difference between proper discipline and abuse. It also teaches these young leaders how to deal with disclosures of harassment or abuse, how to report it and how to recognize and avoid situations that can put them at personal risk.

As you can see we have put together a comprehensive approach to the issue.

Today, our goal is to give you a flavour of what your children will be learning in this program.

### **BASIC DIFFERENCES BETWEEN HARASSMENT AND ABUSE**

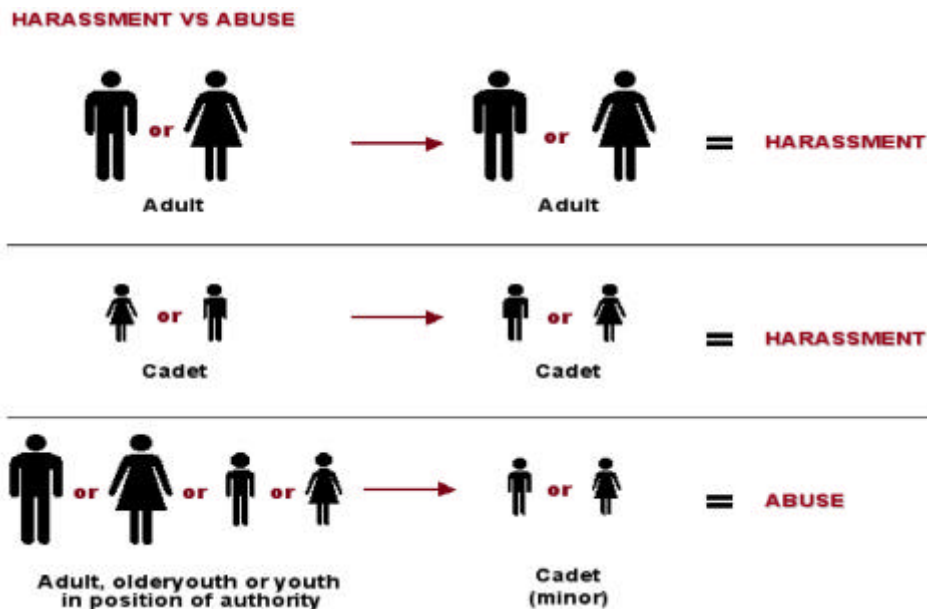
The behaviours of abuse and harassment are often similar; the difference is who the victim and the offender are (i.e. power/authority and age difference) and how we respond to and report the incident.



**Example**

- If it is **harassment**, the incident is dealt with internally by the Canadian Cadet Movement (non-criminal).
- If it is **abuse** it is reported to the Child Protection Authorities and they address it. (generally a criminal matter)

**OVH: Harassment vs. Abuse**



**DEFINITION OF ABUSE OF AUTHORITY: UNFAIR TREATMENT *refer participants to the definition of abuse of authority in policy framework***

Q ***Refer parents to the third picture at the bottom of the overhead, Harassment vs. Abuse.*** This picture is telling us that when an adult, older youth or youth in a position of authority mistreats a cadet, this is abuse. But there are some exceptions to this. Can you think of any?

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

Sometimes a person in a position of authority, for example, an officer, a Staff Cadet at summer camp, or a CO may treat a cadet unfairly or unjustly. This is called unfair treatment.

**Let's look at some examples:**

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.

## **Demonstration of CHAP (30 Min)**

***Handout copies of the Policy Framework CATO 13-24 (Annex F). Refer participants to the definitions of the Forms of Harassment and Abuse in the framework and show some of the Video segments. A selection of video segments will illustrate and re-inforce understanding of what their children are learning. Following each video use the debriefing questions below to further strengthen parent awareness.***

## **Harassment**

### **DEFINITION OF PERSONAL HARASSMENT *refer participant to the policy framework***

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).

The *Canadian Human Rights Act* and the Canadian Human Rights Commission exist to ensure that Canadian's 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 Canadian Cadet Movement cannot refuse to let a young person join Cadets because she is female or he is a Muslim.

**OVH: 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 *Refer participants to the policy framework***

Sexual harassment is defined as 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
- 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

**V: Show video segment #4a Marching Drill**

***After showing the video segment debrief using the following questions***

Q What makes this sexual harassment?

A The male cadets are making comments about the female's bodies, their sexual attractiveness/ unattractiveness.

**IMPACT VS. INTENT**

**OVH: Impact not 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.***

**Example:**

If I consistently called someone a derogatory name because they walk 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.

### **DEFINITION OF EMOTIONAL ABUSE *Read definition from the Policy Framework***

***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***

**V: Show video segment #5a Raising the Tent (Part I)**

***After showing the video segment debrief using the following questions***

**Q** What type of abuse is this?

**A** The Master Warrant Officer 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 Master Warrant Officer is older and in a position of authority and Jessica is a minor and the abuse has occurred over time.

- Q 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.
- Q How long has the Master Warrant Officer been treating Jessica this way?
- A At least a year. This is **chronic** emotional abuse.

**DEFINITION OF PHYSICAL ABUSE *refer parents to the policy framework and read the definition***

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.

**V: Show Video Segment #6a Failing Bed Inspection**

***After showing the video segment debrief using the following questions***

- Q What is happening to Sgt. Ault at home?
- A He is being emotionally and physically abused by his father.
- Q How is he coping with the abuse he is experiencing at home?
- A He is becoming angry and aggressive himself (learning violence).
- Q 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.

Q 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 Unit Human Rights Advisor 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.

Q 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.

Q 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 Child Protection Authorities would not be involved. The Unit Human Rights Advisor would call the Military Police, who would investigate and decide, in consultation with the victim, whether to lay assault charges against Sgt. Ault

## **The Difference between Discipline and Abuse**

The next video segment will provide us with the opportunity to see the differences between discipline and abuse.

**OVH: Discipline vs. Abuse (Slide #1)**

<b>Discipline</b>	<b>Abuse</b>
<ul style="list-style-type: none"> <li>● is related to misbehaviour</li> <li>● only deals with the misbehaviour</li> <li>● does not humiliate</li> <li>● is thoughtful</li> <li>● represents no threat to youth's well being</li> <li>● uses action</li> </ul>	<ul style="list-style-type: none"> <li>● is not related to behaviour</li> <li>● attacks self-esteem: "You're bad, stupid, worthless, no good..."</li> <li>● humiliates</li> <li>● is impulsive</li> <li>● is more severe than warranted</li> <li>● uses force</li> </ul>

**OVH: Discipline vs. Abuse (Slide #2)**

<b>Discipline</b>	<b>Abuse</b>
<ul style="list-style-type: none"> <li>● means youth accepts responsibility for youth's action</li> <li>● is based on equality and respect</li> <li>● encourages youth to problem solve</li> <li>● demonstrates caring</li> <li>● teaches good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● means adult takes responsibility for youth's action</li> <li>● is based on superior/dominance control</li> <li>● assumes only adults can solve youth's problems</li> <li>● demonstrates hostility</li> <li>● destroys</li> </ul>

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 witnessed situations where intimidation and threats were being used as a form of discipline. This behaviour is not acceptable.

### **THE APPROPRIATE USE OF AUTHORITY**

The appropriate use of authority, demanded by the Canadian Cadet Movement, is to give specific direction, assign tasks to specific people, give lots of encouragement, make corrections by demonstrating what to do, and demonstrate confidence in a cadets ability to do the job.

### **DEFINITION OF NEGLECT *Read definition from the Policy Framework***

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.

### **DEFINITION OF SEXUAL ABUSE *Read definition from the Policy Framework***

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 types of sexual abuse: non-contact and contact.

#### **OVH: 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 (includes: genitals, anus, buttocks and breasts)
- 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



**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:

**OVH: 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

## **If harassment or abuse is happening to my child how will I know?**

In knowing whether harassment or abuse is happening to your child it is important to understand how the incident will be handled.

### **When and how does the Canadian Cadet Movement inform parents of harassment and/or abuse incidents?**

There are different levels of reporting procedures in place depending on the age of the victim and whether the incident is harassment or abuse.

In cases of non-criminal harassment:

-If your child is 16 years old or older he/she has the right to decide to tell you or not.

-If the child is under 16 years old, the Commanding Officer will inform you.

In cases of criminal harassment:

-The police and the CO will inform you.

In cases of abuse:

-The local Child Protection Authorities will inform you

## **Responsibilities of leaders and other personnel**

By virtue of their age and their position as a staff member in the Canadian Cadet Movement they are automatically endowed with some authority and therefore some leadership responsibilities.

### **OVH: Responsibilities**

#### **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 Canadian Cadet Movement policy
- Must take care of cadets and see that they are disciplined, when warranted

## Wrap up

***Ask for any questions and allow about 20 minutes for answers***

**V: Show the wrap up video clip and thank everyone for their participation**

The main message we provide to Canadian Cadet Movement personnel is that harassment incidents should be dealt with internally, informally, where appropriate, at the lowest level possible, by the Canadian Cadet Movement, while abuse incidents must be reported externally to the local Child Protection Authorities. Staff members are encouraged to consult with the Unit Human Rights Advisor who has been properly trained and knows the correct procedures to follow.

***Notify participants that if they are interested in seeing more of the videos you have arranged a place to view them.***

The main message we want to leave parents with is:

Within the Canadian Cadet Movement we are committed to providing your child with a harassment and abuse free environment. We want to work with you as custodians of our Canadian youth to ensure the highest standards of behaviour.