

SUB-MODULE 3

Total time: 30 min

What harassment, criminal offences and child abuse are and where you can go for help

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to introduce the cadets to a new topic and give an overview of what harassment, criminal offences and child abuse are and where cadets can go for help.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall recognize what harassment, criminal offences and child abuse are and where they can go for help.

IMPORTANCE

It is important for the cadets to learn about what harassment, criminal offences and child abuse are so they are able to identify them if they happen. Knowing where to go if they or another cadet are subjected to harassment, criminal offences or child abuse enables them to have power over the situation and get help if they need it.

TEACHING POINT 1

Introduction

Time: 3 min Method: Interactive Lecture

SUB-MODULE 2: WHAT CAN HAPPEN WHEN BEHAVIOURS EXCEED OR DO NOT MEET EXPECTATIONS

The topics discussed in Sub-Module 2 included the following:

- rewards and recognition in the Cadet Program,
- impact not intent, and
- misconduct, to include:
 - procedures to follow,
 - corrective measures, and
 - consequences.

SUB-MODULE 3: WHAT HARASSMENT, CRIMINAL OFFENCES AND CHILD ABUSE ARE AND WHERE YOU CAN GO FOR HELP

In Sub-Module 3 the following topics will be discussed:

- definitions and examples of harassment,
- definitions and examples of criminal offences,
- definitions and examples of child abuse,
- where you can go for help, and
- when you should go for help.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

What harassment is

Time: 15 min Method: Interactive Lecture

CANADIAN HUMAN RIGHTS ACT (CHRA) DEFINITION OF HARASSMENT

Harassment is any unwanted physical or verbal conduct that offends or humiliates.



Refer to the Canadian Human Rights Commission for the complete overview of discrimination and harassment located at <http://www.chrc-ccdp.ca>.



Refer to CATO 13–24, *Harassment Prevention and Resolution*, for the complete reference to all pertinent definitions on harassment.

Such conduct can interfere with one's ability to do a job or obtain a service. Harassment is a type of discrimination. It can take many forms, such as:

- threats, intimidation, or verbal abuse;
- unwelcome remarks or jokes about subjects like race, religion, disability or age;
- displaying sexist, racist or other offensive pictures or posters;
- sexually suggestive remarks or gestures;
- inappropriate physical contact, such as touching, patting, pinching or punching; and
- physical assault, including sexual assault.

Harassment can consist of a single incident or several incidents over a period of time. Harassment can create a negative or hostile environment which can interfere with job performance and result in being refused a job, a promotion or a training opportunity. **Harassment will be considered to have taken place if a reasonable person ought to have known that the behaviour was unwelcome.**

CADET ADMINISTRATIVE AND TRAINING ORDERS (CATO) DEFINITION OF HARASSMENT

Harassment is any improper conduct by an individual that is directed at and offensive to another person or persons in the workplace and which the individual knew or ought reasonably to have known would cause offence or harm. It comprises any objectionable act, comment or display that demeans, belittles or causes personal humiliation or embarrassment or any act of intimidation or threat. It includes harassment within the meaning of the *Canadian Human Rights Act*.

Where harassment involves misuse of the power or authority inherent in an individual's position, it constitutes a misuse of authority. Conduct involving the proper exercise of responsibilities or authority related to the provision of advice, the assignment of work, counselling, performance evaluation, discipline and other supervisory / leadership functions **does not** constitute harassment. Similarly, the proper exercise of responsibilities or authority related to situations where, by virtue of law, military rank, civilian classification or appointment, an individual has authority or power over another individual does not constitute harassment.

When looking at misuse of authority in relation to discipline, a misuse of authority:

- is not related to the misbehaviour;
- attacks self-esteem;
- humiliates;
- is impulsive;
- is more severe than warranted;
- uses force;
- means adults take responsibility for youth's action;
- is based on control over others;
- assumes only adults can solve youth's problems;

- demonstrates hostility; and
- destroys.

Where harassment involves the coerced participation, expressed or implied, in improper initiation rites, ceremonies or other events, it constitutes hazing.

Hazing. To be subject to ridicule. Hazing is often ritualistic with requirements to perform random and meaningless tasks as a way of initiation into a group. It is often used as a method to promote group loyalty and camaraderie through shared suffering. It can be any activity expected of someone becoming part of a group that humiliates, degrades or risks emotional and / or physical harm, regardless of the person's willingness to participate.

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.

Bullying. Bullying is another form of harassment and can take on many forms other than face-to-face contact and includes cyber-bullying, to include:

- email,
- instant messaging (IM),
- chat rooms,
- text messages, to include:
 - Short Message Service (SMS),
 - Enhanced Messaging Service (EMS), and
 - Multimedia Messaging Service (MMS); and
- websites, to include:
 - social networking websites,
 - voting / polling booths (online voting / polling), and
 - posting messages / pictures / videos.

DISCRIMINATION

Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, marital status, family status, mental or physical disability, pardoned conviction or sexual orientation.

Physical characteristics. Although physical characteristics is not included in the CHRA definition of discrimination it is essential to stress to cadets that discriminating against or harassing others because of physical characteristics (eg, height, weight, physical differences) is inappropriate and unacceptable.



Consent. The voluntary agreement of the person to engage in the sexual activity in question.



Refer to CATO 13-29 *Administrative Procedures—Social Issues*, for the complete administrative guide for situations where a cadet or an adult supervisor is facing social issues.



Bully. A person who uses strength or power to coerce others by fear. Persecute or oppress by force or threats. Pressure or coerce (a person) to do something.





The following three video scenarios depict some examples of harassment. Select any of the video scenarios in full to provide a detailed example to the cadets.

VIDEO SCENARIO 9 / HARASSMENT

Misuse of Authority: Boot Shining

Time: 3 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets what misuse of authority looks like.

SETTING

Cadets are on the parade square formed up for inspection.

SITUATION

HARASSMENT – MISUSE OF AUTHORITY: BOOT SHINING

Cadet Lacasse has just finished his first month in cadets and is very excited that he is finally beginning to get a decent shine on his boots. He is proud of his accomplishment and just as he is ready to be inspected another cadet steps on the toe of his boot. Petty Officer First Class (PO1) Johnson approaches him to inspect and begins to indicate that the shine on his boots is not good enough and does not come close to the shine on his boots nor the standard of dress expected of him. Cadet Lacasse attempts to explain what happened but PO1 Johnson indicates that he does not want to hear his excuses and that because his boots do not meet the standard he obviously needs the practice and tells Cadet Lacasse that he is going to spend the rest of next period shining some old boots in supply.

QUESTIONS:

- Q1.** What do you think the cadet should do in this situation?
- Q2.** Is this a form of harassment?
- Q3.** What is this form of harassment called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Yes.
- A3.** Misuse of authority.

CONCLUSION

HARASSMENT – MISUSE OF AUTHORITY: BOOT SHINING

The cadet decides to report the incident immediately to his Training Officer, Lt(N) Green, who agrees to look into the issue.

VIDEO SCENARIO 10 / HARASSMENT

Isolation / Exclusion: Survival Exercise

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets what isolation / exclusion looks like.

SETTING

Survival exercise.

SITUATION

HARASSMENT – ISOLATION / EXCLUSION: SURVIVAL EXERCISE

Male cadets are excited about their survival exercise weekend as the officers have allowed them to choose their tent-mates. Once the male cadets arrive at their weekend exercise they are informed that another male cadet will be joining their tent group. The males are not impressed and decide to make life difficult for this other cadet. They decide to pull a few pranks on him to let him know he is not wanted.

QUESTIONS:

- Q1.** What do you think the cadet should do about the pranks?
- Q2.** Is this a form of harassment?
- Q3.** What is this form of harassment called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Yes.
- A3.** Isolation or exclusion.

CONCLUSION

HARASSMENT – ISOLATION / EXCLUSION: SURVIVAL EXERCISE

The cadet decides to confront his peers to let them know that he does not appreciate what they have done to him. He tells them that he is not in a position to pick his group members either and feels they should all make the best of the situation (whether they like it or not). Perhaps they could get to know one another better and who knows, maybe they will turn out to be great friends.

VIDEO SCENARIO 11 / HARASSMENT

Bullying: Tent Bully

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets what bullying looks like.

SETTING

Cadet Summer Training Centre (CSTC).

SITUATION

HARASSMENT – BULLYING: TENT BULLY

A cadet in a tent with seven other cadets decides to “make” another cadet shine his boots and iron his uniform every day so he can go to the canteen with his friends.

QUESTIONS:

- Q1.** What do you think the cadet should do in this situation?
- Q2.** Is this a form of harassment?
- Q3.** What is this form of harassment called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Yes.
- A3.** Bullying.

CONCLUSION

HARASSMENT – BULLYING: TENT BULLY

Other cadets see what is happening and stand up for this cadet. They encourage him to stand up for himself and go to a senior cadet.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 3

What criminal offences are

Time: **2 min** Method: **Interactive Lecture**

CRIMINAL OFFENCES

Offences commonly associated with criminal harassment incidents include uttering threats, threatening or harassing phone calls, common assault, mischief and most recently stalking and cyberstalking via chat rooms, message boards, and email.

Assault. Force is applied intentionally to another person, directly or indirectly. Attempts or threatens, by act or a gesture, to apply force to another person.

Stalking. A form of obsessive behaviour directed, most often, toward another person.

Cyberstalking. Also known as online harassment, is closely related to real-life stalking.



People who commit any of these offences can be charged under the criminal harassment provision of the *Criminal Code of Canada*.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 4

What child abuse is

Time: **3 min** Method: **Interactive Lecture**

Forms of child abuse fall into four categories, to include:

1. **Emotional abuse.** A chronic attack on a child's self-esteem. It is psychologically destructive behaviour by a person in a position of power, authority or trust. It can take the form of name-calling, threatening, ridiculing, belittling, intimidating, isolating, hazing or ignoring the child's needs. Serious emotional abuse can consist of:
 - **Rejecting.** To refuse to acknowledge, believe, hear or support the child's / youth's worth, or the legitimacy of his or her needs;
 - **Isolating or excluding.** Unreasonable separation from others to cut a child / youth off from normal social experiences, which results in extreme aloneness;



Child abuse is something a cadet could experience and / or encounter **outside** the Cadet Program. Therefore, this TP is simply intended to provide all cadets with a basic awareness of the topic and TP.

Child abuse. A situation in which a child is in need of protection when their safety or their development is compromised.

- **Ignoring.** To fail to provide sensitive, responsive care-giving; to deprive children / youth of essential stimulation and responsiveness; to interact only when necessary; to be psychologically unavailable;
 - **Exploiting.** To make use of someone for one's own advantage or profit; to make excessive inappropriate demands considering the child's age;
 - **Confining.** Forcible isolation in an enclosed space;
 - **Terrorizing.** To coerce by intimidation, causing a state or instance of extreme fear, violent dread or fright. Children can be terrorized through observing or being threatened by violence; and
 - **Corrupting.** To render anti-social or maladjusted; to change from good to bad; to encourage destructive, anti-social behaviour. For example, encouraging children to physically assault another child;
2. **Physical abuse.** Occurs when a parent, a legal guardian or any other person injures or threatens to injure a child;
 3. **Sexual abuse.** Occurs when a parent, a legal guardian or any other person uses a child for sexual gratification; and
 4. **Neglect.** Is chronic inattention to the basic necessities of life such as clothing, shelter, nutritious diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.



Refer to CATO 13-24, *Harassment Prevention and Resolution*, and / or CATO 13-25 *Cadet Conflict Management System* for the complete details pertaining to self-help.

TEACHING POINT 5

Where you can go for help and when you should go for help

Time: 5 min Method: Interactive Lecture

SELF-HELP



Respondent. Is the individual against whom an allegation of harassment has been made.

Complainant. Is an individual alleging that an incident of harassment may have occurred.

Self-help may be used to resolve a conflict at the lowest level. Individuals who believe harassment has occurred are strongly encouraged to take direct action by communicating with the perceived respondent as soon as possible by:

- reflecting on the issue or concern;
- raising the issue or concern in a respectful manner and allowing the other person to do the same;
- allowing the other person to clarify the issues and concerns to gain a better understanding of each other; and
- allowing the other person to identify possible solutions and to decide on a mutually agreeable resolution.

If the conduct does not stop, or if the other person does not wish to use the self-help method, they may notify their immediate supervisor, the UCCMA or higher authority if the supervisor is the respondent.

If self-help is unsuccessful or inappropriate, then supervisor intervention may be considered.

RESOURCES AVAILABLE

In addition to self-help and trying to manage conflict on your own, there are a number of resources available that include:

- a senior cadet or staff cadet;
- a trusted adult (parent / guardian, officer, civilian instructor [CI], etc.);
- Unit Cadet Conflict Management Advisor (UCCMA);
- the corps / squadron CO; or
- Kids Help Phone (1-800-668-6868) or website (www.kidshelpphone.ca).

The Kids Help Phone and related website are a tremendous resource for youth.

It is Canada's only toll-free, national, bilingual, phone and web counselling, referral and information service for children and youth. They provide immediate anonymous and confidential support, 24 hours a day, 365 days a year.

The Kids Help Phone is staffed by trained professional counsellors with a wide variety of backgrounds including social work, psychology, sociology, and child and youth services.

The Kids Help Phone helped Canadian youth in need more than two million times on the phone and online in 2007.



CADET RESPONSIBILITIES AND RIGHTS

Responsibilities. As a cadet you have the responsibility to:

- treat others with respect,
- not exclude anyone,
- help protect others,
- respect personal boundaries; honour “NOs”,
- tell the truth,
- listen,
- not dominate others,
- not misuse power / authority,
- control anger,
- not harass anyone,
- not abuse anyone, and
- get help if I need it.

Rights. As a cadet you 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 harassment, criminal offences and child abuse,
- use the law, and
- say “NO” to unwelcome behaviour.

Fairholm, Canadian Red Cross



CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.



Throughout this Sub-Module the cadets have been made aware of the definitions and examples of harassment, criminal offences and child abuse. The cadets have also been made aware of where you can go for help and when you should go for help.

TEACHING POINT 6

Conclusion

Time: 2 min Method: Interactive Lecture

SUB-MODULE 4: WHAT CONFLICT IS AND HOW YOU CAN DEAL WITH IT

In Sub-Module 4 the following topics will be discussed:

- definition, types, causes and the impact of conflict;
- preventing conflict;
- self-awareness; and
- dealing with conflict.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the interactive lectures will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to learn about what harassment, criminal offences and child abuse are so you are able to identify them if they happen to you or others. Knowing where to go if you or another cadet experiences harassment, criminal offences or child abuse enables you to have power over the situation and get help if you need it.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-104 CATO 13-24 Director Cadets 4. (2007). *Harassment prevention and resolution*. Ottawa, ON: Department of National Defence.

A0-106 CATO 13-29 Director Cadets 4. (2007). *Administrative procedures–Social issues*. Ottawa, ON: Department of National Defence.

C0-295 Government of Canada. (2008). *Canadian human rights commission*. Retrieved April 4, 2008, from <http://www.chrc-ccdp.ca>

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