

872 KANATA KIWANIS

ROYAL CANADIAN AIR CADET SQUADRON



POSITIVE SOCIAL RELATIONS FOR YOUTH (PSRY) HANDBOOK

National Cadet Website: www.cadets.ca/

872 Squadron Website: <http://www.872-squadron-rcac.ca/>

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872 Squadron Royal Canadian Air Cadets Emblem

872 Squadron MOTTO: PROSPICERE (to Forsee)

872 Squadron VALUES:

Inclusion, Tolerance, Respect, Acceptance,
Integrity, Cooperation, Dignity, Citizenship,
Leadership, Physical fitness, Accountability,
Self-confidence, Self-discipline, Self-development

872 Squadron MISSION:

Provide the best learning and personal growth environment for the eligible youth of the Kanata ON area, who want to learn about the world of aviation and aerospace while developing Self Confidence, Self-discipline and Leadership/Management Skills.

872 Squadron VISION:

Prepare the youth of today for the challenges, accountabilities and opportunities of tomorrow by adhering to established teaching, training, coaching, counselling, mentoring, leadership / management, and role modeling techniques.

CADET POSITIVE SOCIAL RELATIONS FOR YOUTH (PSRY) PROGRAM

The PSRY is one of the most important aspects of the Cadet Program.

This document has been prepared and posted to the Squadron web site in order to provide parents and Cadets with a ready reference about the PSRY.

The safety and well being of our Cadets is of primary importance to the Canadian Cadet Organization (CCO). That's why we developed the PSRY program. It is our response to the realities of today's world. Harassment and abuse can happen. This behavior ranges from unkind or demeaning remarks to racial slurs to physical and sexual abuse. The program provides Cadets and all adult members of the CCO with the information and training to prevent this behavior and with guidance on what action to take should it happen.

PSRY is a mandatory training awareness program built around a series of short, age-sensitive video segments that demonstrate various forms of harassment and abuse. They are designed to facilitate classroom discussion. This is a requirement of enrolment into the Royal Canadian Air Cadets. This training is done annually.

872 Squadron Commanding Officer

THE OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

The objective of Positive Social Relations for Youth training is to prepare the Cadets to:

- interact comfortably within the cadet community;
- interact positively with others;
- exercise sound judgment;
- accept personal accountability for actions and choices;
- deal with interpersonal conflict; and
- seek assistance from available resources when needed.

Positive Social Relations for Youth training will include:

Building Positive Social Relations module: 180 minutes of formal training in Year 1 of the Cadet Program;

The Building Positive Social Relations module is comprised of four sub-modules:

- Sub-Module 1: What we expect from you as a Cadet (60 minutes),
- Sub-Module 2: What can happen when behaviours exceed or do not meet expectations (30 minutes),
- Sub-Module 3: What harassment, criminal offences and child abuse are and where you can go for help (30 minutes), and
- Sub-Module 4: What conflict is and how you can deal with it (60 minutes).

Influencing Positive Social Relations module: 180 minutes of formal training in Year 4 of the Cadet Program; and

- Maintaining Positive Social Relations: Informal training (eg, posters, pamphlets, wallet cards, interactive DVD) ongoing throughout the Cadet Program.

CONDUCT AND DISCIPLINE IN THE CADET PROGRAM

According to CATO 15-22, discipline in the Cadet Program shall be used as a teaching tool to encourage youth to develop appropriate behaviour (conduct). It should at all times be respectful to the individual, effective over the long term and promote character development. As a member of the Cadet Program, Cadets are expected to conduct themselves in a way which is respectful to themselves and others.

Cadets are to adhere to regulations, orders and instructions at all times. If Cadets choose to disregard the regulations, orders and instructions described in the CATO, consequences or corrective measures, such as administrative and / or disciplinary actions may be considered.

Some examples of breach(es) of conduct are:

- behaviour, to include: - disrespect, - insubordination, - inappropriate language, - lack of honesty, - misuse of authority, and - property damage;
- appearance, to include: - dressing below standard; and - inappropriate conduct; • policy breach, to include: - alcohol / tobacco / drugs, - inappropriate interactions, and - harassment (non-criminal);
- attendance (absences); and • safety, to include: - safety concerns, and - causing injury

CONSEQUENCES OF BREACHES OF CONDUCT AND DISCIPLINE

As a member of the Cadet Program, cadets are expected to conduct themselves in a way which is respectful to themselves and to others. Cadets are to adhere to the regulations, orders and instructions at all times. If Cadets choose to disregard the regulations, orders and instructions, there may be consequences such as corrective measures considered.

Corrective measures may include administrative and / or disciplinary actions. Procedures to follow and corrective measures to take when a Cadet breaches a regulation include:

procedures, to include:

- investigating the alleged misbehaviour;
- conducting the fact-finding process;
- consulting with parents; and
- following the decision-making process;

corrective measures, to include:

- verbal warning
- apology
- cautionary notice
- assignment of extra duties
- written warning
- suspension of privileges
- cease training
- removal of position
- suspension of pending promotion
- reduction in rank
- suspension or return to unit (RTU) and / or - termination of membership.

WHAT CAN HAPPEN WHEN BEHAVIOURS EXCEED EXPECTATIONS

Many formal rewards and recognition are presented at formal ceremonies such as the Annual Ceremonial Review (ACR) or other special parades / events.

Examples of formal rewards / recognition given for meeting or exceeding expectations in the Cadet Program are:

- corps / squadron opportunities, which may include: - trophies, - plaques, - certificates, - promotions, or - badges;
- sponsor / league opportunities, which may include: - medals, - trophies, - plaques, - certificates, or - bursaries;
- CSTC opportunities, to include: - advanced training, - awards, or - ANAVETS and Canadian Legion medals; and
- national level opportunities, to include: - national courses, - advanced specialty courses, - scholarship courses, or - international exchanges. Informal recognition may occur at the local corps / squadron and may continue on a more frequent basis throughout the year.

Examples of informal rewards / recognition given for meeting or exceeding expectations in the Cadet Program may include:

- public recognition
- a commendation
- a prize (eg, stickers, pins, corps / squadron paraphernalia)
- a special privilege
- assuming a special role
- “Cadet of the Week”, or
- participating in a special activity (eg, pizza party).

HARASSMENT

Harassment of any kind is not tolerated in the Cadet Organization.

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>. 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.

MISUSE OF AUTHORITY

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; Refer to CATO 13-24, • 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)
- 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.

CHILD ABUSE

Child abuse is a crime in Canada. This crime must be reported when it is seen to exist. Those who are found guilty of child abuse will be sentenced by the Provincial Court.

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.

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 you 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.

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.);
- 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.

If you are in serious trouble and if no other help resources are available, you can dial 911.

WHAT CONFLICT IS AND HOW YOU CAN DEAL WITH IT

The following topics will be discussed during Level 1 PSRY courses::

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

REFERENCES for Level 1 PSRY Courses

Canadian Cadet Organizations

POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING FACILITATOR'S PACKAGE OPI: D Cdts 3 – Senior Staff Officer Youth Programs Development, 2009-06-01

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

A0-105 CATO 13-25 Director Cadets 4. (2008). Cadet conflict management system. Ottawa, ON: Department of National Defence.

C0-262 MacDonald, K. (2002). Interpersonal conflict resolution skills for youth. Module 1: Fundamentals of conflict resolution. Burnaby, BC: Justice Institute of B.C.

C0-271 ISBN TBA Farthing, D. (2001). Peacebuilders 1: Conflict resolution youth reference guide. Ottawa, ON: YouCAN!

XX-XXX Bronwyn Ritchie's Pivotal Points. (2008). Conflict - constructive or destructive? Retrieved April 23, 2008, from://www.consultpivotal.com/conflict.htm

XX-XXX Director General Alternative Dispute Resolution. (2008). Resolving conflict effectively. Ottawa, ON: Department of National Defence.

PSRY COURSES GIVEN TO SENIOR CADETS AT LEVEL 4

When Cadets reach Level 4, the following additional PSRY courses are provided:

The **Influencing Positive Social Relations** module is comprised of three submodules:

- Sub-Module 1: Your responsibility as a leader to influence positive social relations (60 minutes),
- Sub-Module 2: What complaints and consent are and how to practice risk reduction (60 minutes), and
- Sub-Module 3: Your responsibility as a leader to help manage conflict (60 minutes)

ADDITIONAL REFERENCES for Level 4 PSRY Courses

XX-XXX Scott, M. (Ed.). (2007). Drugs and alcohol: What can we do? Cadence: Professional development for leaders of the cadet program, issue 24, p. 4, pp. 10–15. Ottawa, ON: Chief of Reserves and Cadets–Public Affairs.