

OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

The objective of the training resulting from *Positive Social Relations for Youth Training* is to prepare cadets to:

- a. interact comfortably within the cadet community;
- b. interact positively with others;
- c. exercise sound judgment;
- d. accept personal responsibility for actions and choices;
- e. deal with interpersonal conflict; and
- f. seek assistance from available resources when needed.

As leaders in the Cadet Program you are now assuming a new role; one which includes increased responsibility and being in a position where younger cadets will follow you and look up to you to lead by example. You will begin to help manage conflict and deliver praise through various forms of reward and recognition when appropriate.

This pamphlet may serve as a guide, reminder or reference tool when influencing positive social relations.



ROLES AND RESPONSIBILITIES

Cadets are expected to:

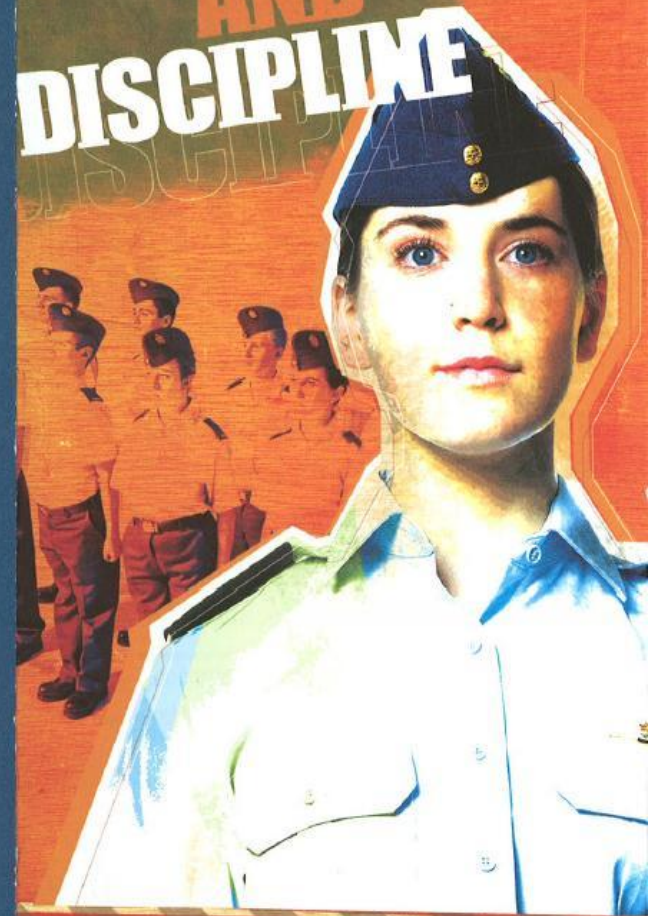
- attempt to resolve their conflicts at the lowest level by having an interest-based conversation with each other;
- seek assistance through the chain of command to assist as a third party in guiding them through a conversation using the interest-based model;
- seek assistance if the outcome is not satisfactory to the parties involved;
- undertake cadet training in managing conflict; and
- promote ADR as a viable option for resolving conflict.

COLLABORATIVE CONVERSATIONS MODEL USING THE INTEREST-BASED APPROACH / ADR

The *Collaborative Conversations Model* is a four-step approach to conflict management. The steps are as follows:

1. Identify the problem. (What needs to be resolved?)
2. Identify your interests. (Why it is important to you—priorities, expectations, assumptions, concerns, hopes, beliefs, fears and values)
3. Brainstorm possible options.
4. Find a solution (win-win).

CONDUCT AND DISCIPLINE



Good conduct and personal discipline earn respect.

HOW TO PRAISE

The following are some techniques that can be used to praise others:

- Praise quickly.
- Praise often.
- Be specific.
- Praise in public.
- Praise desired behaviour.

DISCIPLINE

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.

TECHNIQUES FOR RESPONDING TO BEHAVIOUR THAT DOES NOT MEET EXPECTATIONS

AVOIDING PROBLEMS

There are a number of ways in which you can avoid problems with your followers, to include:

- Set clear expectations.
- Address misconduct immediately and specifically.
- Follow set discipline procedures.
- Recognize honest attempts to improve behaviour.



HANDLING PROBLEMS

There are a number of ways to respond to behaviour that does not meet expectations, to include:

- Talk to the cadet about the problem privately.
- Be specific about the problem.
- Listen to their feedback.
- Know what help is available and where to find it.
- Realize that you are there to help the cadet if possible.

COMPLAINT CHECKLIST

- **Listen and believe.** The cadet has chosen you to talk to; they trust you.
- **Do not ask leading questions or conduct an interview.** Questioning / interviewing using closed questions, may prejudice any future investigation, eg, "Did he threaten you?" If you need further facts, use open-ended questions to get them, eg, "What did he say then?"
- **Do not promise not to tell.** If a cadet is a victim of child abuse, by law you must tell the authorities (Child Protection Agency [CPA]). Do not talk about the incident to anyone other than the proper authorities. Respect the privacy of both the victim and the alleged offender.
- **Reassure and affirm.** "You have done the right thing by telling me." "Telling takes courage." "The harassment or child abuse is not your fault." Acknowledge the person's feelings.
- **Do not try to be a counsellor.** Counselling for victims of child abuse should be done by qualified and authorized professional counsellors. Do not try to help cadets by counselling them.
- **Describe the next steps (reporting and safety plan).** In cases of harassment, consult **ANY** adult staff member (eg, Trg O, CO, UCCMA) and develop options with the cadet as to how you can ensure their safety. In the cases of criminal offences, tell the cadet that the CO will report the incident to the local authorities who will take appropriate action. In cases of child abuse, tell the cadet that the CO

will report the incident to the local CPA, and the CPA will advise on how to ensure the cadet's safety.

- **Document.** If requested by the adult staff member you may need to contribute to the completion of an Incident Report.
- **Do not confront the alleged offender.** Confrontation could lead to serious consequences and is best left to the proper authorities.
- **Take care of yourself.** Disclosures are emotionally difficult for anyone to deal with; seek support for yourself while maintaining confidentiality.

CONSENT

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

The age of consent for sexual activity in Canada is 16.

Consent is:

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

Examples when consent **cannot** be given:

- a cadet consenting to an adult supervisor, or
- a cadet consenting to a staff cadet.

There is no age of consent when a person in a position of authority engages in sexual activity with a person under their care.