

# Cadet Protection

## CAP Officer Basic Course

### Introduction

This module will provide the learner with an opportunity to experience the challenges and responsibilities of a CAP Senior Member, responsible for protecting the health and well being of CAP cadets. Using personal reflection, scenarios and experiential learning, the CAP senior member will learn to navigate the challenges of this vital responsibility.



**The mission of the Civil Air Patrol begins with the statement " *To serve America by developing our nation's youth...*". The challenge of developing our nation's youth brings with it great responsibility for all CAP officers. Adult leaders are called upon to model positive behaviors and demonstrate heightened situational awareness to assure that all cadets are free of threats of their health and well being.**

**Activity A:** Read the paragraph below regarding the "Standards of Leadership".

Source: CAPR 52-10 CAP Cadet Protection Policy, Section 3. Standards for Leadership.

- a. Senior members, cadets, and persons who supervise cadet activities or serve in leadership positions must possess high moral and ethical standards, be emotionally stable, and demonstrate leadership qualities necessary to serve as positive role models.
- b. All senior members must be screened in accordance with CAPM 39-2 and undergo Cadet Protection Program Training (CPPT) before working with cadets (CAPR 50-17, CAP Senior Member Professional Development Program). Members who have not completed the screening process and received their FBI "approved" status will not be permitted to act as the primary supervisor at cadet activities or associate with cadets in any way without the in-person supervision of a senior member who is currently in FBI "approved" status. FBI approved status is defined by a leadership code of "A" on the monthly membership listing and the issuance of a membership card that does not reflect the word "temporary."
- c. All cadets, within 6 months following their eighteenth birthday, must undergo the same Cadet Protection Program Training (CPPT) that senior members must complete. If a cadet promotion is due during that 6-month period, then this CPPT must be completed prior to the promotion.

Optional: To review all of CAPR 52-10, follow the link below:

[http://members.gocivilairpatrol.com/media/cms/R052\\_010\\_C5B73B2B78712.pdf](http://members.gocivilairpatrol.com/media/cms/R052_010_C5B73B2B78712.pdf)

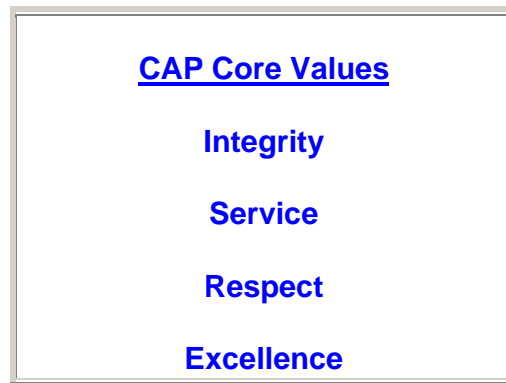
**1. Assess personal characteristics and attributes shaping one's values, beliefs and experiences related to child abuse/mistreatment and substance abuse.**

Although it is vital for a CAP Officer to become familiar with the information contained in the Cadet Protection Policy, it is likewise essential for the officer to recognize that life experiences, personal beliefs and attitudes shape and influence a person's response to situational experiences. Personal experience (such as a cultural reluctance to talk about sex and child sexual abuse<sup>6</sup>) will factor into a person's response to a given situation. An adult who was raised with the "spare the rod, spoil the child" belief may not realize that a gentle slap on the hand is inappropriate discipline. The Center for Disease Control (CDC) advises that because values, beliefs and cultural influences are difficult to discuss, it is most important to make sure these issues get discussed regularly in the organization, especially in training.

Teen behaviors and beliefs are also influenced by a variety of factors. Teen influences are identified below<sup>6</sup>.



Source: <sup>4</sup>US Department of Health and Human Services, Center for Disease Control.



When interacting with others, it is important to recognize that the differences shaping our individuality influences and shapes our interactions with others.

The role of the CAP Officer is to:

- a) Recognize that differences do exist (such as attitudes about discipline, respect, suitable behavior and communication).
- b) Utilize the CAP core values of integrity, volunteer service, excellence and respect as the foundation of interactions with others (both adults and teens).

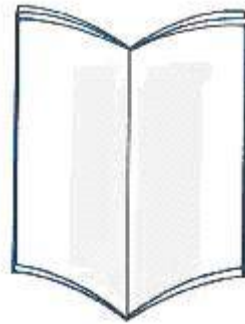
## Activity B

The importance of this reflection is to recognize the impact of life experiences that shape a person's beliefs and attitudes and consider the connection between the CAP core values as the foundation of one's behavior.

Respond to the question: [What color are these words?](#)

Did you respond blue, aqua, or turquoise?

If you responded "blue" and another person responded "turquoise," who is correct?



Respond to the question: **Is this a picture of a book opening or closing?**

If you responded opening and another person responded closing, who is "right"?

The importance of this reflection is to recognize that others may possess differing opinions and beliefs that are not necessarily right or wrong. As a CAP officer it is critical to recognize that the CAP core values provide the foundation of all behavior in all situations, especially cadet protection. What one might see as a harmless response may be considered by another to be inappropriate.

Reflect on the following question:

**How would a CAP officer model respect for those who differ from their own personal attitudes and beliefs in the scenarios below.**

- A parent advises the CAP officer, "If my son/daughter is out of line, I give you permission to yell at him/her. I do it all the time."
- Another CAP officer remarks, "That cadet needs a lot more discipline. My parents used to take a yardstick to me and I turned out OK".
- A parent remarks to the CAP officer, "In our house, we never raise a hand to our children. I don't believe in any form of punishment. Do you?"

## **2. List warning signs related to potential abuse/maltreatment and alcohol and illegal drug use.**

Young people face many challenges as they grow and mature in today's society. These challenges include negative influences related to alcohol abuse, drug abuse (illegal and prescription drugs), physical and sexual abuse, hazing and bullying.

The challenge posed to educators, parents, community groups and organizations (such as Civil Air Patrol) is to create an environment that eliminates these negative behaviors. In the event negative behaviors are present, CAP officers are charged with early identification and mitigation of the unacceptable activities/behaviors.

The statistics are alarming:

- Maltreatment of children ages 0-17 is reported by 12 children for every 1,000 children.
- Approximately 46% of all high school students report that they are sexually active.
- The CDC reports that 1 in every 11 students reported being a victim of physical dating abuse (abuse by the person they are dating).
- Alcohol use (defined as students who reported having five or more alcoholic beverages in a row in the last two weeks) is reported to affect 17% of all 10th grade students and 21% of all 12th grade students.
- 7%-14% of surveyed young people reported being both a victim and a perpetrator of electronic aggression or cyber bullying.

### **Activity C**

Review the cadet protection training power point training slides: **Slides 3 -21 required.** Source: <sup>3</sup>Smith, Robert. Civil Air Patrol. Cadet Protection Training. May 2007.

Link: [http://members.gocivilairpatrol.com/media/cms/CPPTSlides\\_E722B29EFB5CA.ppt](http://members.gocivilairpatrol.com/media/cms/CPPTSlides_E722B29EFB5CA.ppt)

## **3. Choose appropriate actions needed to manage actual or potential breaches of cadet protection.**

One of the barriers to early identification is that those suffering from abuse (physical, mental, emotional) may be reluctant to come forward. A victim of abuse is often fearful to bring the behavior to the attention of authorities, fearing retaliation, labeling and ridicule. In addition, victims commonly exhibit fear that prevents them from identifying the perpetrator. Cadets making general statements about acts of abuse, bullying or neglect are often cues that should lead to further discussion.

The first step in managing an actual or potential breach in cadet protection is to seek out appropriate resources. Allegations such as these require swift action, through research and fact finding. At times, local police authorities may be involved.

The first resource for the Senior Officer is notification of their immediate chain of command (Squadron Commander). In addition, a number of CAP resources are located in CAPR 52-10, the Cadet Protection Policy. The Squadron commander will utilize CAPR 52-10 to guide their actions following the first report of an incident.

New senior member officers are required to balance appropriate caution with over-protection. Senior officers must be ever vigilant to avoid situations which may render a potential for negative allegations and continuously observe cadets for behaviors indicative of concern. Though caution is warranted, it is important to balance the need for prevention and detection with an appropriate level of engagement in a variety of CAP activities.

### **Activity D**

After reviewing CAPR 52-10, consider the following scenario and respond to the issue presented.

A new CAP cadet has joined the squadron. You notice that the cadet is inordinately quiet, shy and reluctant to speak at CAP meetings. The new cadet avoids interaction with the other cadets. Eventually, the cadet reports that he is receiving inappropriate messages (via Instant Messaging: IM) from a person he believes to be another squadron cadet (screen name: pipes). (See "Cyber bullying" below and click the file.) After viewing the video scenario, respond to the question below:

#### Cyber Bullying

What actions would you take in this circumstance?

Open the document below and compare your responses.

[Cadet Protection Notes](#)

### **Lesson Summary and Closure**

This lesson identified the responsibilities and challenges of a CAP Senior Member entrusted with the duty to protect the health and well being of CAP cadets. Having completed a variety of scenarios and experiential learning activities, the learner now has a heightened sense of awareness need to identify and respond to actual or potential threats to cadet protection.

Learners are encouraged to seek out additional learning experiences and continually seek to engage in activities that identify evolving trends that threaten the welfare of cadets. Cadets and senior members should seek to develop respectful and trusting relationships that foster the development of individuals who demonstrate the CAP core values in all of their interactions with others.

### **Works Cited**

Civil Air Patrol. CAPR 52-10 CAP Cadet Protection Regulation. 2008. April 16, 2009. [http://members.gocivilairpatrol.com/media/cms/R052\\_010\\_C5B73B2B78712.pdf](http://members.gocivilairpatrol.com/media/cms/R052_010_C5B73B2B78712.pdf)

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