

CAP Cadet Protection Basic Course

Classroom Format Lesson Plan

Administrative Notes

Most members complete the *Cadet Protection Basic Course* and quiz online as they enter CAP and participate in their Level I training, but a classroom format is also available.

The classroom format is *not* a good choice for members who are currently serving as a cadet programs officer, deputy/vice commander, or unit commander. They are encouraged to complete the *Cadet Protection Basic Course* online because that format will help them comprehend the overall CAP cadet protection strategy – learning they'll need to draw upon later, when they work through the *Cadet Protection Advanced Course*.

Course Goal

Introduce members to fundamentals of child sexual abuse prevention and the CAP Cadet Protection Policies, with a special emphasis on CAP's standards of practice.

Objectives

1. Summarize basic facts about child (cadet) abuse.
2. Describe CAP's strategy for preventing cadet abuse.
3. Describe CAP's standards of practice for adult/cadet interactions, especially the two deep rule.
4. Recall the definition of "abuse" and "boundary violation."
5. Describe the duty to respond to boundary violations.
6. Identify the process for reporting reasonable suspicions of abuse.

The Trainer

The unit commander may designate any senior member as the classroom trainer if he or she has completed:

1. Cadet Protection Basic Course – online format and
2. Cadet Protection Advanced Course

Duration

20 to 40 minutes, depending on the amount of group discussion

Visual Aids

NHQ has prepared some visual aids, available at gocivilairpatrol.com/_CPP that instructors may use:

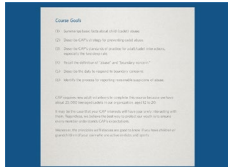
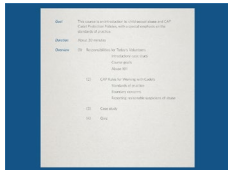
1. Slides
2. Mini-poster of Cadet Protection Policy highlights
3. Case studies, formatted for hard copy
4. Quiz, formatted for hard copy

Reporting

Submit a completed CAPF 11 to NHQ (Lmmeforms@capnhq.gov, Fax: 334-953-4262) so your students receive credit.

To troubleshoot problems involving course credit, please contact the registrar, registrars@capnhq.gov.

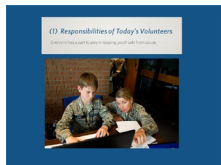
Content Outline & Talking Points



X. Course Goals

Special motivators for seniors who don't often work with cadets:

- You still need to know CAP's expectations because we take cadet protection seriously
- This course offers helpful information if they have kids or grandchildren



I. Responsibilities of Today's Volunteers

A. Introductory Case Study

Q: Looking back, what were some of the warning signs?

A: R-rated jokes, chronic favoritism, lending large sums of money, inordinate amount of contact through Facebook, acting more like a buddy than a supervisor / teacher, the private nature of discussions, long trips with solo cadets, sharing lodging with a cadet



B. Abuse 101

- Six basic facts



- "The Overlap"

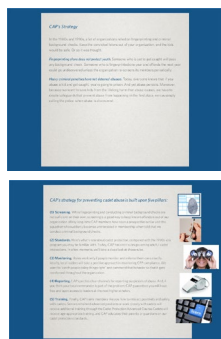
Q: What are some behaviors good mentors use?

A: Really get to know the kid; show a personal interest in the kid; be a trusted advisor, sometimes on tough issues; close interactions often breed familiarity (teasing, friendship); cultivates a sense of trust that happens to make kids to feel indebted to the mentor

Q: If you wanted to abuse a young person, how would you get close enough to make your move?

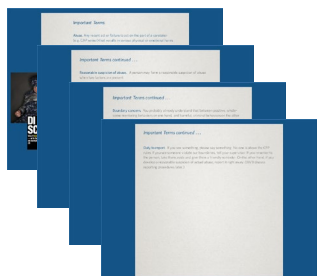
A: Use the same behaviors a good mentor would use, but with wicked intent. We call that "grooming behavior."





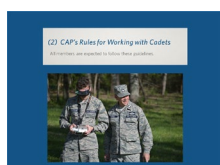
C. CAP's Five Point Strategy

"The Overlap" teaches that keeping known offenders away from youth is not enough. We have to be alert for grooming behaviors.



D. Important Terms

1. Abuse
2. Cadet on Cadet Abuse
3. Hazing
4. Reasonable suspicion of abuse
5. Boundary concern
6. Duty to report



II. CAP's Rules for Working with Cadets

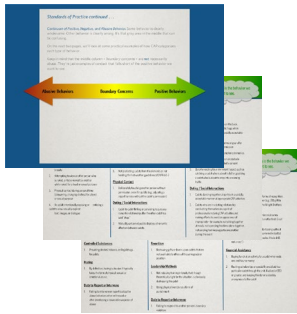


A. Standards of practice

1. Two deep leadership
2. Transportation
3. Flying
4. Missions
5. Fraternization
6. Favoritism
7. Communications



Handout summarizes, in brief what we've just spoke about



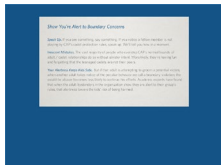
B. Continuum of Positive, Negative, and Abusive Behavior

Some behavior is clearly wholesome. Other behavior is clearly wrong. It's that grey area in the middle that can be confusing. Let's look at some practical examples of how CAP categorizes each type of behavior.



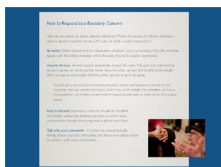
C. Flexibility for the "Real World"

1. Professionals
2. Child's friend
3. Chance encounters
4. Neighbors
5. Friends of the family
6. Coworkers and employers



D. Show You're Alert to Boundary Concerns

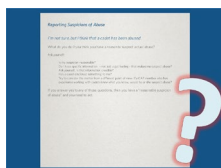
1. Speak Up
2. Innocent Mistakes
3. Your Alertness Keeps Kids Safe



C. Responding to boundary concerns

Q: If you see someone's behaving in a way that oversteps CAP's rules, what do you do?

A: Work with them in a tactful manner and talk with your commander. It's critical that you respond.



D. Reporting reasonable suspicions of abuse

Q: How do you know if you have a reasonable suspicion of abuse?

A: You have specific information, that information is credible, a reasonable person would agree the information is trustworthy. The suspicion passes the reasonable person test; another responsible adult who works with cadets would, if given access to this information, also suspect abuse.

Q: What do you do if you have a reasonable suspicion of abuse?

A: Ensure the cadet is safe from imminent harm and call your wing commander.

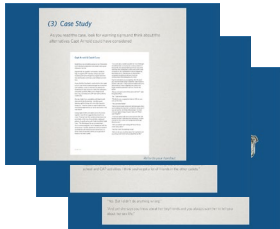
Q: What do you not do?

A: Ignore the problem. Start an investigation. Feed the grapevine.





- Q: Does my state have specific laws regarding reporting suspicions of abuse?
- A: Maybe. Individual states have different laws regarding reporting suspected child abuse. Its best to keep yourself informed about the local laws regarding child abuse so that you may stay in compliance. Talk to your local CAP leaders and visit the Child Welfare website for your state to understand your responsibilities.



III. Concluding Case Study

- Q: What are some things about his own behavior and abusers in general that Capt Arnold didn't realize?
- A: Being married doesn't mean he can't be an abuser; frequent, isolated one-on-one contact is a warning sign; frequent text messages sent privately are warning signs; taking a cadet outside the CAP environment for counseling is a warning sign



- Q: What are some ways Capt Arnold could have protected himself?
- A: Transportation rule of three; having a second senior present for sensitive conversations; talking with the parent; copying a third person on emails to the cadet



IV. Summary



V. Quiz

A. Process

1. Have everyone take the quiz in writing, working on their own, but consulting their notes is okay.
2. When everyone has completed the quiz, take turns and ask each student to read the next question aloud, give their answer, and explain their rationale. Encourage discussion.
3. Reveal the correct answer and discuss further, as needed.

C. Passing Requirement

Students pass the course if they participate actively and, through the group discussion, correct their quizzes to 100%.

Summary Conversation: Students who complete the course in a classroom format do not need to complete an additional summary conversation. The classroom discussions were equivalent.