

Preuve et attestation de développement professionnel

Sexto response kit 2 – Architecte



Description:

For legal reasons, the use of the SEXTO kit is reserved exclusively for Quebec's education sector personnel. In addition, its use must be the subject of a prior agreement between the police force that serves the territory where the school is located and the Director of Criminal and Penal Prosecutions (DCPP). Please note that an attestation badge will only be attributed to personnel at education institutions in a territory where such an agreement has been concluded. Before completing the training program, it is therefore recommended that you validate this information with your superiors or your police force. This training program is designed to equip education sector personnel to act quickly and efficiently with the students in their institution who are involved in a sexting situation. Sexting among teenagers can be defined as the shared production, distribution, and redistribution of sexual content (photos, videos, etc.) via information and communication technologies. At the end of the Explorer level of this training program, you will be able to understand the phenomenon and guide those involved in the management of cases that could be brought to their attention through an intervention tool, namely the Sexto kit. At the Architect level, through interactive organized activities, you will be presented with three fictional cases of sexting in order to consolidate new learning and validate your interventions. The creation of the Sexto kit was made possible thanks to the collaboration of the City of Saint-Jérôme (Quebec), the Director of Criminal and Penal Prosecutions (DCPP), the Canadian Centre for Child Protection, the Crime Victims Assistance Centre (CAVAC), Commission scolaire de la Rivière-du-Nord, and Académie Lafontaine. The Sexto Kit training program was developed by CADRE21 and carried out thanks to the participation of Fédération des établissements d'enseignements privés (FEEP) and funding from the ministère de l'Éducation et de l'enseignement supérieur (Quebec ministry of education and higher education, or MÉES).

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<https://www.cadre21.org/membres/b211f7de7b9cd01edb863e6b>

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Question 1 - How can I summarize the steps of the Sexto method?

I would start by gathering all the information needed from the person reporting the incident and then take out my sexto protocol and follow the grid. I would also see if there are any witnesses and I would then complete the grid. By doing so, I should be able to determine if the incident is impulsive or malicious. If it is determined to be malicious, I would call the police and confiscate the cell in question. If it is determined to be impulsive, I would also contact the police so I can follow up with a teaching session with the youths involved.

Question 2 - What have I learned from the three situations presented?

It is an impulsive act, contacting the police to insure a follow up information/teaching session with the youths involved would be granted.

Confidentiality is important in the process

If the information gathered comes from a parent, I must refer the parent to their local police station since the incident is outside of school. However, if the information comes directly from the youth, then I would start the sexto protocol

Gathering information is crucial to be able to fully understand the situation and acting rapidly is very important so the material shared does not continue being distributed,

Question 3 - Which step do I find the most delicate when applying the Sexto method?

Determining all the youths involved in a situation (when there are many) and determining the extent of the situation

Having to inform the parents of the situation involving their child since it is a sensitive topic

Trying to determine if the act is impulsive or malicious in certain situations when the intent is not so clear