

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/74ae1db31a282ac7276af59f>

Date d'obtention : 2024-03-21 18:59:10

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

You should talk to the author of the report, evaluate the incident, and verify the information. At that point decide if this is possibly a malicious act. If so, it is time to contact the police. If needed you may confiscate a device but you do not question the instigator. If this is an impulsive act, you may speak with all parties and then follow school policy.

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

The three situations allowed me to think carefully about applying the protocol. In the situation where one student was demanding \$100 in exchange to delete nude pictures of another, my initial thought was to end the protocol and contact the police. Looking at it more carefully, I realized the Sexto agent should confiscate the student's device. I was also a bit surprised to see in the situation where a girlfriend sent her boyfriend a topless photo that despite there being no malicious act the police should still be informed.

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

I think the hardest part of all this will be carefully asking all the questions but being sensitive to what the student might be feeling. I am sure it is hard for students to relive these situations and to have to say it to an adult in their school. The incident grid will definitely help to structure the conversation though and make the student feel like you are taking the situation seriously and you are there to help them.