

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/57308c05c6c7eb846f9e8fb7>

Date d'obtention : 2024-03-28 23:25:01

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

I would summarize that the Sexto method begins with encouraging all involved to be truthful, meeting with those involved, avoiding looking at any pictures myself (or other adults intervening), confiscating the device with the suspected media, and immediately involving my police officer in my school to start his own protocol. After that point, it's important to try and halt the dissemination of the media, protect everyone's identity, and contact the right government entities: DYP, social workers...etc.

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

From the three situations above, I learned that victims and those involved need to be truthful and comfortable, knowing they are protected, so that we get the correct information to start. I learned that it is extremely important to not view any photos or video the students are telling us about. I also learned that interviewing all students involved using the incident evaluation grid is paramount, as well as confiscating the possible devices involved as we proceed to the next steps. I learned that even if this involves people outside my establishment, the physical and psychological integrity of my students is most important, and the Sexto protocol helps protect them.

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

There are two things that are equally important here...and that is not viewing the photos or video, and identifying the intent of the dissemination of the photo or video. The intent will allow our establishment, and the police to carry out the appropriate next steps. In the case of our school--making sure the privacy of all is protected, and DYP is contacted. In the case of the police, pursuing their "malicious act" protocol and taking charge of further proceedings.