

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/cc85b347fb390eb7bb9a3f6a>

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

I must first meet with the person reporting the incident, as well as the victim (if different), and any other students involved. In completing the evaluation grid with the aforementioned students, I must evaluate if the act was malicious or impulsive. If impulsive, I must complete the evaluation grid with the instigator as well as confiscate the cell phone. I must then contact the police and I must inform the parents of the victim, instigator and others involved of the response protocol.

If instead, the act was malicious, I must immediately contact the police and confiscate the cell phone, but not complete the evaluation grid with the instigator.

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

That in the case of malicious intent, we do not complete the evaluation grid with the instigator. This surprised me as I believed we would need to do so to validate both sides of the story.

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

Contacting the parents of anyone involved and explaining the protocols.