

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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Badge attribué à :

<https://www.cadre21.org/membres/21f7e762f06a09149c411268>

Date d'obtention : 2025-01-06 15:22:34

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

The sexto method is a structured way of decoding the events surrounding the dissemination of sexto images. As soon as a school employee is made aware of the presence of these images by students in the school, it would be our responsibility to then begin the process of meeting with the students involved and gathering information (both reports from students and physical devices containing images) to then be given to the police. It would also be our responsibility to protect the victim and to intervene in a manner that would help to stop the continued dissemination of these images.

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

These situations have helped me to clarify how to practically apply the steps of the protocol in three distinct situations. They helped clarify how to proceed if there is a presence of a malicious act (do not interview perpetrator but do confiscate device and meet with other individuals involved), what the limits of a school personnel are (may not act as representative of police department, not responsible to investigate if police or parents make the complaint) and how to proceed if individuals are not cooperative (explain protocol, contact police if individual continues to refuse to participate).

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

I think that intervening with the victim and perpetrator would be the most delicate. There would be many emotions to help the young person navigate in order to resolve the situation in a safe and effective way. I expect there would be feelings of embarrassment and shame on both sides which would be important to acknowledge. It would be important to reassure the students that they are not defined by the act and that they have an opportunity to learn from the situation. Having been confided in, I would see it as my responsibility to help protect the young people involved and to help them grow from the incident.