

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

The sexto method standardizes response methods and raises awareness by educating the youth about the risks of producing, possessing and distributing child pornography. In a sexto situation, it is important that the young person whether it is the author of the report or the young victim reporting that they are greatly reassured by the procedure and help them feel that they are part of the solution. The intervener should avoid judgement and should use a comforting tone. The second step would be to evaluate the incident by using the evaluation grid with every person involved and verifying the information by meeting with each young person individually. If a young person has child pornography content of their electronic device the intervener has to seize the device. Further, it is important to emphasize the importance of the privacy of the victim and ask the young people involved not to talk about the incident to others. As an intervener, you must not look at any of the child pornography content and reassure the young person that their version of events is believed. It would constitute a criminal offence to view or obtain the content. The sexto method also helps determine if the act was impulsive or malicious. The police is also informed of the incident whether malicious or impulsive if it is determined by the sexto method that there was child pornography produced, possessed or distributed. The police then have a sexto education meeting to inform the young people along with their parents the nature of their behavior and educate them about the consequence of sexting. If the intervener, considers by the information contained that the activities could be malicious or of criminal nature they contact the police and DYP and don't complete the incident evaluation grid with the young instigator. We inform our school administrator of the incident and the young person's parents.

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

I have learned from the three situations presented that it is essential to meet with each young person to reassure, evaluate and gather the information by following the Sexto Method and completing the Incident Evaluation Grid. I also learned that just like in the first case there may not be any malice rather an impulsive act but it is essential to help the young people understand and learn about the important consequence of sexting. In the second case, I learned that it is essential that the young people are greatly reassured by the procedure because although at first it was not a case of child pornography but then the victim was comfortable to report when she was the victim of child pornography. If a student refuses to cooperate with the intervener and or the intervener concludes its a malicious act the police is called immediately. I also learned that once the police are involved in the case and they find out about more young people implicated, that the school is not the agent of the police service and doesn't meet with the student and that the police does. In the third case, I learned that if a parent finds child pornography content on their child's electronic device that they go to the police and not the school.

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

The step that I find the most delicate when applying the Sexto method would be talking to the young victim. I will want to reassure them and support them during the process. It could be very difficult and emotional to disclose and talk about being a victim or being a young person involved in a sexto situation. I will want to make them feel like they are part of the solution and not to feel ashamed of judged. I will need to focus on the young person's socio-emotional well being. I will encourage them to surround themselves with close friends and family and emphasize the importance of doing so. It will be important to help them process the fact that they may have made a mistake and that error in judgement does not define who they are as a person and that it is important to learn from it and understand the consequences of sexting. I will be extra vigilant to not just focus on gathering information and acting quickly to help halt the distribution of the content but also to verify if the young victim is at risk and to figure out how to best meet their needs in a supporting way.