

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 :

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

Firstly, we need to intervene to gain information on the trigger, nature, intentions and extent of the situation. One must follow the sexto kit to interview the student who either came to us with knowledge of the situation, and others involved/mentioned in the questioning as well. Any phones that may contain the image must be confiscated, while avoiding viewing any evidence, in order to prevent further dissemination of the image. Any information gathered will help determine whether the act was malicious or impulsive. The police force should be contacted at the end of the complete intervention (with any and all students involved). The only exception would be if the instigator is determined to have acted maliciously. In such a case, their phone would be confiscated and the police force would be contacted to take over.

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

I learned the limits of the intervention, such as if a parent or outside party comes to us with knowledge or concern about possible child pornography. The individual should be instructed to contact the police force. The school can provide support for the individual involved. The situational part of the training also highlighted the importance of not questioning or intervening with the instigator, beyond confiscating their phone, if the intent is deemed to be malicious. It also highlighted the importance of following the kit intervention plan with all students involved in the situation, even if they are not the victim or instigator. Any and all information must be gathered to help better understand the context of the event. Additionally, this process can help prevent further dissemination by consequently confiscating all devices that may contain the image.

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

The step is the initial step of gathering information, as it is pivotal to understand the scope of the context, but must also be handled in a delicate and empathetic manner. It mustn't feel like an interrogation, and the students' emotional well-being must be tended to as well. I also find the distinction of malicious versus impulsive intention to be delicate, as the judicial implications are differential and significant.