

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?

When using the SEXTO method, my focus is on identifying the triggering event, understanding the nature of what was shared without examining the content itself, assessing the intentions behind the actions, determining the level of consent, evaluating the extent to which the issue has spread, and clarifying each young person's involvement. Without this critical information, it is impossible to fully understand the situation or determine appropriate next steps.

To gather this information effectively, it is essential to take the time to reassure the victim that I believe them and that they are doing the right thing by coming forward. The documentation provided in the SEXTO kit supports the evaluation of the situation and guides how to verify information—either through witnesses or, in cases where the act appears non-malicious, by questioning the instigator.

If the act is determined to be malicious, I will not interview the instigator but will instead contact the police and secure the device to protect the victim. If the act appears impulsive, I will complete the full grid, question all involved parties, confiscate devices as necessary, and contact the police at the conclusion of the process.

I believe that the intent of the SEXTO process is not solely to punish, but to educate, empower, and protect the students involved.

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

From these situations, I have learned the importance of following the protocol carefully and thoughtfully. When anyone who needs to be questioned refuses to cooperate, it is essential to contact the police immediately to ensure the process can continue safely. Understanding the perspective of the "victim," including whether the taking and sharing of images was consensual, is critical in determining whether the act was malicious. Context is key, and it is important not to jump to conclusions until all relevant information has been gathered.

I have also learned that the protocol must continue even if someone who received an image is no longer attending the school, ensuring that education and guidance are provided to those involved. Past incidents should not dictate how a current case is handled; each situation must be assessed on its own merits. Even when malice is suspected, it is important to gather as much information as possible from witnesses and students before involving law enforcement. Finally, taking steps to immediately stop the dissemination of images is ESSENTIAL, even if the instigator cannot be questioned directly.

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

The most delicate part of applying the SEXTO method, for me, is not a specific step in the protocol itself, but rather when a teenager involved refuses to cooperate—either by declining to answer questions or by refusing to submit their phone. This situation is challenging because it limits the information that can be collected and requires careful handling to maintain trust, ensure the student's rights are respected, and still follow the protocol effectively.