



Global Voices Information Sheet

Child Sex Tourism



The Problem

- Child sex tourism is defined as the sexual exploitation of children by a person who travels somewhere for sexual contact with children. They can travel domestically or internationally.
- Sex tourism is still a developing problem. It has been recurrent in places like Mexico, Brazil, Thailand and the Philippines for the last 15 years. However, it is also emerging many other countries, especially in Africa, Asia and South America. However, there is no country that is immune to the problem.
- Victims of sex tourism often experience emotional, psychological and physical consequences of this abuse. Also, because the subject is not talked about by their communities, victims are often stigmatized by their communities and receive very little support.

Statistics

- It is very difficult to obtain statistics on this problem because it is illegal and difficult for victims and their communities to talk about.
- However, UNICEF estimates that two million children are affected each year by sex tourism. It is also estimated to generate billions of dollars.

Key Terms

- **conviction** - the final judgment entered after a finding of guilt
- **deter** - to discourage or restrain from acting or proceeding
- **exploitation** - to take advantage of (a person, situation, etc.), especially unethically or unjustly for one's own ends
- **legislation** - a law or a body of laws enacted
- **prosecute** - to conduct criminal proceedings in court

More information: ECPAT International - www.ecpat.net
Beyond Borders – www.beyondborders.org/wp/

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: Rights, Childhood, Taking a Stand and the UNCRC
- Course Connections: The Arts, Language and Social Studies.

Materials

- Chart paper or blackboard
- Paper
- Drawing utensils
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems
- Reassess their responses to issues on the basis of new information
- Participate in active group work and class discussions
- Communicate effectively in written and spoken language or other forms of expression
- Demonstrate the ability to think critically
- Develop, express, and defend a position on an issue and explain how to put the ideas into action

Knowledge and Understanding

1. Childhood (estimated time: 15 minutes)
 - a. Gather the class together and write the word “childhood” on the board. Ask students to brainstorm words they associate with childhood and write these words around the central title making a word web.
 - b. Once this brainstorm is complete, ask students the following suggested questions, and have a discussion about childhood:
 - i. What is childhood?
 - ii. Why is childhood special?
 - iii. Do children need special protection in comparison to adults? How does society ensure this special protection?
 - iv. What rights do children have?

- v. Whose job is it to ensure that children are granted their rights?
- vi. Have you heard of any instances in the news where children have not been granted their rights?
- vii. Why do children need their own set of rights, separate from those of adults?

Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle. Distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary: government, child labourers, exploited, legislation, prosecution, extraterritorial, offender, prosecute, amended, heinous, victimized, and sting operation.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post-reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. Ask students to practice their media literacy skills by identifying the following:
 - i. Title: include the full title of the article (also called the headline).
 - ii. Author: give the author's full name; if there is no author given, indicate if the article is an editorial or from a foreign news source.
 - iii. Newspaper: the full name of the newspaper from which the article is taken.
 - iv. Date: the day the article appeared in the newspaper
 - v. Subject: the overall topic that the article is describing.
 - vi. Event: what event led to the writing of the article?
 - vii. Main idea: identify what the article is proving or discussing about the issue. Is it trying to convince readers to take a side? If so what opinion is it encouraging?
 - viii. Evidence: list several facts/arguments that support the main idea and help to convince the reader or inform them of the issue. Does the author provide enough factual material to support his/her ideas?
 - ix. Significance: explain why this issue is important and who it might affect.
 - x. Point of view: is the article, in your opinion, balanced or biased? Are different viewpoints presented? Which viewpoints are left out?
 - b. When this is complete, bring the class back together and discuss student answers.

Communication

1. Getting The Word Out (estimated time: 30 minutes)

- a. Explain to students that there will be times in their life when they will want to stand up for something they believe in. Tell students that there are many appropriate ways that they can do this.
- b. Ask students to list instances where they may want to spread a message about a cause or injustice that is important to them. List answers on the board.
- c. Move on to discuss the different ways that students can have their voice heard in the following settings:
 - i. Their school
 - ii. Their community
 - iii. With their parents
 - iv. With their friends
 - v. With the government (local Members of Parliament)
 - vi. With their teacher
- d. Divide students into partners.
- e. Ask the partners to choose a cause they both care about (i.e. they would like the local play ground to be improved).
- f. Once they have chosen their cause, ask students to brainstorm different ways they can voice their opinion about this important cause in their school, in their community and with local Members of Parliament.
- g. When pairs have completed their brainstorm, bring the class back together and hold a discussion around their brainstorms.

Application

1. United Nations Convention on the Rights of the Child (estimated time: 30 minutes)
 - a. Ask students to choose one of the following articles from the UNCRC and create an illustration of the article to be displayed around the classroom.
 - i. Article 19 (protection from all forms of violence): Every child has the right to protection from all forms of abuse, physically or mentally.
 - ii. Article 27 (adequate standard of living): Every child has the right to a standard of living that meets their physical, social and mental needs.
 - iii. Article 28 (right to education): Every child has the right to an education.
 - iv. Article 31 (leisure, play and culture): Every child has the right to relax, play and join in a wide range of cultural and artistic activities.
 - v. Article 32 (child labour): All children should be protected from economic exploitation and from performing any work that interferes with the child's education, or is harmful to the child's health or physical, mental, spiritual, moral or social development.
 - vi. Article 34 (sexual exploitation): Every child has the right to be protected from sexual exploitation and abuse.
 - vii. Articles 43-54 (working together): Adults and governments must work together to make sure all children get all their rights
 - b. Completed illustrations will be displayed around the room.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

The United Nations Convention on the Rights of the Child -

<http://www2.ohchr.org/english/law/crc.htm#art32>

The Canadian Criminal Code - <http://laws.justice.gc.ca/en/c-46/>