



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 Secondary 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: Canadian and World Studies, English and Social Sciences and Humanities

Materials

- Chart paper or blackboard
- Computers and internet
- 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. Children's rights (estimated time)
 - a. Assess students prior knowledge by asking them to define the following:
 - i. Child labour
 - ii. Sexual exploitation
 - iii. Child abuse
 - iv. Child sex tourism
 - v. Pedophilia
 - b. Encourage students to revisit their knowledge of the United Nations Convention on the Rights of the Child.
 - c. Ask: how do these acts go against the rights granted to children in this convention?

Thinking

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre-reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point-form notes in their own words around what the column is about.
 - c. Post-reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 10 minutes)
 - a. Ask each student to perform an OPVL on the Global Voices column.
 - i. Origin: what is the source of this column?
 - ii. Purpose: why was this column written?
 - iii. Value: what are the facts and statistics in this column that give it value?
 - iv. Limitations: what perspective is the column written from? Does this cause limitations?
 - b. When this is complete, bring the class back together and discuss student answers.

Communication

1. Getting The Word Out (estimated time: 20 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 when 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. Ask students to discuss the ways Australia and the United States have gotten the word out about sex tourism as identified in the Global Voices column. Do they think these are effective methods?
 - e. As students read in the column, Canada has not been as proactive in battling this cause. Ask students to brainstorm ways they can inspire action in the country themselves, just as Craig did when he was 13.

Application

1. Canada and Sex Tourism (estimated time: 60 minutes)

- a. Ask students to revisit their definition of sex tourism as previously identified earlier in the lesson. Ask if they would like to make any changes to this definition after reading the Global Voices column.
- b. Invite students to read through the Sexual Offences section in the Criminal Code of Canada - http://laws.justice.gc.ca/eng/C-46/page-4.html#anchorbo-ga:l_V-gb:s_150_1
- c. Ask students to read through the document and identify the following:
 - i. In 1997, as the Global Voices column states, the Canadian Criminal Code was amended to include an extraterritorial child sex offender law. Find this in the document.
 - ii. Identify any other instances where the Criminal Code addresses the protection of children from offences made against them.
- d. Once students have identified the above information, ask them to write a brief summary about the Criminal Code of Canada and its protection of children from sexual offences.

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/>