

**SPEAK UP! SPEAK OUT!
EDUCATION PROGRAMME**

SCOTIABANK NATIONAL PRIMARY SCHOOLS HIV and
AIDS
DEBATING COMPETITION

COMPETITION HANDBOOK

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FOREWORD

**“Speak Up! Speak Out!
Three years and still going.”**

The National Primary Schools HIV and AIDS Debating Competition moves into its third year with great anticipation for an improved series. After year two, the competition lead to the creation of the Speak Up! Speak Out! Education Programme with four areas:

1. Scotiabank National Primary School Debating Competition
2. Literary & Performing Arts Competition
3. Community Extravaganzas
4. Parenting Seminars

The programme continues to receive good reviews for the impact it has in transforming behaviour and building awareness among children. Increased knowledge about HIV among Jamaican adolescents and young people, due largely to targeted interventions in schools and communities, is yet to bring significant results in terms of reducing risky sexual practices. Of note is the fact that Jamaica is falling behind most countries in the protection and support of children who are orphaned and made vulnerable by HIV/AIDS.¹

For these reasons, the Speak Up! Speak Out! Education Programme remains relevant as it is critical that the messages being promulgated results in behaviour change. It is felt that through increased efforts and creativity the Speak Up! Speak Out! Education Programme can contribute to reducing risky sexual practices amongst children, parents and community members. If attitudes are to change, efforts to educate and engage several elements of the community must be intensified.

We continue to believe that building awareness among young students is an unquestionable investment. The results of the peer outreach strategy are phenomenal and we can be expected to engage more youngsters.

Once again the debating series will be complemented by supporting activities; community outreach, peer facilitators summer camp and awareness through the performing arts.

We look forward to working with schools which have registered and even with others who have not registered but may wish to participate in the supporting activities. Welcome aboard! This promises to be another exciting year!

*Debbie Clue
Manager, Corporate Social Responsibility
Scotiabank, Jamaica,
July, 2008*

¹ UNICEF Jamaica, Children and AIDS: Second Stocktaking Report. April 2008

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INTRODUCTION

“Scotiabank remains Committed.”

OVERVIEW

It is now generally recognized that the AIDS pandemic has its genesis in the structural characteristics of economies and societies. The extent and distribution of poverty, the concentration of wealth, the position of women and the nature of gender relations, together with the process and determinants of socio-economic development all play important roles in the generation of the conditions which support the spread of the epidemic.

Global strategies indicate that infection is highest among the age group (20-49 years) which is usually responsible for the financial and social up-keep and natural guidance of the society. The social capital of societies resides in this vulnerable age group which normally shoulders the responsibility for the care and welfare of the other members within the society. Hence, incapacitation of usually the most educated, skilled, and productive in any society, including Jamaica, has implications far beyond the boundaries of any one family, community or country.

Whereas the spread of HIV can occur with alarming speed, the epidemic may remain obscured for years. For this and other reasons, the long-term impact across the productive and service sectors – tourism, agriculture, enterprise and industry, health, social welfare, education, security and public administration, is yet to be reckoned. The cumulative loss of human resources and the capacity for national development combined with the social and personal distress is cause for national reflection and corresponding actions for prevention and containment.

No appreciable decline

In Jamaica and world-wide, HIV is transmitted primarily through sexual contact. Since the first case was diagnosed in 1982, approximately 12,739 new cases have been reported; 6,848 of these cases have succumbed to the disease. According to the Ministry of Health, in January to June 2007 there were 175 deaths attributed to AIDS – related causes; of that number, 3 were pediatric cases.

Despite the efforts of government ministries and departments, NGOs and international funding agencies, the incidence of HIV shows no appreciable decline. It appears that there is the necessity for the redoubling of efforts among existing agencies but also for new partners and higher degrees of collaboration among all concerned.

INTRODUCTION

Scotiabank's decision to continue as an active participant in HIV and AIDS education is an expression of the bank's recognition of the urgency with which the issue of containment must be addressed. Once again, Scotiabank's commitment to provide opportunities for the development of health and education, particularly among young children, has resulted in the decision to consolidate HIV and AIDS awareness among young children, using the *Speak Up! Speak Out! Education Programme* as the main strategy. This year, the debate will be one component of the *Speak Up! Speak Out! Education Programme* which incorporates emphases on the school and the wider community.

Improvements

Steps have been taken to overcome some of the difficulties which assailed the debate in the first and second years and we plan to administer a more efficiently-run competition, with the help of school personnel and ScotiaVolunteers.

This competition handbook is a primary aid. It sets out the guidelines which will be applied. However, it is not exhaustive and coaches, coordinators and other school personnel are invited to seek clarifications or to critique constructively, having read and sought to understand the contents.

Scotiabank is convinced of the efficacy and viability of the debate as a teaching - learning strategy. This *Speak Up! Speak Out! Education Programme* seeks to complement and augment the educational programmes of the Ministry of Education, and the work of primary school teachers and guidance counselors. We therefore look forward to enriching the educational journey and discoveries of primary school students, resulting in more self-assured students and a healthier citizenry.

TARGETS

- Primary target - students at the primary levels (Grades 1-6) of all public and private schools in Jamaica
- Operational target - 120 schools
- Secondary targets - teachers, parents and community members. Communities are also important targets, working through schools.

VISION

- To assist in achieving an empowered student community, willing to '*Speak Up! Speak Out!*' in the national effort to reduce the incidence of new HIV infection and change negative attitudes and behaviors associated with HIV and AIDS.

INTRODUCTION

AIMS

- Increase the awareness of primary level students and their parents to the AIDS pandemic and its effects on and its implications for their lives.
- Promote clear messages to advocate respect and compassion for Persons Living with HIV and AIDS, and the reduction of stigma and discrimination associated with HIV and AIDS.
- Support the implementation of the National Policy for HIV/AIDS Management in Schools (MOEY, 2004).
- Contribute to HIV and AIDS awareness and attitude change in communities.

1

MANAGEMENT

"We will help you get through it."

Project implementation will be managed at the school level and at the secretariat level.

SCHOOL LEVEL

Participating schools have been requested to assign the responsibility for the competition to specific persons. These persons would have been assigned the roles of *(a)* coordinator and *(b)* coach at the time of registration. A school may have elected to assign the roles to one or two persons.

Debate Coordinator

The debate coordinator assumes responsibility for the logistical arrangements of the competition. Such arrangements may include:

- Ensuring that the school is properly informed about the competition and related activities.
- Ensuring that the educational resources rotate among the various class teachers and that they are used in the respective class of all grade levels (1-6).
- Ensuring that the materials are properly accounted for and available to teachers on request.
- Arrange, in collaboration with the coach for in-school discussions prior to the in-school debate.
- Coordinating activities to inform and engage parents in the sensitization activities.
- Developing the School Action Plan for institutionalizing the awareness campaign, in collaboration with the coach and other members of staff.
- Accompanying the school team to all matches.
- Sharing responsibility to liaise with the secretariat.
- Arranging to accommodate all visiting teams.
- Officiating as chair/moderator of the debate when his or her school is host or as other official at other debates, as required.

MANAGEMENT

Debate Coach

The primary responsibility of the coach is to prepare the team for the in-school and subsequent debates. Specifically the coach is required to:

- Formulate assignments to assist students with research.
- Design and coordinate opportunities for students to rehearse the process at the appropriate intervals.
- Teach students, especially team members, the skills of public speaking, critical thinking and listening.
- Provide opportunities to develop competences in poise, enunciation, verbal and emotional expressions and gesticulations.
- Identify students and alternatives to comprise the school team.
- Provide emotional support for team members.
- Accompany the team to all debating meets off-campus.

SECRETARIAT LEVEL

The project is coordinated by the Speak Up! Speak Out! Secretariat located in the Public, Corporate and Government Affairs Department, Scotiabank Center, Corner Duke and Port Royal Streets, Kingston. The project staff comprises the debate coordinator, a programme assistant and a trainer.

The primary responsibilities of the secretariat include:

- Timely communication with participating schools.
- Generating and publicizing appropriate moots for all levels of the competition.
- Scheduling of debates at the respective levels.
- Communicating the results of debate meets in a timely manner.
- Recruiting and engaging experienced judges.
- Providing guidelines for activities supporting the competition.

MONITORING

Monitoring support will be provided by the secretariat through a pool of Scotiabank volunteers. Volunteers will be assigned firstly to those schools that are new to the competition and will be in regular communication with schools to ensure that their in school pre-debate preparations proceed well.

2

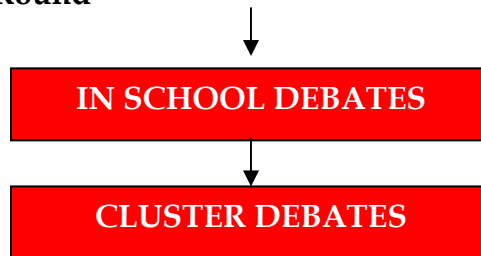
COMPETITION STRUCTURE

“Following the steps will make it easier.”

The competition is structured in four stages illustrated below:

FIGURE 1 - Structure of Debate Competition

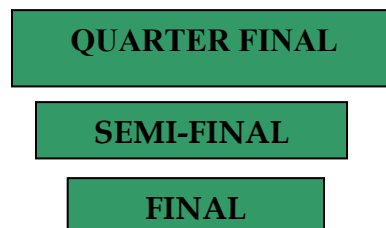
Stage One - Preliminary Round



Stage Two - Intermediate Round



Stage Three – Final Round



COMPETITION STRUCTURE

STAGE ONE - PRELIMINARY ROUND

In-School Debate

Rather than being hand-picked, the school team should be allowed to evolve after a period of sensitization and preparation. A possible sequence might be:

1. School-wide sensitization, through this process, the coordinator, assisted by the coach and others, organizes in-class sessions, mentions at class or general assemblies, specially convened sessions to immerse the school community in the HIV and AIDS awareness building. Probable strategies include:
 - Assignments
 - Research projects
 - Panel and other discussions
 - Presentation by resource persons
 - Practice debates before student audiences
 - Study of the educational materials provided

Targets of the sensitization include all class groups, staff, parents and community members.

Different activities may be conducted to sensitize various school groups. Intense sensitization of the students, particularly grades 4-6 should start by the latest October and continue at least through January, when the school team will be selected.

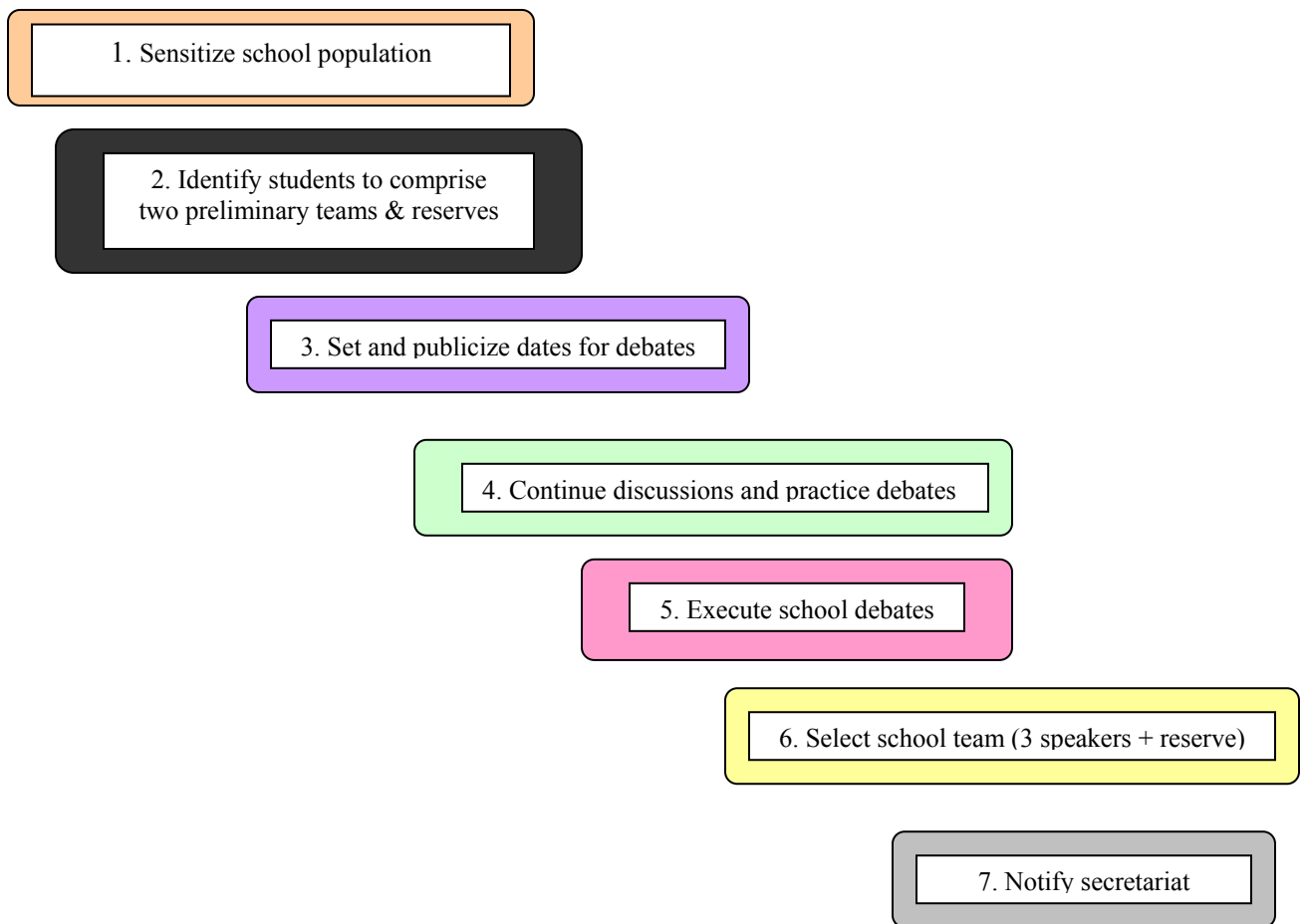
2. Observation and identification of potential debaters.
Coaches and coordinators are encouraged to observe students (Grades 8-6) participating in the preliminary activities to assess interest, aptitude, discipline and competence in expressing themselves. These factors should guide selectors in identifying team members and reserves for the in-school debate.
3. Team selection. Coordinators and coaches are expected to identify two teams, each comprising three speakers and one reserve. These students will be prepared to participate in the school debate to determine the team which will

COMPETITION STRUCTURE

represent the school. All teams will debate the same moots, as supplied by the secretariat. Debates should take place by the end of the third week in January. The team judging the school debate may comprise the coordinator, one other member of staff and an external person.

NB. It is highly desirable to invite the general community to participate in some of the activities organized for students.

FIGURE 2 -Team Selection Process



COMPETITION STRUCTURE

Cluster Debates

Cluster debates mark the first meeting among schools. All debates will take place on the same day. As far as possible, schools will compete within existing Ministry of Education clusters. Having been notified of their meetings, schools have an obligation to present their teams at the venue or to notify the secretariat and the school with which they are matched, if there are difficulties. The procedures which will apply include:

- Matching of schools within closest proximity to each other, by the secretariat.
- Scheduling of debates and notifying schools.
- Location of debates at school venues, to the extent that this is possible.
- Recruiting of judges from a combination of internal and external sources. Chief Judges will be persons external to both schools participating in a match. Other judges may be recruited from participating schools and community persons. Beginning at the third round, judges will as far as possible, be external judges.
- Collaboration with local school officials to moderate debates and ensure good order and sportsmanship at each venue.
- Notifying all teams of their status after each meet.

COMPETITION STRUCTURE

STAGE TWO - INTERMEDIATE ROUNDS

Parish Knock-out

For the purpose of this competition, consistent with common practices in local educational operations, Kingston and St. Andrew are treated as one parish. Consequently, the competition recognizes thirteen parishes. It becomes necessary therefore to eliminate one parish before determining entrants in the parish finals. The knock-out will take place between the two parish representatives with the lowest scores in the competition overall.

Parish Finals

The parish finals will take place among 12 schools, each representing a parish. Parish finals will be scheduled between contiguous parishes in six locations and will occur simultaneously. Six of the competing schools will enter the next round of the competition.

STAGE THREE - FINAL ROUND

Quarter Finals

The quarter final is the meeting among the schools emerging from parish finals. Schools will be paired to participate in the three matches to be held on the same day at the same venue. The four schools earning the highest scores at this level will move to the next level of the competition.

Semi-Final

The four schools emerging from the quarter final will be paired to meet in the semi-final. The two schools earning the highest number of points in the meeting will go on to compete in the national final. The losing team with the highest score will be regarded as having earned third place in the competition.

National Final

The national final is the meeting between the two top-scoring schools emerging from the semi finals. This competition will determine both the second place team and the national champion.

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RULES, PROCUDURES & SCHEDULE

"We play hard and we play fair"

RULES

Team Selection

Schools will select their primary and alternate teams only after class teachers have engaged all their students in discussion on HIV and AIDS.

Team Composition

Teams should comprise students from Grades 4 - 6 and should include both boys and girls except for single sex institutions. Teams disregarding the grade restriction will be disqualified without the right to an appeal. Both the primary and reserve teams shall comprise three speakers and one reserve.

Team Membership

Team members, once selected, should remain members throughout the duration of the competition. Changes in team composition may only be considered in consultation with the secretariat.

Chaperones

Teams shall be accompanied at all play-offs by the debate coordinator and/or coach, who shall assume responsibility for the conduct and safety of their students.

Dress

Competing teams and student supporters are required to wear full school uniform to each meet.

Debate Content

The content for the debate will focus on various aspects of HIV and AIDS education. (See **Indicative Content Outline**) and teams are urged to read widely prior to the start of and during the competition.

Moots

Moots will be supplied to competing teams at least five days before competitions at the various levels.

RULES, PROCUDURES & SCHEDULE

Punctuality

Teams shall be punctual for all meets and are required to be seated at the venue at least fifteen (15) minutes before the scheduled start of each match; teams not in place fifteen (15) minutes after the scheduled start of any debate, shall forfeit their opportunity to meet their opponents, except in reasonable, extenuating circumstances determined by the chief judge, in consultation with the full panel of judges. Notwithstanding, such discussions must be confirmed by the secretariat.

No-shows

Where there are no-show teams, judges shall take the presentations of the team which is present. In such cases, the judges will hear presentations on the moot and on the position, previously assigned and score each speaker on merit. Whereas rebuttal becomes unnecessary, the first speaker is allowed another four (4) minutes to add new points, expand on or clarify points previously made.

Request for Postponement

Where a team has reasonable grounds to request postponement of a scheduled match, such request must be made to the secretariat at least **thirty six (36) hours prior to the scheduled match**. Notice of such request must be communicated to the opposing team (as scheduled) by the school requesting postponement but must also await approval by the secretariat.

Duration of Matches

Normally matches including the attendant programme should not exceed ninety (90) minutes, but may be less.

Resolution of Discrepancies

Any discrepancy or dissatisfaction with the result of a meet must be addressed to the debate secretariat in writing, within twenty-four (24) hours of the meet being disputed. The secretariat reserves the right to make the final judgment on such appeals.

RULES, PROCUDURES & SCHEDULE

PROCEDURES

Whereas each of the six (6) speakers has defined responsibilities, the debate presentation depends on teamwork. Roles are also associated with the order of the presentation. The order of speakers, times assigned and their respective responsibilities are as shown below:

Presentations

<u>Speaker</u>	<u>Time Allowed</u>	<u>Responsibility</u>
Proposer #1	7 minutes	<ul style="list-style-type: none">- defines the moot as understood by his or her team- presents the general position of the team on the moot- starts presentation of arguments
Opposer #1	7 minutes	<ul style="list-style-type: none">- accepts or rejects the definition of the moot, with justification- presents the general position of the team on the moot- rebuts briefly, arguments presented by the first speaker
Proposer #2	5 minutes	<ul style="list-style-type: none">- assembles and presents the key arguments for the proponents in logical sequence, discretely, clearly and precisely
Opposer #2	5 minutes	<ul style="list-style-type: none">- develops and presents main arguments for the opponents in similar manner to that of the proponent

RULES, PROCUDURES & SCHEDULE

<u>Speaker</u>	<u>Time Allowed</u>	<u>Responsibility</u>
Proposer #3	3 minutes	- rebuts points made by the previous speaker - adds new points to support the moot
Opposer #3	3 minutes	- rebuts arguments of previous speaker - adds new points opposing the moot
Rebuttal	5 minutes	- attacks in a logical manner arguments presented on either side

Notice to Speakers

1. Each team will identify the speaker to do the rebuttal.
2. Preparation time for rebuttal is five (5) minutes.
3. Each team will have five (5) minutes to rebut.
4. The opposing side rebuts, followed by the speaker for the proposing side.

Each speaker will be notified of time elapsed when one (1) minute of his or her time remains, with an appropriate signal, previously agreed.

At the expiration of time, the signal will be repeated in quick sequence for at least five (5) seconds. At the expiration of time, speakers will be penalized at the rate of one (1) point at the end of each additional minute thereafter.

RULES, PROCUDURES & SCHEDULE

Adjudication

Each competition will be adjudicated by a panel of three judges.

Judges will be persons conversant with the general rules and procedures of debating, and generally aware of current Health and Family Life Education (HFLE) and HIV and AIDS information.

Judges will be mindful of the objectives of the competition and will be attentive to competition style as well as to evidence of research and breadth of knowledge.

Judges will be asked to present their reports to the teams through their Chief Judge within thirty (30) minutes of the last presentation on the moot.

The chief judge is expected to submit a debate report to the secretariat via the ScotiaVolunteer at the closest branch, using the prescribed form within thirty-six (36) hours of the match. In the first instance the chief judge is asked to telephone or fax the report to the secretariat using the prescribed form, immediately upon completion of the match. The chief judge should then send the original and the official report, including all forms used by each judge and their notes to the secretariat via the branch. Such reports should be packaged in the branded envelopes provided and handed in to the ScotiaVolunteer at the respective branch.

SCHEDULE

The debating competition is a process with various stages rather than an event. The process starts with schools indicating their interest by registering to enter the competition, and will end with the national finals after they have gone through several stages. Key activities along the way include:

1. RegistrationMay - September 2008
2. Confirmation of registration and
establish registration database.....August - September 2008
3. Preparation of preliminary &
cluster debate schedule.....September 2008
4. Pre-debate briefing seminars.....September 2008 - January 2009
5. School preparations (sensitization,
discussions, research and other
projects, presentations, practice
debates).....September 2008 - January 2009

RULES, PROCUDURES & SCHEDULE

6. Parenting SeminarNovember 22, 2008
7. Notify schools of moots..... January 12 - 16, 2008
8. Identification of two provisional
teams..December 8 - 19, 2008
9. Public Launch.....December, 2008
10. Secretariat field visits.....January -February 2009
11. In-school debate and selection
of school teamJanuary 12 - 16, 2009
12. Notify secretariat of teams selected.....January 16 - 20, 2009
13. Execute cluster debates.....February 3 - March 13, 2009
14. Parish knock-out.....March 20, 2009
15. Parish finals.....April 08, 2009
16. Quarter finals.....April 23-24, 2009
18. Semi-final.....May 13, 2009
19. National final.....May 27, 2009
20. Post debate seminar
for coaches and coordinators.....June, 2009
21. Peer Facilitators Summer Camp.....July - August, 2009

NB. Other dates to be observed have been identified in **The Monitoring Checklist**.

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SUPPORTING ACTIVITIES

"In learning, we win."

The other elements of the Speak Up! Speak Out! Education support the debating competition.

Parenting Seminars

Building the awareness of parents on issues related to HIV and AIDS is just as important as raising the awareness amongst the student population. It is the parents of these students who will be required to guide and instill healthy lifestyle values in their children. Building the capacity of the parents to empower them becomes a critical task. The Ministry of Education has recognized the importance of this and as such has hosted parents' week/parents' month since 1991. The Speak Up! Speak Out! Education Programme will support this thrust by partnering with the education transformation team to host a mega parenting workshop during Parents Month, November 2008.

The seminar will take place in the parish of the winning school (2008) and will take the format of a lecture panel discussion.

II. Awareness through the Performing Arts

The Speak Up! Speak Out! Education Programme (SUSOEP) has identified the performing arts as vehicles for expanding its reach among children.

1. Scotiabank is partnering with the Jamaica Cultural Development Commission to include a healthy lifestyle category in drama, music, speech and the literary arts (short stories, poems etc.) categories in the JCDC national competition. Entrants should be between the ages 7 - 15 years and from primary, preparatory and junior high schools.
2. Through our partnership with MacMillan Caribbean we will produce additional materials for use in the programme :
 - a. Winning artistic pieces entered in the JCDC competition or talents unearthed during the course of the debates, by MacMillan in the production of audio books and DVDS will be used for the 2010/2011 programmes.

SUPPORTING ACTIVITIES

- b. Dramatic production of the title from their Caribbean Reader Series, similar to the production of *A letter to Pearl*.

III. Peer Facilitators camp July - August 2009

Discussions are being held with the Ministry of Health to define and determine the scope of this programme, which could result in the hosting of the first camp, summer 2009. The Ministry of Health will plan, implement and finance this component of the programme. Scotiabank will identify the students who will participate.

Other activities directly supporting the debates are:

Provision of Resource Materials - Schools participating in the competition for the first time will each receive educational materials to assist students and teachers in preparing for the debate. These materials will remain with the schools for use throughout the year and to boost the school library stock.

School Action Plans - Schools are encouraged to design carefully thought-out plans to institutionalize and extend their awareness campaign beyond the duration of the competition. Action plans should:

- be inclusive of as many grades as possible
- be specific, indicating what will be done in which grades and the persons responsible
- include parents and other members of the community wherever possible
- be simply stated and practical
- present a time-frame for accomplishing the activities indicated
- be related to one of the following:
 - improving attitudes of children towards PLWHAs
 - improving attitudes of parents towards PLWHAs
 - sensitizing a specific group in the community around the school
 - promoting the school's HIV and AIDS education programme for wider acceptance in the school community.
- Have a Community Outreach component. Outreach activities in which schools may engage include:
 - identifying a community group which is supportive of the HIV and AIDS awareness campaign or which is working on its own

SUPPORTING ACTIVITIES

to promote responsible social and sexual behaviours among the youths of the community

Other outreach activities may include:

- inviting parents and others to participate in scheduled class discussions on the issues
- inviting parents and others to hear practice debates among students in various grades
- hosting special sessions for parents and members of the community, where presentations may be made by students, teachers or resource persons, such as nurses other health workers, Health Promotion Officers from the Ministry of Education, the Regional Health Authority or the Parish AIDS Committee
- arranging an exhibition featuring displays and speakers for the community
- launching a talent contest focusing on presenting HIV and AIDS information for the benefit of the school and community
- hosting an open air meeting in the community
- acting on suggestions from the students
- Parents and the community may make specific interventions in the school programme.

Parents may:

- engage children in discussion on the issues
- create opportunities for participating students to rehearse their arguments
- attend scheduled school debates and providing emotional support
- offer to assist in the coaching of students

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INCENTIVES

“Everyone is a winner, when we engage in building awareness.”

Incentives form a significant part of the debating competition. Attractive incentives have been built in to encourage maximum participation from a range of groups. Among the incentives are:

Educational Resource Materials

Resource Materials - A full set of educational resources will be supplied to first-time entrants to the competition. Packages will be distributed at the Briefing Seminars for coordinators and coaches to be held in October, 2008. Handouts available for repeat schools.

Prizes

National competition	3 computers for school 1 printer Cash prize for team & coach Championship trophy Individual trophies Individual certificates
First runner up	2 computers for school 1 printer Cash prize for team & coach Individual certificate
Second runner up	1 computer for school 1 printer Cash prize for team and coach Individual certificates
Most outstanding speaker male	Trophy
Most outstanding speaker female	Trophy
Most disciplined team	Book vouchers
Parish finalists	Plaques

6

INDICATIVE CONTENT OUTLINE

“We can achieve our goals and objectives together”

This section provides coaches and debate teams with a guide to the range of subject matter which they may cover in their research, discussions and practice debates.

Understanding HIV and AIDS

What the initials mean

Transmission

Prevention

Containing the disease

Prevalence

Impact

Impact on families, communities, countries

Age groups affected

Impact on business and industry

Impact on organizations

Impact on the genders

Impact on children

Children made orphans

Life expectancy of infected persons

Impact on social services such as education, health, welfare

Management of HIV and AIDS

Local and international policies

Supporting legislations

Policy implementation

Policies protecting children

INDICATIVE CONTENT OUTLINE

Attitudes affecting PLWHAs
Agencies offering care
Cost of care
Disclosure and confidentiality
HIV and AIDS testing
HIV and AIDS testing in the school setting
Children as advocates
Responsible social and sexual behaviours

The Research

National, regional and international data
Children affected
Treatment
The search for a cure
Abstinence among young people
The role of HFLE in preparing/protecting students

The list above is not exhaustive. Students should be encouraged to read widely and to engage in analytical discussions, using materials from a variety of sources.

7

TOOLS

“Give us the tools and we will finish the job”

GUIDELINES FOR CONDUCT OF CLUSTER DEBATES

1. All schools debating at the cluster level will debate the first moot on Tuesday, February 3, 2009.
2. **Venues**, the assigned side (proposing or opposing) and the times schools meet will be advised by fax or email by January 22, 2009. Schools without these functioning facilities are urged to identify a fax number or email address where they can receive this information. Schools without either should contact the listed persons in item 7 below to retrieve the information.
3. **Debate Coordinators and Coaches** are expected to accompany teams to debate meetings and to assume responsibility for the general conduct of the debate. Specifically, coordinators are asked to:
 - Make contact with the host principal and/or coordinator.
 - Ensure that judges have the prescribed briefing and forms for scoring.
 - Moderate the debate using the recommended attached or similar agenda.
 - Act as time-keepers.
 - Ensure completion of two (2) copies of the report.
4. **Presentations** by individual speakers of each school team are regulated by the competition guidelines (Rules and Procedures pages 13-18). The First, second and third speakers are allowed seven (7), five (5) and three (3) minutes, respectively. Rebuttal is five (5) minutes.
5. **Host schools** are asked to provide one competent judge from the teaching staff and a neutral judge (a professional from the community), for the debates up to the second level.
6. **Judges** will be guided by the attached brief. They are required to be careful listeners, objective, generally informed, capable of recognizing facts, and be capable of discriminating between facts and opinions. Judges must also be fair, but compassionate.
7. The **report on each debate** is critical to the scheduling of the debate at the next level; **these should be returned immediately to the debate secretariat**. Coordinators are urged to facilitate the prompt return of the results on the competition report forms, completed by the chief judge.

This can be done by either faxing the report from your school or directing the chief judge to a location where the report can be faxed.

Fax to: 922.8910 or 967.1691
The Debate Secretariat
Public, Corporate and Government Affairs
11th Floor, Scotiabank Centre
Corner Duke and Port Royal Streets, Kingston

Attention: Debbie Clue
Telephone: 932.0545

Additional contact:
Ms. Amalea Jones-932. 0482

Where the chief judge has to leave the debate location before dispatching the form to the secretariat, the coordinators can check in with them to ensure that the forms were sent.

TOOLS

CRITERIA FOR SELECTION OF JUDGES

It is expected that Judges will present the following characteristics:

1. Articulate - a good command of spoken English with its ability to present before an audience.
2. Knowledgeable - of (a) the rules of debating
(b) HFLE and HIV and AIDS Education
(c) rules of the National Primary Schools HIV and AIDS Debating Competition.
3. Objectivity - capable of separating personal views from the facts presented; displays impartiality towards all teams and presenters.
4. Self-confidence - being self-assured without being arrogant. Ability to accommodate difference of opinions without being devastated by such difference, criticism or rejection.
5. Ability to listen - with openness, capable of following full thoughts being expressed without physical or emotional interruption.
6. Team skills - able to involve and elicit contribution of other members of the team.
7. Compassionate - capable of relating to strengths and weaknesses of teams and individuals.
8. Respectful - of each presenter and supporter and capable of demonstrating this in direct or casual interactions.
9. Availability - be available for specific hours or days as per schedule.
10. Experience - as a public speaker or a speaker as a participant, coach or monitor in similar settings.

TOOLS

BRIEFING FOR JUDGES

Expectations - Judges

1. Judges are required to familiarize themselves with the rules and procedures of the competition and with the guidelines for scoring, score sheet and the competition report form, before the start of each debate meet.
2. Judges are urged to listen well, in order to discriminate between facts and emotional opinions and to separate the content of the presentations from their personal positions.
3. Each Judge must complete a scoring sheet to summarise individual and team scores.
4. Judges are urged to select a quiet and confidential place in which to prepare the summary report.
5. In the 30-minute recess, judges are expected to confer in arriving at individual and team scores. Each individual report is important and must have a bearing on the final scores; however, the final scores must reflect the general agreement of the panel.
6. In presenting the report, judges are urged to be mindful of the context within which judging takes place and to couch report to reflect the concerns for student development. All opportunity must be taken to emphasize the primary objective - awareness-building, student development, sportsmanship. The scores are significant, but the effort must appear to be celebrated.
7. The chief judge has the responsibility to collate all the scores and present the results.
8. The chief judge is required to complete the competition report form and ensure its timely dispatch to the secretariat. Where this is not possible, the judge must communicate the results to the secretariat immediately by telephone, and ensure delivery of all original forms to the debate coordinator within 36 hours. To facilitate this, the chief judge will be provided with self addressed envelopes which should be dropped off at the nearest Scotiabank branch.

TOOLS

GUIDELINES FOR SCORING

Each presentation is judged on content and delivery.

CONTENT

The content is the subject matter of the speech. Scores will be based on

- **Arguments advanced**
- **Reasoning ability**
- **Analysis, Definition, Interpretation:** The debater's ability to define, interpret and analyse the moots for his/her understanding.
- **Accuracy:** The consistency between the information presented and the facts.
- **Organization:** The manner in which the debater organizes his/her thoughts and presents his/her subject matter using fluent, coherent and acceptable English.
- **Reasoning:** The debater's ability to use facts, illustrations, questions, anecdotes, etc. logically and in a manner which attracts listeners.

DELIVERY

- **Stance:** Does the speaker display distracting mannerisms? This will reduce the effectiveness of the presentation. The speaker's posture should be natural and appropriate to the occasion.
- **Voice:** Is the speaker being heard comfortably? Pronunciation and articulation are important to ensure the speaker is understood. A monotonous tone quickly bores an audience and, as a result, the speech loses impact.
- **Gesture:** Are hand movements meaningless? Movements of hand, body and facial expressions for emphasis can add dramatically to the presentation, but meaningless, nervous and repetitive gestures should be avoided.
- **Style:** How well does the debater deliver his/her speech? Does it appear to be spontaneous or is it merely being read? How effective is his/her eye contact, gestures etc.? Is the delivery polished or is it rough around the edges? How natural are the mannerisms, tone and attitude of the speaker? Are the tone and pace appropriate for the content and quality of the presentation? Does the voice vary suitably, hold your attention and enhance the arguments?

Developed by the HIV and AIDS Project, Ministry of Education and Youth (2006); modified by Scotiabank Jamaica Ltd Debating Secretariat, December 2007.

TOOLS

SCORING

Each Judge must assign a total score to each speaker. This score will be made up of the sub-scores for each category, totaling 100. Judges are urged to mark each category and then add them together for a total. In assigning the score, please bear in mind the following:

- **A score in the 90's** indicates that Judges felt that the speaker did a great job. They thoroughly enjoyed listening to the speaker and would be delighted to have this person as the advocate of a cause that they support.
- **A score in the 80's** indicates that Judges felt that the speech was very good, although there were a few flaws either in the delivery or the content.
- **Scores in the 70's** indicate average speeches, neither very good nor very bad. As an advocate, the speaker would not strengthen your cause.
- **A score in the 60's** would go to a weak speech. It would indicate major flaws in delivery and content; listeners would not look forward to hearing this speaker again.
- **Scores in the 50's** indicate that the speech failed badly. Something must have gone very wrong. The speaker should be helped to recognize the weakness in the presentation.

_____TOOLS_____

**NATIONAL PRIMARY SCHOOLS
HIV AND AIDS DEBATING COMPETITION 2008 – 2009**

COMPETITION REPORT FORM

1. Names of Competing Schools

Proposer:

Opposer:

2. Region/Parish in which debate took place

3. Start of Debate: **3b. End** of Debate

4. Moot:.....

.....

.....

5. Date of Debate:

6. Venue of Debate



TOOLS

6. Scores

<u>Possible Score</u>	<u>Name Proposer</u>	<u>Score</u>	<u>Name Opposer</u>	<u>Score</u>
1 st Speaker 100				
2 nd Speaker 100				
3 rd Speaker 100				
Rebuttal 100				
Team Total 400				
Actual Team Score				

8. Brief General Comments and Observations

TOOLS

9. Name and Contact Information of Judges

- 1) Name of chief judge
Address
.....
Email Address
Cell Phone/Other No.....

- 2) Name of chief judge
Address
.....
Email Address
Cell Phone/Other No.....

- 3) Name of chief judge
Address
.....
Email Address
Cell Phone/Other No.....

10. Certification

This certifies that this Competition was conducted fairly and that this report is accurate in all respects.

Signed.....

Chief Judge

Date

TOOLS

SPEAK UP! SPEAK OUT! EDUCATION PROGRAMME

NATIONAL PRIMARY SCHOOLS HIV AND AIDS DEBATING COMPETITION 2008-2009

REVISED SCORING SHEET

Date: _____

Name of Judge: _____

Name of School: _____

Debating Position (tick one)

Proposer

Opposer

Speaking Position	Name of Speaker	CONTENT					DELIVERY				Total
		Analysis, Definition, Interpretation (15)	Arguments Advanced (20)	Accuracy (15)	Organization (10)	Reasoning (15)	Style (10)	Voice (5)	Gestures (5)	Stance (5)	
First Speaker											
Second Speaker											
Third Speaker											
Rebuttal		Recognition of Arguments Made (30)	Methodological Demolition of Arguments (30)				Style (20)	Voice (10)	Gestures (5)	Stance (5)	Total (100)
Rebuttal Score				XXXXXXX	XXXX	XXXXXXX					
Total Team Score	XXXXXX										

Developed by the HIV and AIDS Project, Ministry of Education and Youth (2006); modified by Scotiabank Jamaica Ltd Debating Secretariat, December 2007.

TOOLS

SPEAK UP! SPEAK OUT! EDUCATION PROGRAMME

JUDGES INFORMATION FORM
2008 – 2009



A. IDENTIFICATION

1. Name of Judge _____

2. Address

3. Parish _____

4. Occupation _____

5. Employer _____

6. Telephone
Cable & Wireless (fixed) _____ Cell _____

Digicel _____

Other _____

Email _____

B. TRAINING/PREPARATION

7. Highest level of professional training

postgraduate studies in _____

graduate studies in _____

_____TOOLS_____

- undergraduate studies in _____
- diploma studies in _____
- certificate studies in _____

8. Subject proficiency

- English Language specialization
- English Language to CXC or equivalent
- One to three courses in Health and Family Life Education
- Three or more courses in Health and Family Life Education
- Seminars/courses in HIV and AIDS education
- Familiarity with current rules of debating

C. EXPERIENCE

9. Experience presented includes participation:

- on national debating team(s)
- on school debating team(s)
- coaching of school/community debating team(s)
- in public speaking for over three years
- in public speaking for one to three years
- in opportunities to address large groups repeatedly
- officiating as judge of debates on numerous occasions
- officiating as judge of debates on few occasions
- officiating as chief judge of debates on numerous occasions
- officiating as chief judge of debates on few occasions

_____TOOLS_____

D. SOCIAL COMPETENCE

10. The candidate has had numerous opportunities to work with young children (6–12) years in group situations such as:

- Classroom teaching
- Sunday School teaching
- Work with Uniformed Groups
- Extra-curricular activities
- Organized field trips

11. The candidate

- values the strength of the team over individual efforts
- has experience working as a team member on numerous occasions
- has had the privilege of leading teams on numerous occasions
- finds it easy to accommodate the opinions of others, including children
- is not easily distracted even when a verbal presentation is inconsistent with his/her own
- can tolerate divergent views
- can easily reward divergent and unpopular views of merit

E. AVAILABILITY

12. With timely notice, the candidate is available to judge debates as follows

- a full day
- a half day
- two hours
- as required

TOOLS

13. Restrictions on availability would include

- distance within parish
- request to officiate out of parish
- request to officiate on specific days, e. g., _____

TOOLS

SPEAK UP! SPEAK OUT! EDUCATION PROGRAMME

PROPOSED SCHEDULE FOR SERIES OF DEBATES

Dates for the 2009 debates at the various levels are indicated below:

1. In-school debates January 12 – 16

Cluster Debates

2. Round1 February 03
3. Knockout 1 February 09
4. Round 2 February 19
5. Knockout 2 February 24
6. Round 3 March 3
7. Round 4 March 13
8. Parish Knockout March 20
9. Parish Finals April 08-13
10. Quarter Final April 24 - 25
11. Semi-final May 12
12. Final May 27

NB These dates hold except in extenuating circumstances where there is unavoidable variation from the schedule.

Judges and participating schools will be advised of changes in a timely manner.

TOOLS

**NATIONAL PRIMARY SCHOOL HIV AND AIDS
DEBATING COMPETITION
NOTICE OF ELIMINATION**

THE BANK OF NOVA SCOTIA JAMAICA LIMITED
Public Corporate & Government Affairs
11th Floor, Scotiabank Centre
Corner Duke and Port Royal
Streets
Kingston

Telephone: 932.0482, 932.0483
Fax: 922.8910



Date

Dear _____

Thank you for your school's participation in the Scotiabank National Primary Schools HIV and AIDS Debating Competition. Despite your team's tremendous effort in amassing a total of..... points compared to your opponents.....points, your team has been eliminated from the debating competition.

Your school, however, is still being encouraged to participate in the other activities of the Speak Up! Speak Out! Education Programme.

Yours truly,

For Debbie Clue
Debate Coordinator

TOOLS

NATIONAL PRIMARY SCHOOL HIV AND AIDS DEBATING COMPETITION

MONITORING CHECKLIST

INTRODUCTION

This instrument serves to elicit information on the progress of schools as they participate in the National Primary Schools HIV and AIDS Debating Competition. Very importantly, it reminds schools of the timing of necessary action steps.

DIRECTIONS

1. Debate Coordinators are asked to pay particular attention to the relevant sections.
2. All items in each section should be completed as accurately as possible.
3. For each item in Section B, it is necessary to indicate whether or not the action has been completed and the date completed or to be completed.
4. Section A must be returned with every other section.
5. The completed sections must be returned by the dates specified:
 - ◆ Section A and B1 : December 10, 2008
 - ◆ Section A and B2 : January 27, 2009
6. Completed sections of the Checklist should be returned by fax or other means to:

Corporate, Public and Government Affairs
Attention: Debbie Clue
Debate Coordinator
11th Floor, Scotiabank Centre
Corner, Duke and Port Royal Streets
Kingston
Fax No. 922-8910 or 967-1691
Email: hiv.aids@scotiabank.com



_____TOOLS_____

NATIONAL PRIMARY SCHOOL HIV AND AIDS DEBATING COMPETITION

IDENTIFICATION

SECTION A

1. Name of School:

2. Region:

3. Contact Information:
 Telephone: Fax:
 Email:

4. Name of Debate Coordinator:

5. Debate Coordinator's Contact Information:
 Telephone: Fax:
 Email:

6. Number of classes per grade:
 Grade 1 Grade 4
 Grade 2 Grade 5
 Grade 3 Grade 6

TOOLS

NATIONAL PRIMARY SCHOOL HIV AND AIDS DEBATING COMPETITION

STATUS

SECTION B

Please advise on the status of the action steps listed below. When an action is completed, indicate with a check mark (√) in the box provided, and note the date completed in the appropriate column on the left. Where an action is not yet completed, indicate with an 'X' in the box and note the scheduled completion date in the extreme right column.

SECTION B1

ACTION STEP	STATUS	DATE COMPLETED	TO BE COMPLETED
1. All form teachers sensitized to the HIV and AIDS Debating Competition	<input type="checkbox"/>	_____	_____
2. Class teachers identified specific times to present HIV and AIDS education to all grades 1 – 6 classes	<input type="checkbox"/>	_____	_____
3. Parent/Teachers' Association (PTA) informed of preparations for the competition	<input type="checkbox"/>	_____	_____
4. Discussions, research, assignments and other preparatory activities introduced	<input type="checkbox"/>	_____	_____
5. Viewing of stories (Letter to Pearl and Breaking the Silence) On DVD by grades 4-6	<input type="checkbox"/>	_____	_____
6. Story books (Hope and It's Ok to be Sad) made available in Library, Reading Room or Reading Corner	<input type="checkbox"/>	_____	_____

TOOLS

SPEAK UP! SPEAK OUT! EDUCATION PROGRAMME

NATIONAL PRIMARY SCHOOLS HIV AND AIDS DEBATING COMPETITION 2008 – 2009

SAMPLE AGENDA

1. Welcome
2. Prayer
3. Introductions
 - Teams
 - Judges
 - Coordinators and Coaches
4. Brief Remarks
 - Significance of the occasion
 - Procedure for conduct of the debate
 - Speaking times and other rules
(The above to be done by Coordinator of host school)
5. Presentation of Speakers and Rebuttal (40 minutes)
(Moderated by Coordinator of visiting school).
6. Recess/Brief Address by host principal or guidance counselor, or cultural items - to allow judges time to prepare report.
7. Presentation of Results and signed letter of notice of elimination to school demitting the competition by the Chief Judge
8. Reminder of date and moot for next debate
(Coach of host school)
9. Closing Remarks
10. Adjournment
(Coach of visiting school)

NB: The Official time-keeping should be shared by the coaches of both schools.

8

SOURCES OF INFORMATION ON HIV AND AIDS

“Do not limit yourself- knowledge is everywhere”

WEB SITE TITLES

1. HIV and AIDS statistics from around the world
www.avert.org/statindx.htm
2. HIV and AIDS in Latin America and the Caribbean
www.avert.org/aidslatinamerica.htm
3. HIV and Sexual Health Education in Primary and Secondary Schools
<http://www.dgroups.org/groups/LSNet/docs/ACF472A.pdf?013=no>
4. AIDS epidemic in the Caribbean - Fact Sheet
http://data.unaids.org/Publications/Fact-Sheets04/FS_Caribbean_en.pdf
5. HIV and AIDS in the Caribbean
www.avert.org/aids-caribbean.htm
6. Strengthening the Linkages between Reproductive Health and HIV
www.who.int/reproductive-health/hiv/index.html
7. HIV and AIDS Orphans
www.avert.org/aidsorphans.htm
8. Worldwide HIV and AIDS Statistics Commentary
www.avert.org/worlstatinfo.htm
9. Education on HIV/AIDS Prevention
www.povertyactionlab.org/papers/duflo%20a1.%20EducationHIVKenya06

BOOKS

1. Alakija, Polly (2005). **Secret Striker**
2. Badoe, Adwoa (2005). **My Sister Julie**
3. Brennan, Pat (2004). A Language and Life Skills Course: Student's Book. Stellar Press. Email: info.stellarpress@earthlink.net.

SOURCES OF INFORMATION ON HIV AND AIDS

4. Browne, Diane; Winkler, Gisela & Bodenstein, Maren, (2006). **Teaching About HIV and AIDS in the Caribbean**. Oxford, England: MacMillan-Caribbean.
5. Dube, Musa, W. (ed) 2005). **HIV and AIDS and the Curriculum: Methods of Integrating HIV and AIDS in Theological Programmes**. Geneva, Switzerland: WCC Publications.
6. Ellis, Deborah (2004). **The Heaven Shop**. Oxford, England: Oxford University Press.
7. House, Catherine (2005). **The Friendship Tree**. Oxford, England: MacMillan Publishers Ltd.
8. House, Catherine (2005). **The Night The Roof Fell In**. Oxford, England: MacMillan Publishers Ltd.
9. Kelly, Michael and Bain, Brendan (2005). **Education and HIV and AIDS in the Caribbean**. Kingston, Jamaica: Ian Randle Publishers.
10. Morgan, Owen (ed) (2003). **Health Issues in the Caribbean**. Kingston, Jamaica: Ian Randle Publishers.
11. Robson, Jenny (2005). **A Letter to Pearl**. Oxford, England: MacMillan Publishers Ltd.
12. Robson, Jenny (2005). **Hope**. Oxford, England: MacMillan Publishers Ltd.
13. Robson, Jenny (2005). **It's OK to be Sad**. Oxford, England: MacMillan-Caribbean Publishers Ltd.
14. Robson, Jenny (2005). **Breaking the Silence**. Oxford, England: MacMillan Publishers Ltd.
15. Winkler, Gisela (2005). **We Can Cook**. Oxford, England: MacMillan Publishers Ltd.
16. Dixon, Patrick. **The Truth About Aids (2005)**. ACET International Alliance.

_____SOURCES OF INFORMATION ON HIV AND AIDS_____

OTHER DOCUMENTS

1. **Policy for the Management of HIV and AIDS in Schools (2004).** Ministry of Education Youth and Culture.
 2. Ministry of Health. (2005). National HIV and AIDS Policy (Ministry of Health National HIV/STI Control Programme Facts and Figures HIV/AIDS Epidemic Update 2006). Kingston, Jamaica. Government Printing Offices.
 3. Ministry of Health. (2007) Facts and Figures: HIV/AIDS Epidemic Update January to December 2006. Kingston, Jamaica.
 4. International Labour Organization. (2001). Code of Practice on HIV/AIDS and the World of Work (ILO-AIDS-Code 2001-05-0165-1-EN.Doc/v6). Geneva, ILO Office Geneva.
 5. **Why Mosquitoes Cannot Transmit AIDS.** Rutgers Cooperative Extension Fact Sheet #FS736. Wayne J. Crans, Associate Research Professor I Entomology.
 6. **Dealing with HIV/AIDS Related Stigma.**
- N.B. Publishers of items listed at 7 - 13 under books on page 47, are MacMillan-Caribbean. These have been revised and the Caribbean versions will be available as of 2007.

9

DATA GATHERING INSTRUMENTS

“Let us reflect on what worked and what did not work so well and commit to making improvements”

Over the duration of the competition and the implementation of the **supporting activities**, the Secretariat will need to gather several types of data to better organize the activities and the process.

Several instruments have been designed to elicit the data required. These include:

- revised **registration form** which provided the information for the current Schools Database
- Monitoring Checklist which has been sectionalized to remind coaches and coordinators of action steps to be completed. It also provides timely progress reports
- Feedback Form which will elicit information on the process and impact of the Education Programme.

*“Personal **transformation** can and does have global effects. As we go, so goes the world, for the world is us. The revolution that will save the world is ultimately a personal one.”*

Marianne Williamson