



Advocate's Planning Guidelines

Name _____

Date _____

Directions:

1. Work independently, or with another student who has the same role as you and review the articles, "Beyond Slogans: Lessons from Uganda's ABC Experience," "The War Against AIDS and Condoms," and "The ABC of AIDS." You may use other sources if necessary as time allows. Then complete this worksheet. Use extra paper if necessary.
2. After completing the worksheet, get together with your advocate counterpart and two of the Decision Makers. Follow the debate format below to conduct your debate.

Proposed: *The United States Congress should fund foreign aid programs for HIV/AIDS that support an "abstinence-only" education and counseling approach.*

For this debate, my position on the issue is:

One reason to support the position is:

One piece of evidence that supports this position is:

A second reason to support the position is:

One piece of evidence that supports this position is:

A third reason to support the position is:

One piece of evidence that supports this position is:

The opponents of this position might say:

I would reply to their reason by saying:

Debate Format Reference

Part I

- The Advocate For should begin and present and defend his or her position on the issue. (10 minutes) During this time the Advocate Against should listen, but may not speak. They can write notes if necessary. The Decision Maker(s) may ask questions at any time.
- Then the Advocate Against explains and defends his/her position on the issue. (10 minutes) (Same rules as above.)

Part II

- In the last 10 minutes, each advocate group may refute the arguments made by the other side one point at a time. The Decision Maker(s) should moderate this so that each advocate group takes turns rebutting the other side's points. The Decision Maker(s) can also ask questions during this time to either advocate.
- Following the debate the Decision Maker(s) completes his or her planning guide. (This can be done as a homework assignment, if necessary.)

Part III

- Decision Makers announce their decisions about funding abstinence-only foreign aid programs and the rationale for their decisions.
- Teacher should debrief the activity by asking students the following questions:
 - a. Which arguments by either side were the strongest? Which arguments were the weakest? Why?
 - b. Which ones were the best supported with evidence and were most convincing?
 - c. Which values are at the center of the controversy? What values are in conflict?
 - d. How can the groups achieve consensus on this issue? What would such a policy look like?