



PARTICIPATING RULES AND TRAINING MANUAL

2017

Participating Rules and Training Manual



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



DEPARTMENT OF BASIC EDUCATION

SPELLING BEE

REVISED

PARTICIPATING RULES AND TRAINING MANUAL

2017

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I. FOREWORD

Reading opens the door to a child's early academic success, imparts a love for learning and leads to higher grades in every subject as strong oral language skills are the basis for literacy development. When children learn to read at an early age, they acquire greater general knowledge, expand their vocabulary and become fluent readers. There is enough evidence that indicates that children who have been read to early in their lives, grow up to be readers themselves.

As part of the *Integrated National Literacy and Numeracy Strategy: A Whole School Approach*, the Department has successfully hosted national Spelling Bee championships for three years running since 2014, in an effort to improve learners' performance in English. Accurate spelling is a laudable goal, because poor spelling is often interpreted as a sign of laziness or a lack of intelligence. Reliance on computer-based spell-checks takes time, requires substantial knowledge to differentiate between plausible spellings, and can be unreliable. A skilled speller is a stronger reader and writer. A teacher can therefore afford spelling significant time and space in the literacy curriculum. It is hoped, therefore that this programme will not only, improve the level of literacy in schools, but inculcate a culture of reading and life-long reading broadly.

The Ministerial *Read to Lead Campaign* is a four-year campaign, which aims at improving learner outcomes as anchored in the *National Development Plan* (NDP). The main objective of the *Read to Lead Campaign* is to ensure that all learners are able to demonstrate age appropriate levels of reading by 2019. The Campaign is a response to national, regional and international studies that have indicated that South African children are not able to read at expected levels, and are unable to execute tasks that demonstrate key skills associated with Literacy. The Campaign will provide teachers and schools with clear directives on the Department of Basic Education's (DBE) expectations to achieve the expected levels of performance.

Why the Spelling Bee? The initiative plays a pivotal role in promoting a passion for reading amongst South African learners in the Foundation and Intermediate Phases. This popular concept has spread from its early roots in the United States of America, almost 92 years ago, to many countries across the world and has become a great approach to combining edutainment with the aim of achieving real targets set out to improve the unsatisfactory literacy levels amongst our youth.

The objectives of the DBE Spelling Bee can be summarised as: promoting a love for reading, writing and correct spelling in the Intermediate Phase in English; addressing spelling gaps in language teaching that cause poor performance; inculcating reading as an enjoyable literary activity; and laying a solid foundation for future academic performance.

The DBE will continue to strengthen partnerships that will empower all schools, including special schools, to join the *Read to Lead Campaign* to develop a reading habit within the various South African communities.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 01 March 2017

II. INTRODUCTION

This training manual was compiled as a response to the need by provinces in respect of gaining better understanding of the processes and procedures involved for a successful hosting of a formal spelling bee. Seemingly, inferring this from the rules provided was not enough. This claim was evident in the different interpretations that arose in terms of the adoption of variegated procedures which did result in standardisation of the process.

The practical implementation of the manual has since been tested in all provinces and was found to be adequate in terms of preparing teams for conducting a spelling bee. The Participation Manual contains the revised general rules of the competition, the procedures to be followed during the spelling bee, a spelling bee package for administrators (which includes the relevant templates), and words that might be used for an activity with participants (if required). Last on the list are some common errors often committed at a Spelling Bee that coordinators should be aware of.

III. DEFINITION OF TERMS

- Spelling Bee: An organised spelling competition.
- Organising Committee: This refers to the Department of Basic Education (DBE) Spelling Bee Co-ordinating Committee at any of the following levels: school, circuit or cluster, district, province and national.
- Competition word list: The list of words that learners need to study for the competition.
- Elimination words: Level 3 band or words that are incrementally more difficult. Some of these words may not be on the competition word list.
- Round: When all participating spellers would have had a chance to spell a word.

IV. REVISED DBE SPELLING BEE SA GENERAL RULES OF THE COMPETITION

The competition has three distinct segments: **Preliminaries** (School level, Circuit/District), **Semi-finals** (Provincial) and **Championship Finals** (National). The preliminaries will consist of four rounds of spelling and an Elimination Round or rounds. The national championship will consist of three rounds and the elimination round or rounds.

1. Spelling Bee Words

The DBE will provide the spelling words for use in the competition. The words may be categorised based on difficulty level. They will be made accessible to all on the Departmental website, www.education.gov.za, ahead of the registration period for spellers to prepare.

2. Eligibility Requirements

To be eligible to participate in the DBE Spelling Bee South Africa (hereafter called Spelling Bee), a learner must meet the following requirements:

- 2.1.** must attend a public or independent school. All schools are eligible to take part in the competition, including Special Schools and Home Education.
- 2.2.** must not have completed Grade 6 on or before 01 February of the implementation year.
- 2.3.** must not have repeated Grade 6 for the purpose of extending Spelling Bee eligibility. The Organising Committee, using its sole discretion, shall determine the learner's eligibility soon after the closing date of the competition annually.
- 2.4.** the Organising Committee may disqualify, prior to, during, or after the competition, any learner who does not comply with any of the Eligibility Requirements. Thus disqualification can occur at any time between the period

following the competition the previous year and January the following year. Such learners forfeit any prizes, rank and/or other benefits accorded to them as a result of participation in the previous year of implementation.

3. Registration

Schools must complete and submit the registration form, which can be accessed from <http://www.education.gov.za>.

4. Participation

To participate in the Spelling Bee, the school must ensure that:

- 4.1. a learner is in the **Intermediate Phase** - Grades 4 to 6.
- 4.2. a learner has not been disqualified at any level of the competition (e.g. District or Province).
- 4.3. a learner submits the following to the District, Provincial Spelling Bees:
 - Signed Appearance Consent/Release Form with a photograph (consent must also be given for the use of photographs of learners for educational purposes only, namely; the promotion of the spelling bee); and
 - Signed registration form by the school.
- 4.4. it notifies the Organising Committee of any changes in learner information. This must be done not less than seven working days before the start of the competition.

5. Learners with Special Needs

The Spelling Bee will accommodate Spellers who have physical challenges.

- 5.1. all requests for accommodation of learners with special needs and involving medical conditions; sight, hearing, speech or movement should be directed in writing to the Organising Committee on or before the closing date of each year.
- 5.2. the Organising Committee have discretionary power to amend spelling requirements on a case-by-case basis for Spellers with diagnosed medical conditions involving sight, hearing, speech or movement.

6. Chaperones

In order to ensure learner safety, Chaperones will be appointed.

- 6.1. the provinces will screen and appoint Chaperones who may be departmental officials charged with co-ordinating spelling bees.

7. Prizes

- 7.1. partners and sponsors will pledge upfront and agree on prizes for the winners; but may not award prize money as an incentive.
- 7.2. the standard prize awarded will include a dictionary, a certificate and an educational excursion, funds permitting.

8. Adjudication criteria

- 8.1. the Spelling Bee will be conducted only in English (**United Kingdom**).
- 8.2. the Concise Oxford English Dictionary is the only official dictionary and a resource for adjudication during the competition.

8.3. the Champion Speller is identified upon the basis of the correct spelling of the words.

8.4. Selection of winners

8.4.1 Spellers will be selected on merit in accordance with rules of the Spelling Bee; and

8.4.2 the decisions of the Adjudicators are final.

9. Format

The competition consists of the following elements:

- Adjudication Panel
- Administrative Panel
- Name List
- Spellers
- Rounds
- Elimination Round/s

10. Adjudication Panel

The Adjudication Panel will officiate during the Spelling Bee and consists of the following number of members:

1 Pronouncer

At least 3 Adjudicators

1 Timekeeper

10.1. Pronouncer must:

10.1.1 pronounce words according to the pronunciation markings in the Concise Oxford English Dictionary;

10.1.2 call out the words that each learner will spell;

10.1.3 give the alternate pronunciation to avoid misunderstanding, if alternative pronunciations are available, and within the allowed parameters of the rules;

10.1.4 indicate in the case of homonyms, which word is to be spelled by defining the word;

10.1.5 manage each Round by calling out the words to be spelled;

10.1.6 give the Speller two chances to spell the word in round 1 and 2 only. If they are incorrect on the first attempt, must say to the Speller “try again”. Starting in **Round 3, Spellers will have only one chance to spell the word they are given**; the word must be spelled correctly on the first attempt;

10.1.7 hand the programme back to the Programme Director at the end of each Round; and

10.1.8 announce a two minute break at the end of each Round, which allows Spellers who misspelled words in that Round to leave the stage.

10.2. Adjudicators (see also Special Instructions Adjudicators, 12) must:

- 10.2.1** listen to the spelling of the word and determine if it is spelled correctly;
- 10.2.2** use signs (e.g. Red card or Green card) for visual ease;
- 10.2.3** advise on at least the following: the origin of the word, definition, sentence, part of speech, and whether alternatives of the words exist or not;
- 10.2.4** uphold the rules in determining whether or not words are spelled correctly;
- 10.2.5** work from a Name List that contains the names of all Spellers in the competition; and
- 10.2.6** cross off the names of all Spellers who are eliminated and submit their numbers to the Programme Director.

10.3. Timekeeper must:

- 10.3.1** ensure that Spellers stick to the allocated time (30 seconds) from the time they begin to spell the word, in other words, upon the speller confirming the word to be spelled by repeating it, and
- 10.3.2** draw attention to the time constraints and the need for completion if the learner delays spelling.

11. Administrative Panel:

The Administrative Panel will officiate during the Spelling Bee and consist of the following members:

- Registration Officers
- Programme Director
- Ushers
- Recorder

11.1.Registration Officers:

The number of Officers will be determined by need and based on the number of Spellers participating. Duties are as follows:

- 11.1.1** register/confirm the registration of the participating learners;
- 11.1.2** receive registration lists that include the names of schools from where the spellers come;
- 11.1.3** confirm that the name of each Speller that will compete is on the registration list;
- 11.1.4** give one copy of the list to the Adjudication Panel, the Pronouncer, and keeps a copy; and
- 11.1.5** provide copies for the Provincial and National competition, if a master Name List with the names of Spellers and their schools has been prepared.

11.2. Programme Director must:

- 11.2.1** manage the proceedings according to the official programme and the script provided by the project manager;
- 11.2.2** open the event;
- 11.2.3** introduce the Adjudication Panel;

- 11.2.4 acknowledge the schools participating and the spellers;
- 11.2.5 thank the sponsors (as appropriate);
- 11.2.6 instruct the audience not to applaud after each contestant has spelled, but only at the end of each Round;
- 11.2.7 announce the beginning of the Round;
- 11.2.8 call the number of each Speller when it is his/her turn to spell;
- 11.2.9 assess the progress of the competition, and if after a few Rounds no one has been eliminated, may suggest to the Adjudication Panel to move to the Elimination Round; and
- 11.2.10 hand over proceedings to the Pronouncer.

11.3. Ushers must:

- 11.3.1 receive and guide guests and participants to their respective sitting places in accordance with the event management plan.

11.4. Recorder must:

- 11.4.1 accurately record the spelling attempts of individual spellers.

12. Special Instructions: Adjudicators

12.1. Spellers should face the Adjudicators

As lip movements may be critical in detecting misunderstandings or misspellings, the Adjudicators encourage Spellers to face them when pronouncing and spelling the word.

12.2. Disqualifications for reasons other than clear misspelling

The goal is to ensure fairness, and to eliminate/resolve conflict. The Adjudicators will disqualify a Speller who:

- 12.2.1 refuses a request to start spelling;
- 12.2.2 does not approach the microphone when it is time to receive the word;
- 12.2.3 engages in misconduct, interferes with other Spellers or disrupts the proceedings;
- 12.2.4 retraces a spelling once the final letter has been uttered from round three and beyond; and
- 12.2.5 in the process of spelling, utters unintelligible or nonsense sounds.

12.3. Speller activities that do not merit disqualification

The Adjudicators may not disqualify a Speller for the following reasons:

- 12.3.1 failing to pronounce the word either before or after spelling it;
- 12.3.2 for asking a question; and
- 12.3.3 for noting or failing to note the capitalisation of a word or the presence of a pronunciation mark.

12.4. Participant misunderstandings

The Adjudicators participate in the exchange of information between the Speller and Pronouncer if they feel that clarification is needed.

12.4.1 they listen attentively to the Speller's **pronunciation of the word** and if they sense that the Speller has misunderstood the word, the Adjudicators work with the Speller and Pronouncer until they are satisfied that reasonable attempts have been made to assist the Speller in understanding the word within the time constraints; and

12.4.2 whilst the Adjudicators are responsible for attempting to detect a Speller's misunderstanding until a spelling error has been made, the Adjudicators are not responsible for the Speller's misunderstanding.

12.5. Alternate pronunciations

When presented with requests from a Speller for alternate pronunciations, (e.g. *often*, and *our*) the Pronouncer checks for alternate pronunciations in the Concise Oxford English Dictionary.

12.6. Pronouncer errors

The Adjudicators compare the Pronouncer's pronunciation with the pronunciation markings in the word list. If the Adjudicators feel that the Pronouncer's pronunciation does not match the pronunciation specified in the pronunciation markings, the Adjudicators will direct the Pronouncer to correct the error as soon as it is detected.

12.7. Misunderstanding of the word

The Speller is responsible for any misunderstanding of the word unless the Pronouncer:

12.7.1 never provided a correct pronunciation;

12.7.2 provided incorrect information regarding the definition, part of speech, or language of origin; and

12.7.3 the Speller correctly spelled a homonym (word with a different spelling but same sound. e.g. blue and blew) of the word and the Pronouncer failed to either offer a definition or distinguish the homonyms.

13. Special instructions: Speller

13.1. each Speller is assigned a number at the start of the competition;

13.2. Spellers sit in rows of chairs in sequential order. This sequence will change with eliminations;

13.3. when the first Speller leaves their seat onstage to go to the podium to spell, Spellers move down one place to occupy the seat that has been vacated; and

13.4. after a Speller spells a word they move to the end of the line of chairs and take a seat.

13.1. The Speller

13.1.1 may request the Pronouncer to provide a definition, sentence, part of speech, language(s) of origin and alternate pronunciation(s), and/or repeat the word;

13.1.2 may ask if the dictionary lists a specific root word as the root of the word to be spelled; and must specify a pronunciation of the root (not a spelling), its language and its definition. The Pronouncer will grant all such requests as long as they are in accordance with time constraints, that is, within 2 minutes;

13.1.3 should face the Adjudicators and pronounce the word for the Adjudicators before spelling it and after spelling it;

13.1.4 should make an effort to utter each letter distinctly and with sufficient volume to be understood by the Adjudicators;

13.1.5 give their number to the Adjudicators and return to their seat if he/she spells incorrectly; and

13.1.6 may not leave the stage until asked to do so.

13.2. More than one spelling of the same word

If more than one spelling is listed for a word (e.g. *advisor* and *adviser*) that the Pronouncer has provided for the Speller to spell, any of these spellings will be accepted as correct if all of the following three criteria are met:

13.2.1 the pronunciations of the words are identical;

13.2.2 the definitions of the words are identical;

13.2.3 the words are clearly identified as being standard variants of each other. Spellings at other locations have labels such as archaic, obsolete, stylistic labels (such as substandard, nonstandard) or regional labels (such as North, Midland, Irish) which differ from main entry spelling not having these status labels will not be accepted as correct.

14. Rounds

14.1. for all Rounds except the Elimination Round, all Spellers who have not been eliminated from the competition will spell only one word from the competition word from the competition word list in each Round;

14.2. if a Speller spells a word incorrectly, before they leave the podium they must give their number to the Adjudicators, who will cross their name off the list. The Speller returns to his/her seat on stage. They will only leave the stage during the break after the Round ends;

14.3. after each Round, there is a 2 minute break and an acknowledgement of the Spellers' efforts - applause. Spellers who were eliminated then are asked to leave the stage, and sit in their designated area;

14.4. the Elimination Round includes words the Spellers may not have studied from the Spelling Bee Word List, but would likely have encountered in reading. The premise is not to promote learning to spell by rote, but foster learners' ability to break down a word into syllables and use logic to spell;

14.5. Spellers who have not been eliminated in the previous Rounds compete in the Elimination Round;

14.6. all Spellers must leave the room during the Elimination Round. They re-enter one at a time and are given the same word to spell;

14.7. in the Elimination Round, each word is a Round;

14.8. Elimination Rounds continue until there is a winner; and

14.9. all Spellers eliminated in the same Round are tied for the same place.

14.2. Elimination Round process

14.2.1 all Spellers leave the stage and wait in an area where they will not be able to hear the proceedings;

14.2.2 the first Speller, whose turn it is to spell, enters the competition area and is given a word to spell from the "Elimination Round" List;

- 14.2.3 if she/he spells the word correctly, they take the first seat onstage. If they are incorrect, they are eliminated. The Speller must remove their number, give it to the Adjudicators, and leave the stage;
- 14.2.4 if the previous Speller misspelled the word, the next Speller in line receives the same word that was misspelled; and
- 14.2.5 a new word is given only when the next Round begins.

14.3. Progression of competition

- 14.3.1 at the beginning of any Round in which either two or three Spellers remain, the Pronouncer will move to the championship section of the word list; and
- 14.3.2 if a champion does not emerge in the course of administering these final 20 words, the remaining Spellers will be declared co-champions (tied to the same position). In other words, the remaining spellers would have exhausted (by spelling or failing to spell) all the 20 elimination words.

Or

- 14.3.3 at any time before the elimination list is exhausted, and informed by adverse conditions such as time constraints and visible signs of exhaustion by remaining spellers, the panel should consult the project manager with a view to ending the competition by announcing to the audience: "if after the next round there is still no winner emerging, the remaining spellers will be declared co-champions!"

14.4. Time constraints

- 14.4.1 the Speller's time at the microphone has a limit of 2 minutes;
- 14.4.2 a stop watch and a starting signal must be provided to the learner; and
- 14.4.3 if the Adjudicators and Pronouncer need to discuss a competition-related matter while a Speller is contemplating a word, they will inform the Speller when they pause and resume the stop watch.

15. Elimination Round: end of competition procedure

- 15.1. If all Spellers in an Elimination Round misspell:
- 15.2. If none of the Spellers remaining in the Spelling Bee at the start of a Round spell a word correctly during the Round, all remain in the competition and a new Round begins;
- 15.3. **If only one Speller in an Elimination Round spells correctly:**
the Speller is declared the champion. The others remaining are runners-up;
- 15.4. The championship spelling continues until there is only one more Speller that spells correctly, and he/she is declared the first runner-up and the championship continues;
- 15.5. If one speller amongst those remaining spells another word correctly, he/she is declared a second runner-up.

Adapted from: <http://www.spellingbee.com/files/spelling.com/2012BeeGuide.pdf> [Accessed: 19 April 2013]

V. PROCEDURE AT THE SPELLING BEE

The following guidelines describe the procedure during the Spelling Bee:

Step 1

The Programme Director welcomes all and ensures that all present are settled. He/she outlines key rules and processes but also ensures that the audience understand the house rules as well.

Some of the rules to highlight might include:

- The prescribed number of rounds;
- The warm-up round and the fact that a speller will be given a second chance to attempt spelling a word without being penalised;
- The length of the breaks between the rounds;
- The procedure during the elimination rounds; and
- The rule stating that the adjudicators' ruling is final.

Some of the house rules to be highlighted might include:

- Encouraging members of the audience to clap hands only after a round has ended; and
- Discouraging the audience from assisting their favourite spellers.

Step 2

After introducing members of the adjudication panel, he/she invites the Pronouncer to start the proceedings. The Pronouncer calls each Speller to approach a microphone to spell a given word from the list. After the adjudicators have confirmed that the word is correctly spelled by raising a green card, the Pronouncer calls the next Speller in line to approach the microphone to spell another word. If a word is not correctly spelled (the adjudicators will have confirmed that by lifting a red card) the Pronouncer will give the correct spelling of the word before the Speller leaves the podium.

Step 3

The Adjudicators cross-out the names of learners who do not spell correctly each from his/her copy of the Registration sheet as the round progresses. At the end of the first round (and every other round), the Programme Director will again take over the proceedings from the Pronouncer to outline the next course of action.

Step 4

The Adjudicators confirm the names of Spellers who have been eliminated from the round (and each coming round). Such Spellers are congratulated by the audience as they leave to occupy seats reserved for them; leaving behind those who are continuing with the competition.

Step 5

Before the elimination round, all spellers remaining will be ushered to a separate room from where they will not be able to hear the proceedings in the main venue. They will then be ushered in to spell the same word, one speller at a time.

Step 6

The Speller who will correctly spell **this** word will be the Champion Speller, provided all the others spell it wrongly. He/she will be requested to sit on a chair.

Step 7

The remaining Spellers are once more requested to leave the venue and the above procedure is repeated until the first runner-up and the second runner-up have emerged. The two flank the Champion Speller.

VI. SPELLING BEE PACKAGE FOR ADMINISTRATORS

Template 1: Attendance list for all

Template 2: Attendance list for spellers

Template 3: Pledge of confidentiality

Template 4: Reporting tool: provincial event

Template 5: Numbers (1 through 45 to be assigned to each participant- printed on A4 paper)

Template 6: Parental Tour Consent Form

Template 7: Name list and score sheet

Template 8: Workshop word list

Template 9: Workshop elimination words

Template 1



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ATTENDANCE LIST FOR THE AUDIENCE

DATE: _____

VENUE: _____

TIME: _____

NAME	DESIGNATION	TEL & EMAIL ADDRESS

Template 2:



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ATTENDANCE REGISTER FOR THE SPELLERS

DATE: _____

VENUE: _____

TIME: _____

NAME OF THE SPELLER	NAME OF THE PROVINCE	NAME OF THE SCHOOL	TELEPHONE NUMBER

Template 3



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PLEDGE OF CONFIDENTIALITY FOR RECEIVING SPELLING BEE (COMPETITION) WORDS FROM THE DBE

I _____, the project manager of the DBE Spelling Bee South Africa (henceforth referred to as Spelling Bee) have informed the Provincial coordinator that the spelling bee words to be used in the provincial competition should be kept strictly confidential until all provinces have completed their championships.

Provincial coordinators have also been requested to declare their relationship with any of the participants in the provincial spelling bee championship.

Signature of the National Coordinator

Date

Name of the Provincial Coordinator:

Name of the province:

Signature of the Provincial Coordinator:

Date:

Template 4



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REPORTING TOOL: PROVINCIAL EVENT

Name of the Province: _____

Name of DBE official in attendance at Provincial Championships: _____

PARTICIPATION IN THE SPELLING BEE BY SCHOOLS			
1. Number of spellers who participated at the provincial championships			
2. Number of schools that participated in this competition (from school level to district)?		(Please attach)	
3. Can a list of those schools and their contact numbers be provided?		(Please include Learners with Special Educational Needs (LSEN))	
Names of districts and sub-districts that took part in the championships? Please attach if the space is not enough.			
District	Sub-district	District	Sub-district
4. Was any technical support given by a Spelling Bee implementing partner?		(Please provide name & contact details)	
5. How many people came to support the event?			
6. Did members of the school community (e.g. School Governing Body) attend?			

SUPPORT FROM SENIOR MANAGEMENT		
Name of the Senior Manager in attendance	Designation	Contact details/ include email address
COLLABORATION WITH OTHER DIRECTORATES AT THE EVENT		
Name of the Directorate/s	Name of the official present	Contact details/ include email address

INFORMATION ON TECHNICAL SUPPORT

Programme Director	Name	Contact details/ include email address
Pronouncer		
Adjudicators		

DETAILS OF FINALISTS ACCORDING TO POSITIONS OBTAINED/NAME OF CHAPERONE						
Full name	Grade	Identity number	Home Language	School Name & contact number	Gender	Special food (diet).e.g. Halaal
1.						
2.						
3.						
Full name of Chaperone		Identity number		Contact details/ include email address	Gender	Special food (diet).e.g. Halaal
				Tel:		
				Email:		

AWARDS AND CEREMONIES/MEDIA COVERAGE	
1. Have any awards been given to the spellers at the Provincial Championships?	(Please specify)
2. Have any awards been given to the spelling bee coaches (teachers)?	(Please specify)
3. Was there media coverage of the Provincial Championships?	(Please provide the name of the media house)

DETAILS OF THE RESPONSIBLE OFFICIAL AT THE CHAMPIONSHIPS	
Name of the official:	
Signature:	
Contact details:	
Place/venue:	
Date:	

Template 5

NUMBERS (IDEALLY NOT MORE THAN 45 SPELLERS PARTICIPATING PER SESSION)

1-45

Template 6



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PARENTAL TOUR CONSENT FORM: DBE SPELLING BEE

Note: This form must be completed by a parent/legal guardian/person acting in parental capacity of the learner who will be undertaking a tour.

1. DETAILS OF LEARNER

1.1	Name	
1.2	Grade	
1.3	School	

2. DETAILS OF THE SCHOOL

2.1	District	
2.2	Name of school	
2.3	Name of principal	
2.4	Name of next of kin (relative)	
2.5	Contact number	

3. DETAILS OF TOUR

3.1	Destination	
3.2	Purpose of the tour	
3.3	Proposed departure date	
3.4	Proposed arrival date	

4. CONSENT BY PARENT/ LEGAL GUARDIAN/ PERSON ACTING IN PARENTAL CAPACITY

I, _____ (Parent/ legal guardian/ Acting in parental capacity) do hereby consent to the above learner undertaking the tour and confirm that I-

4.1 have been advised and fully understand, the purpose, nature and risks associated with this tour;

4.2 have been informed by the school of the relevant details associated with this tour, including the itinerary, arrangements for travel, accommodation, contact details of the tour manager and other associated details;

4.3 understand that in the event of accident or injury to the above learner that all reasonable steps will be taken by the tour manager to contact me and if I cannot be reached contact my relatives indicated to obtain consent for any necessary emergency medical treatment and/or any emergency medical operations;

4.4 have completed the medical questionnaire (available at school) to ensure the safety of my child;

4.5 have been provided with a copy of the school's discipline and safety rules in terms of which the learner will undertake the tour; and

4.6 have given the Department of Basic Education (DBE) a right to use images (pictures, DVDs and videos) of the speller for educational purposes only.

5. MEDICAL INFORMATION

5.1	My child suffers from the following ailments: e.g. (diseases, fits, diabetes, anxiety disorder, motion sickness, etc.).	
5.2	My child is allergic to: e.g. (Certain foods, penicillin, bee-sting, etc.)	
5.3	Name of Medical Aid:	
5.4	Medical Aid Number:	
5.5	Name of principal member/ holder	

6. DETAILS AND SIGNATURE OF PARENT/ LEGAL GUARDIAN/ PERSON ACTING IN PARENTAL CAPACITY

6.1	Name	
	Capacity/Relationship	
	Address	
	Code:	
	a) Contact details	
	b) Cell number	
	Signature	
	Date	

Template 7

NAME LIST AND SCORE SHEET



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NO	INITIAL AND SURNAME	SCHOOL NAME	Round 1	Round 2	Round 3	Round 4	ELIMINATION ROUNDS		
1									
2									
3									
4									
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23									
24									
25									
26									
27									

VII. WORKSHOP ACTIVITY

Time required: Approximately one hour and thirty minutes

The participants are requested to volunteer to play different roles to match those of the prescribed panel. Some are requested to volunteer as spellers for the activity and given a chance to practise using some of the words, (next page). The roles are then played to mirror a real spelling bee. There will be a lot of mistakes as the process unfolds, but hopefully, the participants will have fun.

Template 8



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WORKSHOP WORD LIST

Words	Definition	Sentence
1. Suffice	Be enough, be adequate	I think my response above does suffice.
2. Accommodation	Settlement, lodgings, living premises	There was no accommodation when we arrived
3. Condemned	Give judgement against, bring about conviction	He was condemned to death.
4. Assassination	Kill by treacherous violence	The assassination of the president was not based on accurate information.
5. Colleagues	Fellow official or worker, especially in a profession or business	Colleagues must respect each other.
6. References	Referring of matter for decision or settlement or consideration to some authority, scope given to such authority	I have references in my home town.
7. Starred	Appear as star actor	Moshesh has come a long way, from days when she starred in the film the long run about Comrades marathon.
8. Intriguing	To have a secret amour, carry on underhand plot; employ secret influence.	What is so intriguing about playing this role?
9. Sophistication	Deprive (person, thing) of natural simplicity, worldly-wise, cultured	His writting had a level of sophistication about it.
10. Opportunity	Favourable occasion, good chance	I need an opportunity to study further.
11. Guitar	Six-stringed musical instrument played with fingers or plectrum	Charlie plays the guitar.
12. Integrity	Wholeness, soundness, uprightness, honesty	Former president Mandela was a man of integrity
13. Cadre	(member of) group of workers promoting interest of Communist Party	He was a real cadre of the freedom movement.
14. Colossal	Of or like a colossus, gigantic, huge	He rubbed shoulders with the colossal Mwalimu Nyerere.
15. Consciousness	State of being conscious; totality of a person's thoughts and feelings	Black consciousness was a popular movement of the 70's

16. Business	Trade, habitual occupation	Thulile cares for her father's business.
17. Haphazard	Casual, random	It is the haphazard manner in which this deal <u>has been put together, that concerns me.</u>
18. Disciples	One of Christ's personal followers	Peter was one of the disciples of Jesus Christ.
19. Anarchy	Political or social disorder	There is a political organisation that is sowing <u>seeds of anarchy.</u>
20. Bourgeois	(member) of middle class; (person) of humdrum or conventional middle-class ideas; selfish(sly) materialist; capitalist	The bourgeois leader has been exposed as being dishonest.
21. Miscellaneous	Of various kinds	A collection of miscellaneous equipment was <u>left at the auction.</u>
22. Referring	Directed to, make allusion to	The principal was referring to the boys who <u>came late in the morning.</u>
23. Cruiserweight	Cruiserweight means light heavy-weight (boxing)	Marcos Antonio is the Cruiserweight champion.
24. Committee	Body of persons appointment for special function	The committee decided to postpone the next meeting.

Source: Sowetan, 08 August 2014

Definitions from:

THE CONCISE OXFORD DICTIONARY - Oxford University Press, Walton Street, Oxford OX2 6DP

C Oxford University Press, 1964, 1976, 1982

Published in the United States by, Oxford University Press, New York

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WORKSHOP: ELIMINATION WORDS

WORDS	DEFINITION	SENTENCE
1. Boulevards	Broad street with rows of trees along it, broad main road.	Grey Commie Boulevards now glisten with mean and Western brand names.
2. Triumphant	Victorious, successful	It was a fitting end to a triumphant Commonwealth Games.
3. Savoured	Taste of, enjoy especially lingeringly or with deliberation	Glasgow savoured a moment of evening sun.
4. Diarrhoea	Excessive evacuation of fluids/faeces	Despite vomiting and suffering from diarrhoea, the employee in the Finance Ministry was able to fly from Liberia to Nigeria, where he died.
5. Longueurs	Tedious stretch of time	The speeches are conventionally the longueurs in such ceremonies.
6. Hierarchy	Organization with grades or classes ranked one above another	The army flipped the traditional hierarchy.
7. Aggression	Act of beginning quarrel or war, unprovoked attack	Chairman of the Commons Defence Committee called for a review of spending in the face of Russian aggression in the Ukraine crisis.
8. Hurricane	Storm with violent wind	A century later, hurricane damage hit the landing stage.
9. Palaeontologist	Study of life in the geological past	The palaeontologist came from the University of Edinburgh.
10. Psychopath	A person suffering chronic mental disorder,	A psychopath does not have the capacity to relate to others.
11. Fratricidal	Killing of one's brother or sister	Mr Milliband's claim to empathy may be compromised by a reputation for geelishness and fratricidal tendencies.

Source: The weekly world edition of the Daily Telegraph & The Sunday Telegraph 6-12 August 2014 No. 1202

Definitions from:

THE CONCISE OXFORD DICTIONARY - Oxford University Press, Walton Street, Oxford OX2 6DP

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VIII. COMMON ERRORS

(a) Giving a learner another chance

The adjudicator, instinctively feeling sorry for the learner who got the spelling of a word wrong, gives him/her another chance. However, the adjudicator forgets to give others who are in a similar situation another chance.

This usually brings out an immediate reaction from members of the audience.

(b) Mixing numbers up/or not keeping track of learners who have misspelled a word.

Leaving a learner who has misspelled to continue with the competition when their counterparts have been eliminated also causes immediate rebellion among the spectators. So at the end of every round, ensure that the correct numbers are surrendered and that spellers who have been eliminated leave the stage.

(c) Mispronunciation of words

The pronouncer not pronouncing some words correctly to the extent that a speller is misled into spelling the word correctly.

(d) Speller given more than one word to spell at a time

The pronouncer, with the understanding that words on the list will be enough for all spellers, gives the first speller words to spell as a package instead of one word per learner at a time.



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