| **Student:** Aimee (Proposition) |
| --- |

| **Topic:**  That schools should monitor their students’ social media accounts |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good signposting → laying out exactly what the flow of your speech is * Excellent work definition “social media accounts” by providing concrete examples → Instagram, Facebook, TikTok, etc. * Wonderful job describing the status quo and what the motion is proposing → currently, schools do not have access to students’ social media accounts, only their online search history and email accounts * You provided very clear benefits to monitoring their social media usage → this allows school to both regulate the content students browse or are exposed to, and to impose a time limit * Excellent impact statements → you clearly stated why limiting students’ exposure to vulgar content and their time spent on social media   3:52 | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * You could speak up a little. You have a gentle voice, try projecting it to the room! :) * You could caveat/ anticipate the arguments the other side is going to produce, and provide a counter-argument in your speech. I.e. The other side is going to say that monitoring students’ social media accounts only encourages students to open anonymous accounts without getting caught cyber-bullying. However, …. (put your rebuttal here) | |

| **Student:** Rafael (Opposition) |
| --- |

| **Topic:** That schools should monitor their students’ social media accounts |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Wonderful signposting → outlining the rebuttals and central arguments of your side. However, you can take one step further, by highlighting your teammate, Declan’s argument and why, collectively, your arguments are impactful. * Strong first argument → Students feel overwhelmed by the control the school exerts over their students, causing them to become paranoid/ worrying excessively about every move they make * Your second argument is likewise very valid: That students who feel trapped / constricted by the rules would spend extra time seeking to beat the system and be a rebel.   4:30 | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * You have a very gentle voice; please speak up a little and project your voice to the entire room. * Please look around the room and make eye-contact with your classmates, not only with your teacher! * You can also respond to / rebut the other side’s argument that monitoring students’ accounts will allow schools to impose a time limit on social media usage. → What is your counterargument? | |

| **Student: Declan (Opposition)** |
| --- |

| **Topic: Their schools should monitor their students’ social media accounts** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Wonderful hook: You asked your audience to imagine a world where students are constantly looking over their shoulders and afraid of what their teachers might do with the information they gleaned by monitoring students’ social media accounts. * Excellent signposting and rebuttal: That the responsibility of ensuring students are safe online lies with parents and social media websites → not schools/ teachers/ Principal. * Your central argument is strong → students might be unfairly targeted by their teachers, when they are aware that a particular student spends excessive time scrolling on Instagram or Facebook. → this creates an environment of distrust. | |
| --- | --- | --- |
| **-**  **.What part of my speech NEEDS IMPROVEMENT?** | * Please make eye contact with the rest of the class/ your classmates, and not only the teacher :) * Please respond to Proposition’s argument that schools can impose a time limit on students’ social media usage, ensuring that they have sufficient time for extra-curriculars, sports and revision * Please also respond to the other side’s POI by giving a counter-example. | |