| **Student:** Angela |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Good eye contact! * Good response to the POI! * Good illustration of how a child will feel sad from being criticised for their art.   Speaking time: 04:30.27, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * I think that your volume is far too low today; it was very difficult to hear you. Please focus on fixing this next time! * Try to tell me why a child might be so sensitive to criticism; is it because children don’t understand what criticism is for and how it helps them improve? * Try to make sure to tell me about how and why your approach will boost the skills of the children you’re mentioning. Are they more motivated now to try harder? * Try to make sure that you are actively signposting; this means, actively saying things like claim, reasoning, etc, as you are moving through your speech. * Try not to take two POIs back to back. * Try to make sure that you are focusing on the artwork aspect of the speech; this is critical as it is the most relevant part of the debate! | |

| **Student:** Amanda |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Good hook! * Great hand gestures! * Good signposting!   Speaking time: 04:07.17, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * Try to make sure that it isn’t too obvious when you are looking down to check your notes; try to just use your eyes to check out what you want to say next! * Try to make sure to use a more assertive tone when you are speaking; this helps to communicate that you are ready and confident. * I understand what you mean when you say that children may feel like they are invincible; but what does this mean in the context of the debate? * Try to tell me about how improvement can happen in your world; why wouldn’t the children be discouraged by what is being said? * Try to make sure that you are rebutting the main idea of the other side; I feel like you did not respond to the idea that this could be very demoralising for the child. | |

| **Student:** Quentin |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Good use of humour in the speech. * Good use of empathy in the hook. (How would the children feel being criticised harshly?) * You were quite clear today! Good!   Speaking time: 03:30.25, good work! Let’s aim for 4 minutes next time. | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * Please make sure that you are speaking with an appropriate tone; I feel that you were quite flat today in terms of your presentation. * Try to make sure that you are not taking back to back POIs! * Stay focused in your speech; don’t get distracted by what your friends are saying in the debate! * Try to make sure that you are making eye contact; I need   you look less at your paper and more at me, the judge!   * Try to tell me why people will end up being so affected by this criticism; is it because children are young and sensitive? * For the rebuttal, try to have more than one reason for why the argument is wrong. | |

| **Student:** Henry |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Nice hook! * Good tracking of the other side's arguments!   Speaking time: 03:58.12, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * Remember to feature your hand gestures at a neck level; you need to make sure that the judge can see your hand gestures! * Try not to look down at your paper too much; this is bad for engaging with the judge! * Try to tell me how your arguments happen; for example, when you suggested that children will become arrogant, how might this happen and why would this happen? * Try to make sure that you don’t pause for too long when asked a question; it looks like you don’t know how to answer the question if you pause for too long during a POI1 * You need to make sure to be more fluent in the way that you are speaking; try not to be so choppy with the way you speak. Speak in complete sentences! | |

| **Student:** Alfred |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Nice hook! * Good use of humour! * Good signposting!   Speaking time; 04:51.87, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * Try to make sure to not look down at your speaking notes too much; you need to make sure to make meaningful engagement with the judge! * Try to make sure that you are actively gesturing with your hands; don’t keep your hands at your side! * Try to make sure that you are labelling the clashes; this means, telling me about what you think the issue is and why the issue is important. * What does a calm and sincere criticism look like and why is it different from what the opposition is defending? * Try to tell me about why it's important to focus on the child with self-esteem issues; is it because this child is vulnerable and a lot of bad things could happen to them? | |

| **Student:** Grace |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Good eye contact with the audience! * Good job for signposting! (E.g., secondly, etc.)   Speaking time: 04:12.53, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * Louder please Grace! Make sure to project your volume as loudly as possible. * Try to make sure that you are not holding the podium as you are speaking; you need to make sure that your hands are being used for gesturing! * I was not so sure about the argument of a child being confused with the feedback from their parents; why does this happen? Try to make sure that you are highlighting this for the judge. * Try to make sure that you are actively considering the impact of your argumentation; for example, if children all think they are the best at art, why is this a negative thing? | |

| **Student:** Emma |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Good hook! * Good use of dramatic pauses in the speech! * Good rebuttal about how negative feedback can make children quit artwork.   Speaking time: 04:10.44, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * Try to make sure that you are making eye contact with the judge; you were looking way more at your paper compared to the judge! * Please make sure to actively gesture with your hands; your hands shouldn’t be at your side during a speech! * Try to make sure that you are also telling me what the negative impact of child quitting artwork is; is it because they don’t get to test their skills and talent? * Try to make sure that you are telling me what the main issue is in your reply speech. * Try to make sure that you are actively comparing and telling me why your argument is more true and impactful. | |

| **Student:** Amanda Ye |
| --- |

| **Topic:** That parents and teachers should not criticise their children’s artwork even when it is bad. |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech? (KEEP THIS UP!)** | * Good hook! * Good eye contact! * Good hand gestures! * Good argument about how a child will not be able to take criticism?   Speaking time: 04:00.15, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT? (WORK ON THIS!)** | * I think that you could have been a lot louder today; try to make sure that you are actively projecting! * Try to make sure that you are telling me about the impacts of your case; for example, if the kid just ignores the feedback, what does this do to them and how does it impact them? * Try to tell me about how and why children will work harder as compared to giving up on artwork. * Try to make sure that you are labelling the issue of your speech clearly; also make sure to keep signposting as you go through the speech! * What is the danger of not being used to criticism? Does this mean that children will never get to improve? * Try to make sure that you are incorporating emotional tones (anger, sadness, etc.) in your speech! | |

.