| **Student:** Angie |
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| **Topic:**  That all adults should be limited to a single hour of social media use a day. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice hook! It felt very passionate. * Good hand gestures! * Good argument choice and selection regarding how adults can use their time better!   Speaking time: 04:57.70, nice! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Remember to give me a claim! A claim means the name of your intended argument. It's important for me to get this so that I know what your argument is all about! * You said you would have three reasons - but it sounded like there were only two? Be careful about this! * Try to make sure that you are actively explaining your impacts - it’s not just about what is going to happen; it is about why what will happen is a great idea! * I understand that real life conversations have more emotions - but why are these emotions important? | |

| **Student:** Michelle |
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| **Topic:** That all adults should be limited to a single hour of social media use a day. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good adjustment to my comments! * Very good hook! * I like the angle about how social media can be a very positive thing!   Speaking time: 03:47.59, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Lets slow down a little - I feel like you aren’t giving yourself time to flow well between each argument! Don’t rush! * Try to avoid using filler words like “uhm” and “right?” in your speech! * I felt that you had many good reasons for why social media can help you learn, etc. These are all separate reasons for why social media is good! Break down each reason you give me and explain it via the CREI argumentation method. * Keep your hands moving Michelle! Hand gestures have to be consistent. | |

| **Student:** Carina |
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| **Topic:**  That all adults should be limited to a single hour of social media use a day. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice hook! That was a smart way to use the environment around you. * Good work for accurately identifying what the other side said! * Good response to the POI! I like that you took a moment to think about it. * Good signposting!   Speaking time: 04:42.17, good work Carina! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Don’t just accept a POI in the middle of your argument! Finish your thoughts first and then proceed to answer the question. * You can also relax without social media - try to examine and explain how and why this happens! You don’t have to argue for no relaxation. * I like the argument about conflicts! Could you tell me how these conflicts might occur? How do they occur? * Try to make sure that your impacts are not super dramatic! This might make your arguments seem unrealistic to a judge. | |

| **Student: Charlotte** |
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| **Topic: Schools should teach students coding instead of a foreign language** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Good hook!** * **Nice signposting!**   **Speaking time: 02:58.28** | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * **Please try to maintain a consistently loud tone in your speech!** * **Remember that this is a topic that requires you to make a comparison between the two skills - it’s not so much about why one thing is bad, but rather it is about the fact that one thing is better compared to another.** * **Tell me more about the boringness of coding - why is it boring? Why is the terminology boring?** * **Good work trying to prove a rebuttal, but make sure its more complete! This means targeting the most crucial aspect of your opponent's case and dealing with it.** * **Why is it the case that you can’t learn about cultures by learning about coding?** * **Why is learning languages the best way to understand a culture?** * **Try to tell me multiple reasons for why languages are better than coding - how does it impact a student's learning abilities, etc?** | |