| **Student:** Ashton |
| --- |

| **Topic:** This house would punish not only the bully but also students who fail to report the bullying to teachers |
| --- |

**My Teacher’s Observations and Feedback**

| What was the BEST thing about my speech? | * Strong logical push on why the person who observes but does not report is as responsible as someone who does report! * I think you had a good flow today! * Good example on the parallels that apply here (E.g., getaway drivers.)   Speaking time: 08.06.14, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * You need to try to come up with a hook that isn’t as out there and or imaginative as the one you gave me; I don’t think it applies in this context! * Don’t give up on something just because it's hard!! I’m quite sure that you can give me some stakeholder analysis. * I think you wanna keep the volume consistent - i think that you have a great volume! But it tends to trail off towards the end. * You need to tell me more on why the things you’re telling me are true - e.g., when you said this would change things for students, you gotta tell me the specifics for why! * Why will the bullies be more likely to be held accountable under your side? | |

| **Student:**  Raymond |
| --- |

| **Topic:** This house would punish not only the bully but also students who fail to report the bullying to teachers |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * I think you had a good grasp on what the other side talked about despite it being not too clear! * Good response to the POI!   Speaking time: 08.10.72, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * I think you need to make sure that you are accounting for your body language; from what I observed, you were not using too much hand gestures and swaying quite a bit - don’t do that! Stand straight and give me hand gestures. * When you suggested that people would just ignore and or avoid observing a bullying situation; could you tell me why this is true and is likely to happen? * Additionally to the above, you can go ahead and also tell me what the impact of this is likely to be - would it mean that people no longer support victims of bullying, etc? * I think the focus could have been on more basic questions; the basic question in this debate was one of responsibility; why do you think that a student who observes bullying has no responsibility? Make sure you answer this question! * I think there was a clarity issue in this debate - I wasn’t too sure what the second argument was about! I think sticking to the CREI structure would help you significantly. * I think that you could point out that people actually might get involved in situations they are not ready for in the side of Proposition, e.g., that someone fights or intervenes in a bullying case, and ends up getting hurt. | |

| **Student:** Rose |
| --- |

| **Topic:** This house would punish not only the bully but also students who fail to report the bullying to teachers |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hand gestures and expressiveness! * Good eye contact! * Good illustrations on what the average person can do to help a victim of bullying!   Speaking time: 08:08.99, good work! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * I think you want to structure and compartmentalise each aspect of your speech! E.g., from rebuttals, etc. * I understand that bullying could be dealt with faster in your world - but I think you need to explain why this happens. I think the speaker before you did a pretty good job of explaining that intervention could be a bad idea. * I think your rebuttals need to have much more details than what was provided - I think you gave me a surface level reason for why the argumentation of the other side could be wrong; but you didn’t go into depth to explain why it actually is wrong. * What might the impact be on bullies if they know that people are likely to report them? I think this was something that could have been expanded on! * I think you wanna please put the paper down when you are speaking! This helps significantly in terms of your engagement. I also believe that you may want to be more adaptive to speaking without the need for extensive notes. * I think the structure is a bit off - there’s a lot of jumping around that's happening between arguments, rebuttals, arguments, etc. You wanna keep the structure well built! Also be sure to finish your thoughts and not end the sentence abruptly. | |

| **Student: Luke** |
| --- |

| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hand gestures! * Good eye contact! * Good framing.   Speaking time: 6:13.67, nicely done! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * You **must** start your speech with a hook. Not signposting, not your position, but a hook. * Why are they putting people to waste? They did have the claim of the talented people being able to succeed regardless of the context anyway. * I understand that you’re trying to outframe the Pro team, but you still need to make sure you’re disproving and responding to the main claims of the Pro team before moving into your arguments though. * I understand that poorer districts are important to you - but why exactly does it matter in this debate? What's the unique value of aiding these groups of people? * You must explain **why** certain groups are vulnerable - remember this is in the context of education. The links may not be as clear to the average judge. This is especially true if they are already performing well as you say. * I think the economic argument is fine, but I think its too far off and random in the debate. In a context where people are fighting over the learning opportunities and academic scores for students, this felt quite out of place. * Moreover, what do you mean by growth in these poor districts? There’s quite a bit of vagueness in this speech that has to be avoided next time around. * You have to take the best case scenario of the Pro and weigh against that. Also, you want to talk about arguments like idols, etc. Success stories are important | |

| **Student: Charlotte** |
| --- |

| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good rebuttal re: averages! * Good response to the POI!   Speaking time: 4:31.64, try to speak for 5 minutes next time around! | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * You gotta improve on the emotive expression of your speech - I felt as though the speech sounded quite uncertain and unconfident. You gotta believe in yourself! * Please try to make eye contact and use hand gestures! * I wasn’t too sure what exactly was being proven in the rebuttal made about averages - you might want to break this down for me! * Try not to jump to something as large and as far away as job opportunities - start small. How does this impact students? * Try to make sure you aren’t jumping around in your argumentation - for e.g,, you said you were done with your rebuttals and then you went back to it after your argumentation. You want to avoid this! * You can focus on a lot of other arguments too in your speech - for example, such as that this policy helps us build icons and models for other people to follow, etc. * What's the value of making sure that everyone has the same relative standing in the school? What's the impact of this? * How do you give people a chance? | |

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

| **Topic:** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** |  | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** |  | |