| **Student:** Angie |
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| **Topic:** THW use the forgiveness of victims as a reason to reduce the punishment of a criminal. |
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**My Teacher’s Observations and Feedback**

| What was the BEST thing about my speech? | * I liked the tone and clarity you had at the beginning of your speech! * Good job for identifying the burdens in the debate! * Good signposting!   Speaking time: 04:23.13, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you’re avoiding vague terms like something, etc. Be as specific as possible! * I think you want to explain how exactly forgiveness would be taken into account; would the reduction in punishment be the same across the cases? Or might there be some distinctions? * Perhaps you want to start by talking about why victims have a right to do this; is this because the victim is the person who was the most impacted by this crime? * Try to make sure that you are being explicit about your impacts; what do your impacts result in? Does it result in people being more forgiving merciful towards to prisoners, etc? | |

| **Student:** Ashton |
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| **Topic:** THW use the forgiveness of victims as a reason to reduce the punishment of a criminal. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good signposting! * Good hand gestures! * Good clarification for the kind of crimes we are talking about!   Speaking time: 07:07.32, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Let’s just try to give a hook that is relevant to the topic specifically. * Try to tell me what the implications of your rebuttals are; for example, if you say that they are wrong about the crimes we’re talking about, what does this mean for the debate and for the speech you just heard? Does it mean that speech isn’t very impactful? * Try to focus on why forgiveness is irrelevant; it is because, regardless of if they are forgiven or not, they are still committing an act that can be dangerous in society. * Try to tell me how a longer punishment will be good and effective in fulfilling the requirements of society and learning about what you have done wrong! | |

| **Student:** Raymond |
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| **Topic:** THW use the forgiveness of victims as a reason to reduce the punishment of a criminal. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good pacing and clarity! * Good hand gestures! * Good identification and tracking of the other side's arguments!   Speaking time: 05.61.49, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * If you are saying that a speaker's content is irrelevant, that’s a pretty high bar! Make sure to explain why they have got it wrong immediately. * A lot of responses seem to be quite surface level; you need to move beyond just describing an argument as illogical or irrelevant; you gotta make sure that you’re layering the reasons for why an argument is likely to be false/wrong! * Why are you emoting and dancing during your speech? A judge would be inclined to not take your speech very seriously if you do this! * I think time management was a bit of an issue in this speech; quite a bit of time is spent on responding, but you need to make sure that you’re actually arguing too! * I think you need to make sure that you are arranging your argument in a more structured manner; you’re quite clear, but a lot of this clarity is being lost to a lack of arrangement for your arguments! Try to make sure to follow the CREI argumentation formula and speak that out loud. | |

| **Student:** Angie |
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| **Topic:** THW abolish the death penalty |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * You have wonderful hand gestures! * Good clarity and tone! * Good work for defending your partner and their argument! * Good work for identifying most of the other sides' arguments! I think you had a very smart rebuttal for why the other side is contradicting themselves.   Speaking time: 04:18.20, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * I didn’t like the hook this time; I felt that you seemed unprepared! Make sure to write out your hook earlier and deliver on it. * Try to make sure that you are identifying the specific things said by the other side; you are giving me rebuttals, but these rebuttals seem to be attacking the idea behind the other side, as compared to the idea presented by the other side! * You must return to structure; please use the CREI formula! I found that quite a bit of the speech was a bit difficult to track. * Try to make sure that you are considering the impact of your argument; what might this help and or hurt in the world? | |

| **Student: Charlotte** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**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! | |
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| **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:** |
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| **Topic:** |
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**My Teacher’s Observations and Feedback**

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