| **Student:** Angie |
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| **Topic:** TH supports extreme and radical steps to protect the environment from climate change (E.g., blocking roads. |
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**My Teacher’s Observations and Feedback**

| What was the BEST thing about my speech? | * Good eye contact! * Good speaking pace and clarity! * Good examples are: HKSAR petitions! * Good point that this only makes you the enemy of the state!   Speaking time: 08:32.28, good work! Keep an eye on the time next time. | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to start your speech on a bit more of a higher tone; especially try to avoid saying things like “uh,uhm” because it hurts your first impression with the judge! * Rebuttal; try not to say that an argument has no logic - directly go against the argument by disproving it! Also, you need to respond to the direct reasons given to you by the speaker before you; this helps to keep you accurate! * Interesting argument that you will be seen as a villain; but why won’t the average person see this as a justified action? Why would the public not support these actions when climate change is so rough as it is? * Comparisons to other things that pollute the environment doesn’t quite work when you compare the scale of damage companies do compared to individuals - Besides, it wasn’t very relevant! * Why would the Government respond violently? Is there not an alternative response that could be available? | |

| **Student:** Anson |
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| **Topic:** TH supports extreme and radical steps to protect the environment from climate change (E.g., blocking roads. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice hook! * Good examples re: the Paris Agreement!   Speaking time: 07:42.51, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * I wasn’t too sure about the orphan response; try to focus on the main logic of your opponents compared to random impacts! * Try to manage your time; you started your argument around 3ish minutes! That’s quite late. * Try to make sure that you aren’t getting distracted by your opponents; focus on the judge and the judge alone! * Try to make sure that you are staying on topic - Greta Thunberg wasn’t really a disruptive protestor. She was quite peaceful! I didn’t quite think that the argument dealt with the idea of being disruptive as compared to talking about why fighting climate change is important. * Try to make sure that you take at least one POI! * Make sure to respond to all of the arguments your opponent made, not just the one that’s easy to respond to! | |

| **Student:** Ashton |
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| **Topic:** THW prioritise environmental protection, even at a significant socioeconomic cost. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice pacing! * Good hand gestures!   Speaking time: 07:50.29, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to be a bit more forceful with your responses; you gotta make sure to tell me about why your argument is knocking out their argument! * Try to stay on topic; I feel like a lot of the content was describing the harms associated with climate change - but the main topic is more so about how and why prioritising environmental protections may prevent this scenario; so try to tell me how this works! * Try to make sure that you are staying structured; I feel that you sometimes get caught up with * I think that you suffer from the same issues as the previous speaker before you; I wasn’t very sure of why not prioritising environmental protection would immediately place us in a doomsday situation of environmental collapse. | |

| **Student:** Lucas |
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| **Topic:** THW prioritise environmental protection, even at a significant socioeconomic cost. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good control over the room and for not taking a POI mid sentence! * Good rebuttals to Anson!   Speaking time: 04:31.05, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You gotta make sure that you start with a strong hook! * Try to make sure that you are not leaning on the podium; keep your hands free to give gestures! * Try to make sure that you are explaining how the things you’re describing will happen; e.g., if you’re saying that prioritising the environment will cause significant job loss, try to make sure that you’re telling me how this happens! * Deforestation; could you maybe tell me if there is a way to replant forests, etc when we deforest? This at least shows me the harm isn’t completely irreversible! * Good explanations for why we can still protect humanity from the bad effects of the environment being harmed; be sure to do the flip and tell me why growing the economy is a very positive thing! | |

| **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?** |  | |