| **Student:** Angie |
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| **Topic:** This House would make wealthy nations pay for climate damage in poorer countries**.** |
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**My Teacher’s Observations and Feedback**

| What was the BEST thing about my speech? | * Good work for using all the prompts of the impacting lesson! * Good explanation on how this aid goes to the people directly! * Good signposting!   Speaking time: 06:38.33, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You need to make sure that you are projecting your voice; I know that you may be tired today, but you need to make sure that the judge does not see your tiredness! * You must make sure that you are explaining how exactly you would carry out this policy? You need to explain how much and how often they will be paying! * Try to make sure that the link between the harms experienced by climate change in developing countries and the rich countries benefiting from the process is clear to the judge! * Try to make your hand gestures more active and energetic; you gotta keep my attention! * I appreciate the explanation you were able to give me for the impact; but remember, you need to supplement your impacts with logic! You need to make sure that you are not losing the opportunity to explain that your argument is true, etc, due to a lack of focus on reasoning! * Try to explain why your benefits and impacts will happen; for example, when you say that people will receive the aid, why is that the case? There are some countries that are quite corrupted; this might hinder your aid abilities! | |

| **Student:** Ashton |
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| **Topic:** This House would make wealthy nations pay for climate damage in poorer countries. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good examples! * Good eye contact! * Good mechanisation!   Speaking time: 08:34.66, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You need to make sure that you are starting off with a hook that is quite forceful; observing issues with the other side is fine - but you gotta make sure to say it in a tone that implies that they have got it super wrong! * I think that your sentences at the beginning were quite convoluted; you want to simplify the way you are explaining things for easier access for the judge! * I think that you gotta make sure that you are signposting; signposting means that you are acknowledging when you are moving onto a new section of the speech. * I think that you had a really good analysis for why countries would come together to collectively deal with climate change; but remember that the world is not altruistic! The world relies on self interest; you need to take this into account! * What will these smaller countries do though? Will they actually be able to recover from repairing the damages the way you say they will? Why so? * Try to make sure that your handwriting is legible; you don’t wanna misread anything! | |

| **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?** |  | |