| **Student:** Lucas |
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| **Topic:** THBT parents should take a strict approach to their child’s education. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hook content! * Good response to the POI! * Good eye contact!   Speaking time: 06:03.33, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Please make sure that your hand gestures are not too frantic or exaggerated; this hurts the believability and credibility of your case! * Try to make sure to tell me about what this strictness entails; this has some potential negative meanings. If you don’t define this, your opponent is going to define it for you in the most unstrategic way possible. * Try not to take a POI in the middle of your sentence; make sure to finish your sentence and then answer the question! * You need to focus more on explaining the why of your arguments. For example, you mention that students will be able to have a better future with a strict approach to education. How does this occur? * Try to make sure that you are taking into account what is and is not relevant to the debate. This debate is about education specifically; a lot of the harms felt slightly general and not nuanced. Please make sure to suit the arguments to the topic specifically! * Try to focus more on outcomes that have a direct line of impact on the child and or the parent; happiness is not as important for a teacher! | |

| **Student:** Michelle |
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| **Topic:** THBT parents should take a strict approach to their child’s education. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good direct hook! * Good impact on emotional children! * Good conclusion!   Speaking time: 05:42.15, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Make sure to employ an emotional tone when presenting your hook; don’t rush through the hook! * I think that you would really benefit from slowing down ever so slightly. Please make sure to take into account that you have an audience that may not be too familiar with you or your speaking style. * Try to make sure that you are giving me the specifics about how exactly the strictness in question here will happen. This is especially true given that the speaker before you did not do this. * Try to make sure that you are moving your hands; you need this to keep the attention of the judge! * I like the anxiety argument; you can actually go further to talk about how anxiety manifests (because the child feels worried about getting scolded all the time.) and what the harm is. (Will children not trust their parents?) * Try to make sure that you are also talking about how this pressure is actually counter-intuitive; because the pressure prevents the child from actually studying hard and well. | |

| **Student:** Henry |
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| **Topic:** THBT parents should take a strict approach to their child’s education. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good call-out re: exaggerated harms on the side of proposition. * Good hand gestures. * Good clarity! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You didn’t have a hook today; that’s bad. You need to make sure to have one next time for better judge engagement. * I understand what you mean when you say the parents are pushing them to the limits; but this doesn’t take into account that people are still being hurt. A parent can have good intentions but still cause damage. * The disagreement over what a tiger parent is could have been handled better; you should make sure to layer all the reasons down for why your depiction of the other side is a lot more true comparatively. * Try to make sure to respond to the most crucial aspects of your opponents argument; it is critical to respond to the idea that this will cause a lot more stress than it will produce benefits. You suggested that this argument was extreme; but why is this the case? * Try not to pause randomly; this is a bit awkward! * Don’t take your partners arguments next time: this can really throw off your team!   Speaking time: 05:22.55, good work! | |

| **Student:** Ashley |
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| **Topic:** THBT parents should take a strict approach to their child’s education. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hook! * Good work for pushing back on the meaning of tiger parenting! * Good eye contact! * Good work on the conclusion!   Speaking time: 05:23.18, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Be sure to maintain your composure; don’t laugh in the middle of your speech! * I understand the value of pushing back on propositions definition of tiger parenting; but you need to make sure to show me that your depiction of tiger parenting is much more true compared to the other side. * Please make sure to move your hands when you are speaking; this is crucial in order to retain the attention of the judge! * I wasn’t too sure about the idea that tiger parenting is only bad in the most severe situations; this seemed to go against your team's case and stance. You should aim to show that your arguments are true in all situations! * A lot more could have been done to explain the idea about why a child not opening up to a parent is a bad idea; you could reference the idea that children need their parents and thus we need to establish a strong relationship. * Try to make sure that you are not holding your speech paper in your hand while you are speaking. Keep your hands free for gesturing! | |

| **Student:** Anson |
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| **Topic:** THBT parents should take a strict approach to their child’s education. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hook! * Good tracking of the other side’s arguments.   Speaking time: 06:10.38, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * I think that there are too many filler words being used in this speech; you said like almost 15 times! * Try to make sure that you are bringing a lot more enthusiasm to the speech; the energy in this speech was a bit too casual and lackluster. * Try not to rebut an argument with a rhetorical question; make sure to couple rhetoric with the logic. Additionally, too much time was spent in the rebuttals - make sure to move into rebuttals by around 2:30! * I wasn’t too sure about the relevance of the daily cycle rebuttal; what was this proving? * Try to make sure that you are signposting more in your rebuttals; you need to make sure to be clearer in terms of what the value of your argumentation etc is! | |

| **Student:** Angie |
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| **Topic:** THW give teachers bonuses for increased student performance. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Very good start to the speech. Humorous! * The stance is clear from the very start! * Good vocal clarity. * Much better energy and pronunciation today! * The emphasis on classrooms that can be difficult to manage served well setting up one set of stance on your side. * Good utilization of the overall time provided to you. * Good level of confidence throughout the speech.   Speaking time: 05:50.78, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you are moving your hands; don’t hang on to the podium! * “Some guy in prop” can simply be replaced with “The proposition side mentioned…” or “Speaker from the Proposition side”, or “The PM/DPM…” * I like the idea that some students are more difficult to manage; but try to make sure that you are also dealing with the idea that some teachers can actually solve this situation, but choose not to due to a lack of motivation. * The characterization that ‘students are hard to manage, they don’t behave well’ may be a little limiting, though it does convey one set of arguments well. * Try to make sure that you are explaining more about why it is truly out of the hands of the teacher to get their students to perform at a certain level; try to name and explain the reasons brought earlier! * Please don’t take a POI in the middle of your sentence; plan out when you want to take a POI! This could be before your first argument or after you are done explaining the impact of your arguments. * Try to make sure that you are explaining the impacts of your argumentation; you gotta make sure to tell the judge what the important/positive effects are likely to be! * Try to structure your argument with CREI; this will make things a lot more clear in your speech! * A strong connection between “bonuses” and your evaluation of the debate needs a stronger link. | |