| **Student:** Colette |
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| **Topic:** That parents and teachers should not criticize their children’s artwork even when it is bad |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good attempt with hand movement at the start of your speech. * Good job providing your stance with an example. * The point about children’s sensitivity is excellent. * Good job for having a good idea flow! E.g., they will be sad. When they are sad, they will do this. This is bad, etc.   Speaking time: 03:20.70, good work! Let’s push for 03:30 next time. | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you start your speech with a hook; this is critical for you to gain the attention of the judge. * I like that you are providing personal examples; try to make sure that you start with logical reasons and your argument first before moving into examples! * The point about children’s sensitivity did incorporate nuances, such as how children may have negative thoughts, or maybe angry/sad/depressed. Can we link this with art? Example: children make an understanding of the world through art and drawing. When that is heavily criticized, it really discourages them. Art, no matter good or bad, is useful for their cognitive development in early stages. More appreciation is always better as its fundamental to them growing up well. * Remember that as the first proposition, you need to provide definitions and a set-up. In this case, you need to make sure that you are telling me what the definition of criticism is, etc. * For each argument you **must** make sure to include a claim, three reasons for why the claim is correct, an example to show the claim, and the impacts. Please approach your instructor if you do not know what any of these mean. | |

| **Student:** Hasun |
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| **Topic:**That parents and teachers should not criticize their children’s artwork even when it is bad |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * The command at the very start of the speech was impressive. Good use of humor and relatable examples. * Good eye contact! * Good signposting! * Very high speech potential! The use of expressions, voice modulation and examples made the speech very interesting to watch. * The point about individuals being motivated in the presence of direct/honest opinion was very well delivered.   Speaking time: 04:27.83, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you are projecting your volume as loud as possible; especially during the beginning of the speech! * I suggest you don’t spend a lot of time providing mechanisms in this debate, and focus more on rebutting the proposition points. * Hand gestures are too few and far between; you need to make sure that you are actively gesturing with each step. * Don’t call the speaker before you as “whatever their name was.” Just refer to them as the speaker position! * “You get better at art” is a good point to bring. Can you show a little more of how this works? For example: When you accept criticism, you are more likely to learn. You overcome discouragement. That is how a student becomes stronger. * Try not to focus too much on your rebuttals; you only entered your arguments at 02:47! * Try not to mimic an accent when speaking; it could be offensive! * Try to make sure that you are showing and proving to us that children will not react badly to the criticism given! | |

| **Student:** Selena |
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| **Topic:** That parents and teachers should not criticize their children’s artwork even when it is bad |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * The level of confidence is great. * Good eye contact Selena! * Good response to the POI! * Good angle about how children are sensitive. * Good signposting; another reason, etc. * You made good use of the overall time provided to you.   Speaking time: 05:07.94, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try attempting to be louder, especially at the start of your speech. **This is the main thing for you to focus on! You must be louder next time.** * Try to make sure that you have a hook; you need to make sure that you are giving the instructor an example or a personal story to catch the judges attention. * I like the idea that students might improve better without negative criticism; why is this the case? * The point about students being expelled from the school is interesting, but do you think it's likely that a student will be violent because the teacher criticized their art? * Try to make sure that you are not pausing awkwardly in your speech! * The point about students getting F in their report card is a bit of a jump. Try using general points. For example: how appreciating a child’s work is a good source of motivation. | |

| **Student:** Davey |
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| **Topic:** That parents and teachers should not criticize their children’s artwork even when it is bad |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good clarity during speech. * Great eye contact at the very start of the speech. Also, good use of hand gestures. * The level of confidence is great. * The example about the kid that heard his mom criticising his art and used that criticism to improve was a good start to the point/argument. * You made good use of the overall time provided to you.   Speaking time: 04:27.70, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you don’t get straight into your argumentation; make sure to do some signposting! (E.g., first, I will present my rebuttals, then I present an argument.) * The example about the poor man asking for a million dollars was not relevant to the argument at all. Try utilizing more relatable and relevant examples. * The point about how some students are smart enough to take the right advice has potential. Can you connect it with how certain students improve more than others? * I like the idea that you can improve when you know what is going wrong; but try to make sure that you explain how and why people can provide criticism in a good and kind manner. * Try to make sure that you stick to the structure; I feel like at times, you were mixing your rebuttals and your arguments. Keep these things clear and separate! * Try not to pause too much when you are speaking; at times, I felt like it was difficult to fully understand what was being said. | |