| **Student: Alexis** |
| --- |

| **Topic: That teachers should group students randomly for school projects and assignments, as opposed to with their friends.** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Good work highlighting your thesis statement/ main argument → how students’ quality of learning will suffer as a result of poor classroom management** * **Excellent signposting** * **Wonderful work stating the stakeholders → and comparing their influences/ stakes in the situation** * **Good work identifying common and contrasting goals of the various stakeholders/ parties that are involved in this situation** * **School administration, teachers and parents all wish to find ways to best prepare them for the challenges of adulthood. Students will not be able to choose to work exclusively with their friends in the workplace in the future.** * **While students want to work with people who share their interests and hobbies, students who are exposed to a diverse group of people allow them to think from alternative perspectives** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **You could speak a little louder** * **Please stand still and do not fidget when you give your speech** * **You could work on better and stronger transitions → Instead of using “also” all the time, you could use “In addition”, “furthermore”, “moreover”, “what’s more”**   **7:37** | |

| **Student: Lucas** |
| --- |

| **Topic: That teachers should group students randomly for school projects and assignments, as opposed to with their friends.** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Wonderful rebuttals: Proposition argued that students might get distracted when they work with their friends, however, when driven by a common goal (to get a good grade on the group project and to make their parents proud), they can motivate each other to focus better. Friends can encourage each other to perform their best and to care about their learning/ progress.** * **Your central argument is sound: Students who are grouped randomly are more likely to run into conflicts than those who work with their friends. You gave me a good example to illustrate that point – students have a hard time working with those who are different from them, assuming the other person is either rude, judgmental or uncooperative.** * **Wonderful work using an example at your school to highlight the severity of conflicts students can get themselves into when they are not familiar with their groupmates → a student working on a summer holiday group project got a warning from a teacher for using harsh language during discussions.** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **Please stop fidgeting and stand still.** * **Also, please try making better eye-contact with your friends.** * **Try to avoid ending your sentences with a sniffle or a clearing of your throat. Just take a deep breath, pause briefly and move on if you are figuring out what to say next.**   **8: 39** | |

| **Student: Ella** |
| --- |

| **Topic: That teachers should group students randomly for school projects and assignments, as opposed to with their friends.** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Good rhetorical question to start your speech/ Good hook: Would you rather be in a classroom filled with screaming students accusing each other of rebellious behavior, being lazy, or a group of students who collaborate effectively working towards a common goal?** * **Strong central argument → All stakeholders (the school administration, teachers, parents and students ) strive to create a harmonious learning environment to promote effective learning. If students run into conflicts because they were grouped randomly, time will be wasted on lecturing misbehaving students and peacemaking efforts.** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **Please do not say “I guess” or “not sure what” in the middle of your speech, which undermines your argument.** * **Please conclude your speech with a stronger summary – where you restate your central arguments and examples, as well as your side’s rebuttals.** * **You could speak a little longer and focus a tiny bit more during prep time.**   **4:05** | |