| Student: Edward |
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| **That we would treat school bullying like a criminal offense.** |
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**My Teacher’s Observations and Feedback**

| What was the **BEST** thing about my speech? | * Nice illustration of the effects of bullying. * Good work on identifying that people don’t see and ignore bullying. * Good work on identifying that police and law are more trained and equipped to handle this. * Good identification that most people are deterred by the idea of police. * Good illustration of a lot of actions that bullies take. * Nice explanation of how educational alternatives do not work. * 3:30 | |
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| What part of my speech **NEEDS IMPROVEMENT**? | * Could use a hook instead of stating numbers; best to prepare them in prep time * “A lot of teachers are blind”, why? What makes them act this way? Why do teachers care when there is infighting? Without analysis it's unclear. * Why or how are police better trained to handle this? Is it true? To what extent? Analysis would help! * Style: helps to move around less and to maintain eye contact with the audience. | |

| Student: Rachel |
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| **That we would treat school bullying like a criminal offense.** |
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**My Teacher’s Observations and Feedback**

| What was the **BEST** thing about my speech? | * Nice identification that some school bullies are unaware about their action and its effects. * Good attempt to identify ideas from the other side. * Nice clarification that younger kids often cannot empathize with the victims. * Good work on explaining that these kids will be isolated and face other bad outcomes in jail. They can't learn more, or visit families. * 3:31 | |
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| What part of my speech **NEEDS IMPROVEMENT**? | * Keep focused on the speech without getting distracted/ laughing, etcetera. * Try to speak faster and louder. Minimize the pauses in your speech. * Please respond to opponents ideas directly as well * Good to flag that kids cannot empathize as much; please explain why that's the case, and why that leads to more bullying? * Please also explain why isolation is harmful for kids, and does not help in rehabilitation. | |

| Student: Charlotte |
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| **That we would treat school bullying like a criminal offense.** |
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**My Teacher’s Observations and Feedback**

| What was the **BEST** thing about my speech? | * Good signposting at the top of your speech. * Nice work on explaining that harsh punishments aren’t administered automatically and only happens after a series of mistakes. * Good work on explaining why kids are more likely to respond to police’s authority over a teachers’. * Good work on explaining that parents of bullies oftentimes won’t care about their children causing trouble as long as they are not getting hurt. * Good illustration of the range of punishments that you can offer to the bullies before being referred to as a criminal case. * Good work on speaking for five minutes. * 5:11 | |
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| What part of my speech **NEEDS IMPROVEMENT**? | * Please use a hook/ ask questions at the start, instead of just asserting the side of the motion you are on * Harsh punishment doesn't always happen, but how is that ensured? * There are a lot of frequent pauses and repetitions in your speech. Try to minimize them. * Try to speak louder and more assertively. * Try to make and maintain eye contact with your audience. * Try to look at the paper less, in-general * Please explain how “reflection” and "punishment" are going to work in correlation. | |

| Student: Amelia |
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| **That we would treat school bullying like a criminal offense.** |
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**My Teacher’s Observations and Feedback**

| What was the **BEST** thing about my speech? | * Good work on explaining that some of the victims are shy and they won’t report it either way. * Good work on explaining that some bullies won’t think that they did anything wrong. * Nice work on explaining that bullies will threaten their victims and harm them in more private spaces to avoid being reported. * Nice work on explaining how kids who bully don’t have the ability to understand that it is their fault. * 4:17 | |
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| What part of my speech **NEEDS IMPROVEMENT**? | * Please use a hook at the start. * Try to address the POI offered to you. Don’t just move on. * Style: helps to move around less and to maintain eye contact with the audience. * Keep focused on the speech without getting distracted/ laughing, etcetera. * Good nuance that there can be sneaky ways of bullying; please say why this is a likely case/ how risky it is exactly. * Why will some bullies never have remorse? Analysis could help here. * Pausing a lot; please improve flow. * Take POIs. | |

| Student: Ashley |
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| **That we would treat school bullying like a criminal offense.** |
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**My Teacher’s Observations and Feedback**

| What was the **BEST** thing about my speech? | * Nice work on explaining that bullies are bigger and tougher people usually and thus they can use their power to harm others. * Nice work on explaining that people respond to serious consequences for their actions. * Nice work on categorizing different types of bullying and recommending different types of punishments based on that. * Good work on explaining each of your ideas in detail. * Good work on explaining the effectiveness of criminal penalties.   4:50 | |
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| What part of my speech **NEEDS IMPROVEMENT**? | * How afraid are children of bullies? Why (beyond loud/ strong bully)? * As a third speaker you should not be bringing new arguments. Structure your speech in terms of your clashes. * Why do people need to respond to their consequences? * How exactly is it compared to jaywalking? * Your comparisons are too unrealistic and unreasonable. For example bullying cannot be compared to the heinous crimes at that scale. You need more mechanisms to show if bullying is actually that worse. * Your sentences are too long at times. Try to use shorter sentences and highlight the impacts more clearly. * Please add “why is this perceived as teacher yapping” when the teacher addresses it? | |