| **Student Name:** Ishan Harishankar |
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| **Motion:** This house will punish juvenile criminals who committed serious crimes as adults |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 5 to 6 minutes’ long!]  Good hook clarifying your position in this debate!   * On expanding the statement on juvenile offenders thinking that it’s okay to commit crimes, the Opposition is not defending letting these criminals get away scot-free.   + So we need to spend time explaining why we think juvenile detentions are too relaxed and too lenient on these criminals first.   I appreciate the reframing that we need to focus on the victims of crimes when these teenagers go out and commit the crimes again.   * But is there a reason why these juvenile offenders will refuse to listen even when the Opposition actively tries to rehabilitate them?   + Explain that adult prisons can actually incorporate their rehabilitative treatments.   + The difference is that Proposition is utilising both strict punishments AND rehab at the same time, so you have a variety of solutions.   We need to spend time explaining what these juvenile centers actively look like! Nothing about being detained is a pleasant experience.   * Explain that they are given many choices, a lot of privacy and it is similar to just a fancy boarding school.   + Later on, we mentioned that it’s just doing chores and learning in school, good job!   But the Opposition is not signalling that it’s okay to commit crimes, so we need to be more charitable in our comparisons.  While I can agree that the deterrence is stronger for adult prisons, was there ever a problem of a lack of deterrence in the status quo? Is there a rising problem of youth offenders breaking the laws?   * We need to expand the impacting of this problem statement. * Rather than focusing on teenagers learning their lesson as the impact, the better impacting should be on the victims of crimes when these juvenile offenders commit more crimes because they did not learn their lessons.   When the Opposition wanted to focus on the mindset of juvenile criminals being too young, we can shift the focus of the debate and explain that the victims of the murders these teens have committed suffered the same! It doesn’t matter that their criminal is 15 or 25, they caused similar levels of harm to society.   * This will then disprove their main premise on whether or not it is morally justified to punish them that severely.   Good job offering POIs!  6.40 - Well done! | | | | | | |