| **Student Name:** Jennie Jung |
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| **Motion:** This house would abolish all locked facilities (such as jails, detention centres and correctional facilities) for youth offenders |
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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 5 to 6 minutes’ long!]  I like the hook focusing on these youth offenders turning their lives around, link this back to the overall goal of the criminal justice system being rehabilitation.   * But WHY do they deserve a second chance if they were responsible for such severe harms? * Good job signposting!   I appreciate the explanation of what alternatives are being offered on the table.   * We need to explain that the oppression associated with these locked facilities will deteriorate their mental health, and making it more likely for them to rebel and not learn. * Good explanation on the positivity and usefulness of all of your alternatives.   + However, how does any of this link to rehabilitation and lowering the rate of re-offending?     - We had one line on more reflection and remorse, spend more time here!   We need to engage with Opposition’s argument on:   * Justice to victims, * These youth offenders deserve to be locked away, * The uncertainty of your alternatives means detention centers should exist as a last resort.     Good argument on how mentally oppressive these locked facilities are!   * We did a very good job linking these facilities to poor mental health. * But we need to spend more time explaining why poor mental health links to increased criminal activity.   + E.g. A lot of youth offenders commit crimes because they struggle with regulating their emotions. The increased isolation instead leads to worse aggression and them acting out in society. * The impact should not just end with poor education, poor mental health, and other individual impacts. Your final sentence on them recommitting the crime again should take center stage as the biggest harm!   + Explain that the biggest role of the justice system is to rehabilitate, and this needs to be prioritised over the vengeance that Opposition seeks.     - If Proposition proved that ultimately this reduces the rate of re-offending, then Prop is proving that they meet Opposition’s outcomes better than they do!   Please offer more POIs as well!  6.14 - Good timing! | | | | | | |