| **Student Name:** Stephanie Kwok |
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| **Motion:** In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic |
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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 |
| Competition Score: | 71 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 7 minutes’ long.]  Great start with the idea of racism begins in education, very good use of illustrations and grounding!   * Can we just axe the beginning part of “We would like to start with…,” and just start with “Racism begins from education.”   On the set-up:   * Good job setting up contexts of segregation in a diverse society, such as post-apartheid South Africa. Provide some background context as to why they don’t organically integrate in many of these societies, e.g. victims of divide-and-conquer in the colonial era. * On the policies, good clarity on how we would go about mixing up the schools.   + Clarify things like preferential subsidisation. Are we denying public schools funding if they are not integrated? * We needed more caveats today!   + Introduce school policies to help assist with this forced interaction, such as zero-tolerance bullying policy or civics classes that will help with integration. * What is the metric to win the debate?   You can finish your sentence before taking the 1st POI!  Be mindful of how long we’re taking, we only went into the first argument at 3:30.  On breaking stereotypes in a schooling environment:   * The problem statements are clear, but we need to analyse what are the mechanisms in schools that will allow them to have these better, humanised interactions?   + We cannot just assert that all their interactions will end up being positive just because the schools are promoting a nationalistic identity.   + Focus on the common lived experiences and social bonding that occurs in a schooling environment, and how this will be more dominant than any assumptions passed down by their parents.     - Explain the humanisation wherein we get to break the stereotypes that we learn about different groups.   + Explain the role of teachers and schools in navigating the kind of differences students will face.     - Can they mediate the conflict?     - Can they handle instances of discrimination and bullying when it happens?     - Can we FORCE these kids to be in the same group and work together? Will there be group projects that have to be diverse and they are required to collaborate?     - In your national identity syllabus, what exactly will they be teaching regarding biases?   On improving the quality of education, we’re not quite explaining why the things you’re teaching will be persuasive to these students.   * But good use of examples, I just need the logical reasoning as to how and why this works. * Work on the impacting as well!   + On the benefits of diverse interactions, what will actually be the things that they will learn from learning how to collaborate with people from diverse cultures?     - Will they become more empathetic?     - Will they have a better ability to problem solve and collaborate?     - Will they become more forward-thinking adults?   Good job offering POIs today!  7.44 - Watch for time! | | | | | | |