| **Student Name:** Giselle |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians |
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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 child of that level. | | | | | | |
| Teacher comments:     * Nice hook! But you want to make sure that your energy matches the content of your hook. 7 billion chickens being slaughtered a year sounds very very bad.   **Set-up**   * Good exclusion of violence! Good strategy. * Guilt tripping: What does this look like? * Kinda like shaming; Never describe something this way. You want to make sure it is as specific as possible!   + Illustrate more in your set-up! (E.g., when you were saying are you a vegetarian, do you know how bad it is, etc.)   + Where are the incentives??   **Argument: More effective and Direct (Tell me why though?)**   * Why are the chances way higher actually? You gotta clarify that for me! * Make sure you are more structured - e.g, you go and speak like;   + “ This is going to be more effective and the chances of people going vegetarian is higher. Here’s why. Reason 1, Reason 2, Reason 3, etc.” * Remember you gotta analyse the **why** of things. You are right on the overall strategy, but you really really gotta detail the arguments more with how and why things happen.   Speaking time: 04:11.86, good work! Let’s aim for 5 minutes next week. | | | | | | |

| **Student Name:** Michael |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | **2** | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Introduction   * Good hook! Try not to repeat the motion though, to save time. * Good signposting! * Try not to repeat the phrase “This House” as it might confuse the judge.   Stance   * We have soft campaigns (Posters, etc.). You said its better - you wanna make sure you give me a few brief reasons for why that is the case.   Rebuttal   * Good idea re: people unifying against you. Tell me there and then why this happens. * Try to make sure you attack the overall logic of the argument; which is that people will respond well to shaming and that being nice doesn’t work.   Argument: People won’t do what you want   * Try to avoid arguments like people are naturally defensive and resistant. You gotta tell me why this is the case! Don’t make generalisations, even though I agree with the sentiment. * You want to start by telling me what the incentives of the animal rights movement is before you move into some argumentation. * Why is your comparison more likely to be effective? * I notice that you are arguing through examples a lot - you want to avoid that. Give me logic Michael! * Good response to the POI! Don’t say it based on scientific proof.   Speaking time: 05:44.18, good time! | | | | | | |

| **Student Name:** Liam |
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| **Motion**: TH, as the animals right movement, would aggressively shame non-vegetarians |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Opening:   * Nice hook, very emotive! * Nice signposting! * Make some more eye contact! Try to be more assertive in your tone.   Rebuttal   * When you are rebutting, you wanna make sure you are attacking the direct reasons for why their arguments are true. For example, the speaker said that people naturally will be defensive and thus resistant to you. Why is that wrong?   Argument   * Good illustration re: the newspaper. You wanna make sure that you are telling me why the newspaper with shaming messages will be more attractive to look at - start layering here with multiple reasons for why this is true. * What is the value of now thinking twice before eating meat? Make sure you tell me! There are a lot of good impacts here that can be explored! * Try to make sure you structure your arguments like this;   + Claim   + Reasoning - Reason 1, 2,3…   + Impact   + Conclusion.   Speaking time 03:24.84, nice work! Let's aim for 4 minutes next week. | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Introduction   * You might wanna switch up the hook. Could have been more assertive and impactful! * Good signposting and flow! * Good clarification.   Rebuttal   * You can also point out that people are likely going to be violent if you are aggressive and etc - maybe this is because this naturally riles up your supporters to be aggressive against the “evil” people who should be shamed. * Good response to the analogy; but it isn’t really something you gotta deal with. You want to deal with the logic of the argument. which is that shame is a powerful motivator for behaviour change. I know you will deal with this later, but best to do it now. * Where are the incentives?   Argument: Things don’t change   * You suggest that people are defensive and resistant; why? Give me numerous reasons here. This is especially important since this is pretty much the main logic that supports your whole case! * Body Dysmorphia: Interesting take. Can’t they eat proteins (mushrooms, etc.) though? * You gotta tell me **how** the gentler take will work and happen. Remember this is your most important mechanism! * The comparison to animals is a bit weird since like, animals don’t understand us. * Good eye contact + Hand gestures   Speaking time: 05:22.25, good work! Try to have more of assertive tone next week. | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Opening   * I felt like your tone didn’t match the content of your hook. Millions of animals being slaughtered sounds like something that should horrify me, so, horrify me! * Good signposting!   Arguments   * Good responses to the posters issue, etc. * You wanna make sure that your arguments generally are not just to Hong Kong. * Good comparisons! Why does this direct impact work and matter? * You need way more impacts and illustrations here. * Try to make sure you structure your arguments like this;   + Claim   + Reasoning - Reason 1, 2,3…   + Impact   + Conclusion.   Rebuttals   * I’m not so sure about this whole food chain argument - Doesn’t quite relate to the animal rights movement. * Remember that this is about the animal rights movement and an actor motion - you gotta relate the idea of not killing animals via machines etc to the interests and incentives of the movement. * I think you wanna avoid jumping back and forth between arguments and rebuttals; it can be quite confusing and cause a judge to lose track!   Speaking time: 05:32.20, nice work! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | **2** | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |
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| Teacher comments:   * You gotta keep your composure when you’re speaking - don’t laugh! You gotta take yourself seriously for the judge to take you seriously. * You gotta signpost - tell me what you are doing first, second, third, etc. * People can get angry   + Why does this and why do people likely react in this manner? * Why is your side's policy of going for a gentler approach more likely to cause people to care about animals and or at the least not eat more meat? * Good example re:PETA. * You wanna not read off the paper - I gotta see some eye contact and some hand gestures! Speak from your heat. * Try to make sure you structure your arguments like this;   + Claim   + Reasoning - Reason 1, 2,3…   + Impact   + Conclusion.   **Speaking time: 02:46.99,** I know and believe that you can do better - let’s aim for 3 minutes next week! | | | | | | |

| **Student Name:** Louca |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Intro   * Good hook * Nice signposting!   Content   * I get that it could be more direct and impactful if you shamed people for eating meat - but you wanna make sure that you are tackling the main logic here, which is that people are likely to be defensive and angry with the shaming. You could run some reasons for why this is something that can be mitigated (meaning made to seem less serious.), etc. * Fair enough that there is a need to do this since meat directly contributes to climate change, etc. But you gotta link this directly to the main interest and incentive of the animal rights movement. * You wanna focus on the most important **premise** of your speech. The most important premise is that you will succeed in convincing people - all of the arguments you have like people will be better to animals, etc are contingent on this. Prove that part! * You also want to take into account the best case scenario of the Opposition - What if softly speaking works though?   04:51.47, good time! | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Nice hook, but I feel like you could have employed a tone that was more assertive and or emotional here to add impact to the hook. Also, you wanna make sure that you are getting into your argument a bit sooner. 1:00 minute on a hook is a bit too long. * Nice signposting! * Why is it likely for you to start arguing back? Fair enough that shaming might be unreasonable, but you gotta analyse this. * You can also mention the fact that most people are actually pretty pro eating meat. How does this affect the way the arguments are received, etc? * When you say this policy of shaming will spread hatred, what do you mean? How will this hatred manifest and appear? * You want to assume the best of the proposition though; what if shaming works? What if it truly causes behaviour changes? You wanna do the even if; why is this something we truly cannot afford to do as the animal rights movement? * You gotta up the volume and tone! I need more swagger and flow from you. You’re saying smart stuff, but it won’t be received well if you don’t sell it. * You also wanna consider the potential drawbacks of your case and explain why those don’t matter as much!   Speaking time: 05:28.81, nice work! | | | | | | |