| **Student Name:** Giselle |
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| **Motion**: This house would require meat packaging to include graphic images of animal suffering |
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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! I like the conviction you had in it. Try not to repeat the topic though! Get straight into the signposting. Good work with the signposting! * Model; living conditions + shots from the slaughter. Place it in another aisle away from kids (Good!) * I think you want to be less reliant on your paper when you’re speaking - I think you have a good flow that is being hindered by how much the paper is controlling you currently! * I understand that people might want to turn to veganism, etc. But I think this is where you must have some mechanistic analysis. What is the Step 1 - 5 of how someone goes from eating meat, to seeing the images, to being a vegan? * Nice argument re: companies change their tactics. I think you gotta make sure that you explain how this will happen though - will the public pressure them to be better? Why will the public be able to pressure them well enough? * The response to the POI was correct - they have no choice! We are the state!   Speaking time: 04:35.93, well done! Let’s aim for 5 next. | | | | | | |

| **Student Name:** Michael |
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| **Motion**: This house would require meat packaging to include graphic images of animal suffering. |
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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:   * Good hook! I really like the content of it. I would really like for you to give me a more confident and assertive tone though - it really does make a difference! * Keep the hand gestures and eye contact up and consistent! * I understand the alternative; but why is this likely to succeed? (Re: let’s put cute pictures of animals, because people won’t wanna eat that.) * I think the flow today was not very clear, you really really need to make sure that your volume and speaking pace improves! Speak louder and slightly faster. * The first argument felt underdeveloped - why would it happen? How would it happen? Explain these things to me! * Desensitising   + Good argument! Tell me why people might become accepting of it - is it because humans are selfish and really just wanna eat meat?   + \*Try to let your opponent finish their POI!   + The whole thing about a car and being used to seeing cars might not have been the best parallel to compare to.   Speaking time: 05:07.86, nice! | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: This house would require meat packaging to include graphic images of animal suffering |
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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:   * Try to make sure that your hook content is not an observation of something that is obvious - make it something emotive and hard hitting! * You gotta make sure that you are signposting before you start up a speech! I want you to make sure that you are giving me a preview of what’s to come. * You gotta up your hand and eye contact game! I think your content is good but it won’t be valued as much as it should be if your manner doesn’t improve. * Good explanation for why people won’t get desensitised; you could go further here to explain that this is likely to cause people to demand for better treatment of animals, etc. * I understand the argument about awareness; but the main issue and problem that I have with this argument is that it assumes that people don’t know that animals are suffering already. You need to tell me why this awareness will go the way you think it will. * What kind of changes are you seeking specifically here? For example, how would you like people to change the treatment of animals, etc? * Good impact though for why people would stop!   Speaking time: 04:40.94, nice! Lets hit 5 minutes next week. | | | | | | |

| **Student Name:** Candice |
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| **Motion**: This house would require meat packaging to include graphic images of animal suffering |
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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:   * Good comparison to smoking! I think you want to point out that you don’t want people to become okay with animals suffering - because this could really really lead to some terrible things! These could be people accepting that animal suffering is okay, etc. * Please come up with a hook next time around - I really want to see a preview of your speech and what emotions you are able to bring to the equation. * I would like for you to up the performativeness of your speech - hit me with a sharper and more confident tone + more hand gestures! You need to be more assertive and take up space during your speech. * I think you need to make sure that you deal with the main logic of the speaker before you; which is that this is something that can cause people to wanna treat people better. How do you deal with that? * Maintain your composure! Don’t let the judge know that you aren’t feeling great. * For the argument about shops closing down, this is actually a really solid argument. I would appreciate it if you could make sure to actively explain how much money they would lose, how many would close, etc, to make the impact much more apparent!   Speaking time: 05:10.19, nicely done Candice! Hopefully you believe in yourself too now. | | | | | | |

| **Student Name:** Jua |
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| **Motion**: This house would require meat packaging to include graphic images of animal suffering |
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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:   * I’d really like for you to give me a strong hook next time around! Give me something that’s emotive and impactful. * I’d like you to increase the amount of hand gestures you’re doing - I want to see you be more assertive! Feel free to give me a more assertive and or aggressive tone. * Good call outs on the parallels between smoking and eating meat; I think you wanna focus on the main logic here. The main logic is that people are not gonna become used to these types of images - because it's just that gory! Give me 2-3 reasons here for why this is true. * When you suggest that people are going to treat animals better, this is a process. Your argument is that this is good to improve the treatment of animals, and your outcome is that people will treat the animals better. * You need to give me the inbetween analysis of how someone goes from eating meat to turning out the way you say they will be!   Speaking time: 03:10.42, nice! Try to hit 4 next time around. | | | | | | |

| **Student Name:** Louca |
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| **Motion**: This house would require meat packaging to include graphic images of animal suffering |
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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 |  | 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:   * Good hook! I think it could have been much more impactful if you had gone ahead and really explained just how difficult it is for people to really tap out of eating meat. * Make sure to do signposting! You gotta give me a preview of your speech before you dive into the main material. * Clash 1: Empathy vs Desensitisation   + For this part, you really want to get into the meat of the issue. Their argument really is contingent on people wanting to do better after seeing these images. If you can prove that people will accept this as a cost of eating meat - then their case falls!   + The rebuttal about how the slaughterhouse won’t let people in doesn’t work. The reason for this is because the proposition can assume that they will get the images. This is called fiat, which means they can assume this to happen because the debate falls apart without it.   + You could also just say that people will just accept this as a cost - and that makes things so much worse for animal advocates! * Child Trauma (Clash 2)   + I get this argument, but I think you need to make sure that you are explaining how likely this is. I get that people will feel uncomfortable and disturbed, but how sustainable is this harm? How will their life be ruined later on as you said?   + Good job reframing the smoking example!   + I think you could use a more assertive tone! You have solid content that would be propped up really well with a strong tone.   Speaking time: 05:15.66, nice! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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:   * Start with a hook please! * Nice hand gestures today! * I understand that people won’t like this policy; but how does that relate to the animal rights movement? How does it harm their incentives? Detail this out for me. * You gotta make sure that you are not just reading off the paper/book; make sure that you are slow enough and have good pacing for the judge to track you accurately. * Give me more eye contact! * Good call-out: re-human treatment being expensive. You want to make sure to impact this more, meaning that you tell me how they are worse on this on all fronts. * Good response to the POI!   Speaking time: 02:20.21, good work! I want you to aim for 3 minutes next week. | | | | | | |

| **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! | | | | | | |