| **Student Name:** Giselle |
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| **Motion**: THW ban the use of animals for sports and entertainment |
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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 notice that imagine tends to be your favourite type of hook - try to diversify! * Remember to give me consistent hand gestures without needing to be prompted! * Good signposting! * Setup:   + Banned from all game shows, sports, etc. Okay, this is fine. I think for a situation where there might be some grey areas, you can just tell the judge some general principles you are willing to stick to (E.g., in general, any type of activity that uses animals for entertainment and or it is sports based, we will ban it too.)   + I think you were very strategic with the set-up and you dealt with a lot of concerns (Re: We will keep the animals in a safe place, keep the animal in prison, etc.) Good!   + I feel that I appreciate how thorough your set-up was; but you wanna speed up a bit to be more efficient with your time. You started your argument around 3:15, that’s a bit late! * Argument: Animals are abused   + I understand what you mean by this argument, and I agree that there is abuse in general. However, this is a bit of a low hanging fruit. A low hanging fruit refers to an argument that is easily made because the circumstances around it are easy. The harder and more correct argument here, is why regardless of treatment, it is wrong to treat animals in this manner.   + You could give me more details here for what the animals do without these entertainment industries and or sports industries; the animals live in the wild! Also, there are some horrible practices like breeding mills, etc, that happen because we use the animals in shows and sports. These disappear if we ban this practice!   + Good impacts! I appreciate your vulnerability analysis.   Summary: Make sure to take on the hardest aspects of your case!  Speaking time: 06:48.00, nice! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: THW ban the use of animals for sports and entertainment |
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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** |
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| Teacher comments:   * Good hook! I like that you focused on the main issue and point of the proposition. * I understand what you mean when you say not all animals are abused; but you need to make sure that you are still dealing with situations where they are abused. What is your solution in that scenario? If your proposal is laws, etc, tell me why those laws are really effective! * Good hand gestures! I like the vibe you brought. * Pick your battles strategically; You were just proving that not all animals are abused, but then you proceed to prove that the abuse isn’t that bad - this is contradictory and not really very strategic to the debate anyway! * Please maintain composure! You gotta bring some formality to the speech and your demeanour. * Try to avoid having periods of your speech where you are just laughing and or standing silently - it's quite awkward. * The argument about they are not really abused but they are but it's okay was really convoluted - you need to make sure that you are focusing on arguments that are more strategic. * Don’t take more than two POI’s! Also, at the same point you really want to move on - the endangered animals angle was super important! * Endangered animals ;   + Good arguments! You may want to make sure that you are telling me how these animals won’t be taken care of well outside of the zoos, etc.   Summary: Please take this seriously!! That said, good improvement in speaking time. I am proud of the progress being made.   Speaking time: 05:49.62, nice! | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: THW ban the use of animals for sports and entertainment |
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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 |
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| Teacher comments:   * Good hook! I want you to make sure that you are matching the vibe of the hook with the way you are speaking though - I felt that you could have used much more energy and assertiveness! * Rebuttals   + I think rather than responding to the argument of performance enhancing drugs, focus on the main logic of the other side. They are mostly saying that abuse doesn’t happen and that if it does it isn’t that bad. Talk about this first!   + The second main argument that really needed a response is the argument about zoos and animal endangerment; you should really explain that they don’t prove why these places take care of their animals well! You could have gone further to explain that the profit incentive really causes this to happen.   + Don’t take a POI in the middle of your speech! Finish your rebuttals and then take one, you need to control the room. * Argument:   + Make sure that your claim is clear! I wasn’t very sure about what the claim of this argument was about.   + What do most people wanting to make money mostly do to the animals? Does it lower their standard of life, etc? You gotta give me these details!   + I understand that it might be hypocritical for us to say that animals are cool while treating them like slaves. But something being hypocritical does not necessarily mean that it is automatically a bad thing. Arguments like this are also subjected to the usual norms of debate - e.g., that they need to be proven, impactful, etc. Make sure to complete this argument next time around!   Speaking time: 06:06.69, good job! | | | | | | |

| **Student Name:** Giselle |
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| **Motion**: THW ban the use of animals for sports and entertainment |
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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 |
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| Teacher comments:   * Thanks for the hook! Try to avoid what if… hooks though, as you want to be answering the questions instead of posing them! * Make sure that you do the signposting before you get into your rebuttals! Signposting is basically the overview and structure of your speech; tell me about it so that a judge does not get lost in the speech. * Rebuttals   + Rather than showing that we would redirect money from these sports industries to the animal shelters, you may just want to actively show that these places have an active reason to not abuse animals. I get that the Burj Khalifa does the turtle rescue program, but that is one example only!   + You could say things to prove the above like how people won’t attend the events if the animals are very apparently abused and in bad conditions, etc. * Arguments   + I like the argument that this could cause people to care for animals more; you need to make sure that you are talking to me about how impactful this is. Why is there no other way for people to form these types of relations with an animal?   + I understand that animals on the streets might be having a bad tim; but why is the automatic comparison one that is the animals living in bad conditions? Remember to explain why this alternative (keeping animals in the industry) is better!   + Be careful to not confuse this topic with keeping pets; that’s quite different. This is about sports and entertainment (E.g., movies, etc.)   + You don’t need to take on more than two POIs! + Please make sure to retain some control over the debate; don’t immediately take a POI!   Speaking time: 05:35.28, good work! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THW ban the use of animals for sports and entertainment |
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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 |
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| Teacher comments:   * I think your hook could have been a lot more impactful; the vibe felt a bit low energy. Keep the energy high! * Don’t get caught up with the red-herrings; red-herrings are basically arguments laid out by your opponents that really aren’t important and they are meant to distract you from the main part of their case. The whole comparison to a coach wasn’t really applicable anyway - so move on to the most crucial part! (Which is that this helps people love animals and care for them.) * I think you want to be a bit quicker and more efficient in dismantling the opposition. If you are suggesting that consent is the main issue and comparison between the two teams, you gotta immediately tell me why consent (Or the lack of it.) really undermines the other side! Does it show that they don’t quite understand what’s at stake, etc. * Good tracking; re: help the animals out but funding welfare for animals units. You could go further in your rebuttal to suggest that companies use these animals for profits, which means subjecting them to really gruelling and harsh conditions. The help doesn’t excuse the terrible scenarios these animals are in. * I think ultimately, you want to make sure that you are dealing with the main issue of the debate; the main principle to prove is that it's wrong to do this to animals because there is no consent, etc. Regardless of how these animals are treated, even if they are being treated super well, it’s still wrong to keep the animals in these conditions. Get to proving this ASAP! * Good weighing for why your side is better! (Re: we have punishments and our regulations are stricter.) Make sure you are giving me the details here as to why these punishments and regulations are effective though!   Speaking time: 06:38.84, nice job! | | | | | | |

| **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 |
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| 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:** Nathan |
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| **Motion**: THW ban the use of animals for sports and entertainment |
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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 |
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| Teacher comments:   * You gotta have a hook Nathan! * Rebuttals   + For profit - I understand that there are regulations etc that prevent abuse; but please do prove to me that these regulations are solid and actually effective! It's not enough to just suggest that these could be effective.   + I understand that the horses probably have a good life post the career they have as a professional animal; but you gotta deal with the comparative which is that they could be living free and in the wild instead - why is that not preferable? * Clashes: Treatment of animals.   + Try not to introduce new policies and or mechanisms at third! Remember you can’t add new content to the debate.   + Why is the impact towards the animals small actually? You gotta explain how and why this is true. Even if the impact is small, you still need to explain why the needs of humans to be entertained is more important than the possible harms that occur to the animals in this situation.   + Good identification of the clash!     - Why does satisfying the people who are watching the shows mean that you win the clash and or debate? Remember that you gotta make sure to prove this!     - Why wouldn’t this have an impact on most animals? Remember that you need to respond to the reasons that have been given by the proposition - which is that we remove animals from really bad situations. What’s your comparative then?   Speaking time: 06:17.39, nice job! | | | | | | |

| **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** |
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| 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! | | | | | | |