| **Student Name:** Alvina |
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| **Motion**: THW ban violent video games. |
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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! I think you are the first person to actually draw the alternative for me. (Re: games on empathy, etc) * Good signposting! * For the set-up; Remember this deals with more than just definitions! * I think there was a lot of pre-emption and set-up in the beginning; but you wanna make sure that you get into your argumentation much quicker! Try to be done with set-up and etc, by around one minute thirty seconds. * Arguments   + I think the argument of people not being able to tell what is and isn’t real wasn’t too relevant since I feel the line is quite strong (Intuitively at least.) The argument about the skills though, like loading a gun, etc, is a very good illustration and I think you should have focused on it!   + I think learning about skills is very different from actually carrying them out in the context of harming people; you need to bridge this gap!   + Nice example; but try not to laugh at it! Tell me why this can be successful. * I think you can overall improve by increasing the tone and the type of rhetoric you employ! | | | | | | |

| **Student Name:** Louca |
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| **Motion**: THW ban violent video games. |
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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 think you really need to up the energy though; a more forceful tone would be really impactful here. * For the rebuttal about adults accessing the materials, make sure you also deal with the fringe cases of kids accessing super violent video games; in these cases, are the children really like to just become mass shooters? I don’t think there are games like this - and the only one that existed got banned really quickly. (Hatred, a literal mass shooting game.) * Move your hands and give me some hand gestures! * I think the argument about desensitisation might not be too strategic; the reason is because the other side could end up accusing you of ignoring violence in the world! I think a more strategic response would have been to say that these games possibly allow people to understand the violence happening in the world today. * For the TIFU and economic argument, I think you need to go further and explain that people can’t recover and or shift to non-violent game development; this makes the impact much more long term! (Basically that people who make violent video games can’t make other types of games, thus why they lose their jobs and the companies shut down.)   I think ultimately this speech felt more like a rebuttal speech compared to a defense of violent video games; make sure to not let your rebuttals outshadow your arguments!  Speaking time: 06:25.60, nice work! | | | | | | |

| **Student Name:** Giselle |
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| **Motion**:  THW ban violent video games. |
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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 like the tone and expressiveness you had with your hook! Good content too. Nice signposting!   Rebuttal   * Good rebuttal re: empathy for the victims of violence; go further! Tell me how this impacts situations. Does it make you less likely to care, less likely to spend money to fix things, less likely to donate, etc? Please also draw examples in the real world! Think of how people have just mostly accepted the death toll in places like Gaza, etc. * The video game industry is not just violent games - I think this is fair, but you also want to engage with the other side and acknowledge that there will be some loss. But, the people who lose their jobs can join other companies since the skills are applicable!   Argument:   * Good rebuttal re: violent video games and access! * I think the impact of nightmares was not that effective; because if someone is truly disturbed by this content, why would they play these games to begin with? * Good pre-emption are the ads! * I think you wanna really focus on why these games offer nothing; and only harm!   Speaking time: 05:28.13, good! | | | | | | |

| **Student Name:** Liam |
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| **Motion**: THW ban violent video games. |
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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! I think you really wanna make sure that you are matching the energy of the content; make sure your tone implies how ridiculous the other side is! * I understand the rhetorical device of saying that not all people are out there killing people after playing Call of Duty; but you really wanna make sure that you are dealing with even the minor situations! * I get that killing someone in real life isn’t the same as killing someone in game; but I think you wanna deal with the psychological effect of things. What does that do to people, etc? * Really good structure Liam! I appreciate the flow of your speech today. * I think you could go further to explain why playing these games are fine; its fine to have an interest in the macabre, etc.   Speaking time: 03:27.02, lets aim for 4 minutes next time! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: THW ban violent video games |
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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 think in general, you really gotta make sure that your energy is up there! As a third speaker, you gotta be the most ferocious speaker. * I think you wanna structure a third speaker speech this way;   + Rebut the speaker before you   + Clashes   + Weigh it out and explain why you win \*Today's lesson content. * There’s nothing to be scared of Candice! * Make sure that you are actively explaining why you are better!   Speaking time: 02:28.38, lets do better next week! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THW ban violent video games. |
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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! Remember it's not video games; just the violent ones. * I think the whole stress and etc angle isn’t as important as the angle you brought up in your hook regarding people having artistic needs and wanting those needs to be met! * Also, you wanna be careful about the artistic angle; because the two speakers before you didn’t mention this at all! * I think the Proposition has the fiat (meaning, ability to assume) that their policy will work and happen - you can contest that the policy won’t succeed in meeting its purpose, but you can’t say that it won’t happen!   Clash   * I think the focus on shooting people was a bit of a dead horse by the time you were speaking; I think you wanna perhaps explain what this does to their case; the fact that this is one of the only and main points and its dead by the time its your speech points to the fact that you could be winning. * You wanna go ahead and deal with the stuff that was super important and really impactful; the desensitisation angle was really very important since Giselle talked about it hurting very vulnerable people. You gotta weigh out against this one! * I want to see you try more weighing tactics in your next speech! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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 that was a solid observation in the hook; but I think you really need to sound a bit more assertive! Give me some intensity here. * Re: communities. I understand that conflict can happen - but I really need more details. You could talk about how stan culture really is quite devoid of logic and its mostly vibes. If there is a perceived slight against someone, then the fans go for the person who did something against the idol. TLDR; need more details to do. * Re: Marilyn Monroe - you could also mention that the decline in fame for an artist is also a really tough thing to face. Tell me the impacts of how we perceive Marilyn Monroe today! It has spillover effects for how society as whole treats women, etc. * Good argument that people may not really consent - you could also mention that fame itself is pretty lucrative. Even then, consent can be withdrawn - the difference is that in this case, celebrities can’t. * The tone at the end when you were talking about how all idols aren’t bad people is the tone I want you to take on for your speeches! It’s persuasive. * Time management is a problem!! Entered the clashes at 4:58. * Fandom hatred; how does this impact people and their interests?   Speaking time: 05:40.11, good work! | | | | | | |

| **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 |
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| 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:   * 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! | | | | | | |