| **Student Name:** Alison Li |
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| **Motion:** This house would 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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 5 minutes long!]  Excellent start distinguishing a need for a ban versus a need for a regulation!   * Good job of analysing that all forms of violent content hurt people, including adults; thus limiting the access to children is still allowing harm to permeate.   + But bear in mind that this is likely in response to your first speaker ONLY arguing the harms to children.     - We can also point out that their regulations will likely fail because children can easily bypass regulations online by downloading illegally.     - There’s also a contradiction in the Opp case that we can point out. Because if they feel that violent games are educational, then they should allow children to access it and learn from it.   Good premise on signalling that all forms of violence should be deemed immoral.   * Be mindful that our speech is slightly repetitive in content! * Can we explain why the games will have a larger influence on them in contrast to any other counter influence from schools, parents or laws?   + It isn’t clear that the influence is so large that it would override other laws and norms that already signal to society that violence is immoral.   What we lack is a rebuttal to the Opposition side on why video games can be educational!   * Question WHY video game developers would even have an incentive to incorporate violence only in an educational way. * Then point out that we can still teach people that violence is wrong WITHOUT the use of violent video games.   Good job offering POIs!  4.24 - We are under-timed today, please try to reach 5 minutes! | | | | | | |