| **Student Name:** Connor Chung |
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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!]  Good start that we can regulate the bad content, while allowing the good content to exist.   * However, can violent video games ever be considered good content? * Good signposting!   On the counter set-up:   * As the Opposition, you don’t need to give me a brand new definition, especially since you agree with Prop’s definition. * Well done on the model of regulations!   + Can we expand to explain how effective this can be to limit access? Why can’t minors just download these videos illegally online?   Very interesting spin that we can use violent content to explain what is acceptable or not.   * But how can we ensure that the video producers will utilise it in an educational way? What incentives would they have to do this? * What is the reasoning as to HOW one might learn right from wrong using the content of violence?   + For example, explain that we can use storylines in the video games where the bad people who use violence end up being prosecuted, and the good people win. This will drive home the message of not using violence.   Excellent check and balance in the form of parents monitoring children! However, this is a rebuttal, not an argument. It simply mitigates the impacts of Prop, it doesn’t add a reason as to why the games ought to be legalised.   * I appreciate the mechanism of parents introducing online filters or to actively restrict their child from playing it.   On a learning experience to respect others, can we explain why this must be done via the existence of violent games? Why can’t they learn this without violent content?   * A lot of analysis is simply restricted to treating others with respect, and it does not actually relate to the context of violent video games.   Please offer more POIs today!  4.12 - We are undertimed today, try to reach 5 minutes! | | | | | | |