| **Student Name:** Kaiden Lau |
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| **Motion:** As a parent, THW encourage their children to play sports for victory compared to enjoyment |
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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 between 2 to 4 minutes’ long!]   * Nice hook. * Rebuttals   + Good defence of Nathan. Remember to give me more details here though - how does enjoyment actually help people stay more engaged in the sport? Remember that Alison did say that winning makes people stay longer because it feels good to win.   + There has to be more details on what exactly enjoyment looks like - this would help me believe the argument more. * Argument   + Anxiety and stress: It’s always important to note that anxiety and stress itself isn’t really a bad thing. These are normal emotions that most humans have to experience for protection and to get things done. You need to explain why the stress is unique and not good for a child. Is it because the parent provides too much pressure?   + Try to not let POI’s throw you off from your argumentation! Stick to the structure.   + Why is exploring the environment a good thing? Will this allow for children to explore more things in general? How does this impact the child?   + Try to also explain how this may lead to toxic competitiveness - e.g., that the child focuses on winning at all costs. You can also explain to me how this encourages negative behaviour like sabotage, meanness, etc. | | | | | | |