| **Student Name:** Nathan Sun |
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| **Motion:** THW ban violent sports |
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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!]   * Try not to start off your hook with a question - remember that you’re here to answer the questions! That said, I appreciate the sentiment of your opening line. * Remember to do signposting before you move into your model! (E.g., First i’m going to do my set-up, etc.) * For the policy;   + Good steps taken to draw the boundaries of what is and is not involved in the debate.   + For the Hockey example, you could also just say that look, the violence of the sport isn’t really the point.   + You could also say that it's fine for the public to be frustrated, because sometimes this is something that we as the state have to take on to be a good state.   Argument 1: Health   * Good control of the speech! I like that you rejected the POI and maintained your argument first. * TLDR; you can get injured   + You want to tell me why a lot of these injuries are not something we can recover from easily? Because injuries happen all the time, the difference is that these are ones that are like, life altering injuries (E.g., Brain injuries, etc.)   + Remember that you want to explain why you don’t think people can agree or consent to these injuries!   + What about the safety features of these sports? Why do you think those are not enough?   Argument 2: Violence Spread   * Remember to set up some context here; why is it the case that people cannot really tell the difference between reality and sport? Why will they replicate it? * Good angle on profit; you can give me some more details. For example, they set up drama, they make it more violent because that actually attracts more audience, etc. A good example is Dana White and the UFC!   **Speaking time: 6:06.08 - Well done! I’m happy with your progress after 2 units.** | | | | | | |