| **Student Name:** Chester Tam |
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| **Motion:** This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches |
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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 |
| Competition Score: | 69 | | | | | |
| 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:**  [NOTE: Today’s speeches are 5 minutes’ long.]  Come up with a hook, instead of reading the motion for the debate. You could jump straight into your second sentence about the hostile environment of sports.   * I like the focal point about it being counterproductive to the purpose of international sports, but we’re going too much into the argument here. * We need signposting right after the hook!   As the first speaker, we need a set-up and labelling of the arguments.   * Define the kinds of actions that will warrant an ejection of the national sports teams.   + Would there be warnings?   Good use of Irving being offensive, however, the example is showing that only the person responsible for the act ought to be punished.  On this being an effective incentive, go into the psyche of the fans as the actor and explain what matters the most to them.  On sports having to be an inclusive environment, we have to first prove if this statement was true to begin with. Why is it important for sports to be inclusive?   * We need characterisation on the degree of the offences here.   + For example, fans giving racist slurs to even star athletes like Naomi Osaka, to the point of making sports a traumatic experience for her and making her consider an early retirement.   What is the impact of making sports an elitist and exclusive playground?  In the middle of your speech, don’t say things like “damn you outsmarted me,” or ask the judge for feedback.  Please offer more POIs!  Come up with a speech conclusion so that you could hit 5 minutes.  4.42 | | | | | | |