| **Student Name:** Dana Chung |
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| **Motion:** THS the use of fear to instill values in children |
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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: | 77 (BP scoring) | | | | | |
| 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.]  To drive the point home in the hook, describe how the use of fear is often quite visceral and extreme.   * Signpost the rest of the speech, and have the counter set-up BEFORE the rebuttals.   Well done explaining that fear is transient, and the child will not behave when the source of fear leaves.   * However, things like fear of state and religion may be permanent, unless you tell me how those forms of fear can be displaced.   Good clarification that we can still teach consequences without utilising fear.   * Tell me HOW you’d do this. How will it be effective? * When we argue that they can be educated, we’re not actually analysing how this will be effective.   + Engage with prop stating that children are immature, and they’re incapable of comprehending this.   On the counter set-up:   * Good job explaining the counterfactual of education and positive reinforcement. * The gap here is what will you do when it comes to repeat offenders?   + What will you do as a last resort when your measure fails?   On the first argument:   * Good job explaining the harms of fears to a child’s psyche! * We’re going straight into all of the impacts without explaining why a child’s mentality is unique, and what role does fear play to shape these dysfunctional behaviours.   + When we’re explaining the constant state of fear and anxiety, that’s exactly what I’m looking for, well done! * We need to expand how these harms are long-lasting into adulthood, and deprive them of other opportunities.   + E.g. Low self-esteem prevents them from taking opportunities.   There’s broad rhetoric about preserving their childhood, but the principle was under-analysed. Explain why we owe children an obligation to protect them as the most vulnerable actor in society.  Please offer more POIs!   * Excellent POI to DPM.   5.32 - Watch for time! | | | | | | |