| **Student Name:** Isabella Chau |
| --- |

| **Motion:** This house would suspend labour unions in times of economic crisis |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 70.5 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Interesting point on the resentment harboured by these workers, but it isn’t immediately clear why we ought to care about the happiness of workers in this debate, rather than what Prop’s says (i.e. safeguarding jobs for economic recovery).  We need to signpost our speech clearly after the hook, Bella!  I appreciate the reframing that workers resort to a strike only when their rights are violated.   * But this isn’t always true, they also do it to demand better privileges and work conditions;   + We need to contextualise the financial crisis, and why workers would not risk lower wages unless the circumstances are truly dire.   + Spend time characterising the unfavourable conditions that accompany a strike, such as the risk of being fired and denied wages for a very long time during a crisis.   Good characterisation on the power companies holds, we need to spend an equal amount of time explaining why uniquely only unions are the corrective mechanism for this.   * Explain why collective bargaining and striking is the ONLY way for labour rights to be protected.   + We have to engage with Prop’s set-up on clear labour rights being encapsulated. Why wouldn’t this be enough?     - Point out that their regulations cost money for these companies, which also hurts their end objective of making it cheaper for companies to safeguard the volume of jobs. So they’re being too strategic to the point where it contradicts their own arguments.   On impacting the above harm, corporate exploitation shouldn’t just exist in theory, explain precisely the kind of corporate policies that will be enacted as soon as the state suspends unions.   * We could then intensify the impact analysis of each one using the context of a financial crisis.   + E.g. Suspending minimum wage for factory workers which make it impossible to afford basic commodities. This leads to less consumer demand, which also worsens the economic crisis.   We need to rebut Prop’s point on ensuring job creation in order to recover from an economic crisis.   * Explain that even the wealthy corporations will avail of this benefit, those entities won’t use it to keep their doors open, they will use it to consolidate their wealth. * Argue that stimulus programs by the state would do a better job of safeguarding jobs and engineering growth without taking away labour rights.   We’re entering into a new argument with only 30 seconds left!   * This is what we were looking for above! Yet we didn’t establish the mechanisms for HOW they do this.   Please offer more POIs today!   * But good job asking for a POI when the time was right.   6.51 - Please watch for time! | | | | | | |