| **Student Name:** Emilia Lau |
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| **Motion:** This house believes that parents should raise their children to prefer to be single |
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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: | 76 (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 6 minutes’ long.]  Try to push through your mistake, rather than asking for a restart, since this would not be allowed in competitions.  Good pushback on explaining that children are not embracing independence, but would find themselves rather lonely instead.   * Good signposting of arguments.   On the counter set-up:   * Good, clean counterfactual. After stating that parents won’t interfere at all, explain how they still help to encourage healthy relationship norms. * While it’s good to say you respect the independence of the child, parents can also play a role here to help children escape from really bad relationships. * What is your winning pathway? Is this an actor debate?   Excellent rebuttal that there’s no relation between the motion and encouraging open communication, conclude here that you can easily co-opt this benefit on Opp.  After clarifying that being single and being independent are not the same thing, point out that when OG conflated the two, they cannot claim the benefits of being independent just because they advocate for singlehood.  When we keep claiming that single people are lonely, be careful that you’re not stepping into a homogenisation of single people that feeds into OG’s problem statement that society coerces people into relationships.  On your first argument:   * Interesting claim that being single erodes mental health, but we are largely asserting this based on generic notions of biological instincts.   + Many single people are surviving just fine, in fact, science shows that single women are much happier and live longer than married women.   I like the pushback on hurting the ability of children being able to fulfill themselves.   * Point out that the desire to be in a relationship is completely individualistic, and why the parental imposition will likely make them deeply unhappy.   + We can argue the impact that they are unlikely to seek their parents for help now when their romantic relationship sours because they are now in active opposition to their parents’ preference.   It isn’t clear why only romantic partners can provide care for individuals in their time of need, and you’ve openly acknowledged that family members can also play this role.  Please offer more POIs!  6.30 - Watch for time!! | | | | | | |