| **Student Name:** Tiffany Chan |
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| **Motion:** This house would suspend labour unions in times of economic crisis |
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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: | 70 | | | | | |
| 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.]  I like the summation of the direction in the hook, we can spend even more time explaining why this is in fact the lifeline.   * Good job signposting.   On the set-up:   * Well done on proposing clear safeguards to protect the rights of workers. * But we should make it very clear that after suspending the unions, what are the kind of economic policies that are likely to be proposed in order to survive the economic crisis?   + E.g. Allow companies to change full-time workers to part-time workers, or suspend workplace benefits, in order to keep the number of jobs. * What is the burden/winning pathway?   + Point out that economic recovery must be the priority as this is what ends the crisis.   After explaining that unions often make it hard for these companies to make certain decisions, this premise’s harm could easily be Opp’s benefit (i.e. the unions are safeguarding important rights).   * So we need to spend time analysing the incentives of companies and why we can trust them to not exploit the workers in a time of crisis.   + Explain how badly these companies are affected and why all of their decisions will be oriented towards keeping their doors open.   On safeguarding the jobs of workers, we need to explain why this is the key benefit to recover from the economic crisis.   * Explain that the economy needs more growth to recover, and what role do jobs play in generating disposable income, fueling consumer demand, and therefore creating more growth.   On strikes disrupting supply chains, again the harm of interfering with supply could be precisely the benefit Opp wants in order to pressure the companies to change.   * So the better angle of harm analysis is hurting the consumers’ access to important goods!   + The low supply will inflate the prices of goods, and the difference in price would transfer to the consumers who are already hurt by the economic crisis.   We can try delivering the speech with even more emotion to increase the persuasiveness of your content.  Please offer more POIs today!  4.47 - Try to reach at least 5 minutes. | | | | | | |