| **Student Name:** Lydia |
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| **Motion:** TH, as the Environmental Movement, should focus on content that inspires hope rather than fear in its campaigns against climate change. |
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| 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 |
| 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: Speeches are meant to be four minutes in length for today’s class.   * Nice work on explaining that people don’t care enough about climate change. Explain why this has happened because we are using the strategy of fear. * Nice work on explaining how fear will increase climate anxiety. Explain how paralyzing this condition will be and how this will get worse over time. * We need more explanation to support why you will offer actual chances for people to succeed. Explain what campaigning for hope means. What kind of campaigns we focus on and how that changes things for us. * Try to identify clashes in your speech. * Try to explain what focusing on hope means. Why are hope-based campaigns realistic? * 4:00 | | | | | | |

| **Student Name:** Henry |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Fear and hope both are intangible. * Nice work on explaining how fear has a paralyzing effect. Try to explain why most people will feel this paralysis. * The issue with your comparison is - hope also focuses on the future. But you are right to assume we are more likely to focus on actions. * You haven’t explained the priorities of an environmental movement. Try to look at their power and interests. For example talk about how much control they have over people’s behavior, what are the channels they have influence in. * We need a little bit more detail with our ideas. We need more than one argument. * A couple of things you can focus on - why focusing on hope makes collaboration between companies and people possible. Because instead of targeting them and getting angry at them - you are more likely to build a world together with them. * Minimize the repetitions in your speech. 4:49 | | | | | | |

| **Student Name:** Ashley |
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| 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 |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Good work on explaining how fear plugs the gap that people have when they are unaware. * Nice work on explaining that people rely on others to take action. How does your narrative change that though? * Explain exactly what you will do in your campaigns that helps you utilize fear as a tactic. Explain what kind of engagement you will receive from people and how that translates to actual change. * Good work on explaining that people will get brainwashed to think that the problem is getting better. * Nice work on identifying ideas from the other side - but we need more than one reason to disprove their claim. For example, response to climate anxiety can’t only be that they will act against it. * Nice work on explaining that the potential consequences from the future is enough to neutralize the effect of this. * Good work on actual strategies we can implement to solve this. Much better speech than the last time.   5:15 | | | | | | |

| **Student Name:** Marcus |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on explaining that people will be scared and less aligned to do this. Here you want to explain that fear divides people instead of uniting them. * When you say that people give up when the problem is too big - explain how easy it is to be overwhelmed with the problems created with climate change. * Good work on explaining how people feel internally in relation to fear. * You also want to focus on exactly what kind of policies you will focus on. What are the actions you will take on your side? * We need a better framing for how hope leads to discussion about solutions. For example, explain how people will challenge why you should be hopeful and you are confronted to bring solutions for it.   3:50 | | | | | | |

| **Student Name:** Marcel |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on explaining that fear is a bigger motivator for people. * When you explain hope for a better future in climate change is a false hope, you want to show how. Talk about how the impacts are irreversible. For example deserts will not turn back into gardens. * Good work on explaining the fear will alleviate the horrors of climate change if it manages to better. * Try to minimize asking a lot of questions. * Let’s try to be a little bit less conversational. * When you explain, we should inflict fear into the population, this sounds a bit worse. Try to explain this as if you have to do it and this is the only way to save the planet. * We need direct responses in a POI.   3:47 | | | | | | |

| **Student Name:** Kris |
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| **Motion:** This house, as the animal rights movement, would aggressively shame non-vegetarians |
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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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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * When you explain that people will respond positively in response to fear - explain that the fear doesn't have present consequences and it still will be seen as a preventable issue. * Minimize the pauses between your sentences. * Good work on explaining the impacts of climate change and how it requires a response in the form of fear. * Good work on saying that the problems in the future are brought to the present through fear. Try to explain how we will do this. * You need to explain your ideas before you move to the next idea. When you say people will target companies and countries to make sure they care about the climate - explain why this will happen and also why this is good. * Good work on the ideas but we need a better structure and spend more time with each idea.   3:45 | | | | | | |