| **Student Name:** Aliana Kwong |
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| **Motion**: This house would ban zoos |
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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 |
| 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:  The speech length for today’s class is four minutes to five minutes.  Rather than beginning with right now, try to characterise from the get go how horrific zoos are, and that these horrors are beyond regulation and any law. The only option we have is to ban them.  Clear signposting.  Set-up   * We need to establish what it means to ban zoos; where the animals currently present in these zoos will go. * Clear stance, good comment on human enjoyment.   Argument 1   * Thesis? You need to tell me what you will prove at the top of this argument. * We need to explain in greater detail how or why zoos treat them in these ways. We’re just asserting that this **can** happen, not that this **does** or **will** happen. * For instance, we need to explain that even the most spacious zoos confine animals to enclosures that are significantly smaller than their natural habitats. Explain how it is this restriction of movement and natural behaviours that leads to stress, boredom, and the development of abnormal behaviours like pacing, rocking, and self-harm.   Argument 2   * Don’t ask questions to illustrate how or why this matters - ‘the how do you feel’; explain to me how I should feel. We do a good job of characterising how the animal would feel. * Don’t bring up the possibility of good behaviour at the last minute - we need to consider this and build our case against this from the get-go.   Don’t say the above reasons - we’re giving a speech not concluding an essay!  Good work asking POIs! Make sure you space them out though!  04:08 | | | | | | |

| **Student Name:** Moses Cheuk |
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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 |
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| 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:  The speech length for today’s class is four minutes to five minutes.  Our opening should have a higher impact than repeating the motion and our stance. We should spell out from the get go the biggest gap in their speech, which is that your side can easily regulate against the worst harms of zoos; that zoos have incentives to treat animals well. This means their harms don’t apply.  After our opening, we need to present a counter-set-up. What does our side support and want to achieve? Are we just leaving zoos as is? Or are we introducing safeguards and checks?  Rebuttal   * We shouldn’t just say we disagree with the argument, we need to explain why what they say is untrue, unimportant, and why our side is better.   Argument 1   * Why does this entertainment matter? Why should we value it above the lives of the animals? See the POI Aliana asks you. Explain **why they can have their own freedom and rights.** * The upshot of this argument should be how zoos protect animals, rather than valuing the entertainment of humans.   Argument 2   * Is this a new and distinct argument, compared to our first argument. * We can talk about empathy, and the unique connection with animals. We should argue that it is only the direct observation of animals that can create emotional connections and increase understanding of their needs. Educational programs and exhibits can raise awareness about conservation issues and promote pro-environmental behaviours.   We read out most of our speech! We have to make more eye contact when we speak. Try to write bigger so that you have less trouble reading out what you have.  We could also argue that zoos participate in captive breeding programs for endangered species, maintaining genetic diversity and providing a safety net against extinction in the wild. They also support in-situ conservation projects and contribute to research on wildlife health and management. Captive breeding programs can increase population sizes of endangered species and provide a source of individuals for reintroduction efforts. Zoos also contribute funding and expertise to conservation projects in the wild.  04:00 - well done! We need to ask POIs! | | | | | | |

| **Student Name:** Jua Rachel Kim |
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| **Motion**: This house would ban zoos |
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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:  The speech length for today’s class is four minutes to five minutes.  Don’t introduce your hook, start with it! We also need to stay away from rhetorical questions. As second, our hook should target the biggest gap in the speech before us, which is whether we should weigh human entertainment against the treatment of animals - reinforce how bad this treatment is.  Rebuttal   * Don’t ask questions, explain why they’re wrong. Unpack why awareness and knowledge from the internet is sufficient, and then explain what this awareness comes at the cost of. * Don’t just say ‘I disagree’ - we’re aware you do. Instead, explain why what they say is untrue, unimportant, and why our side is better.   Argument 1   * Thesis? You need to tell me what you will prove at the top of this argument. * We need to explain in greater detail how or why zoos treat them in these ways. We’re just asserting that this **can** happen, not that this **does** or **will** happen. * No personal examples - ‘I saw them..’ etc. * For instance, we need to explain that even the most spacious zoos confine animals to enclosures that are significantly smaller than their natural habitats. Explain how it is this restriction of movement and natural behaviours that leads to stress, boredom, and the development of abnormal behaviours like pacing, rocking, and self-harm. * Don’t just say ‘isn’t this cruel’ - explain why and how it is cruel.   Take your hands out of your pockets when you speak, try to make eye contact more regularly. We need to speak as confidently as possible!  Rather than wrapping up the moment we run out of content, we need to make stuff up and keep going!  03:55  We need to ask POIs! | | | | | | |

| **Student Name:** Selina Ke |
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| **Motion**: This house would ban zoos |
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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 |
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| 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:  The speech length for today’s class is four minutes to five minutes.  Give me a high impact hook, rather than just starting with your signposting! We also need to make eye contact when we speak. You have to look at the audience/judge when you speak.  Our opening should spell out from the get go the biggest gap in their speech, which is that your side can easily regulate against the worst harms of zoos; that zoos have incentives to treat animals well. This means their harms don’t apply.  We need to have transition marking. After our signposting, what are we going into? Our rebuttal, our argument, what?  On money; explain why these zoos have a profit incentive, and how they are checked by consumers to make good decisions. Good observation. Explain to me what the implication of this argument is; that this means that the grounds on which Prop argues a ban is necessary no longer stand. If this is a rebuttal, you need to first identify what they said, and then explain what they say is untrue, unimportant, and why our side is better. Providing counter analysis is not rebuttal.  Argument 1   * What is the thesis of this argument? What will you prove? * Why do consumers behave in the way you claim; does everyone care about animal welfare? Will they be so active? * Explain how there is no incentive to abuse, even where capacity may exist.   Argument 2 - as second, we should only ever run one argument. Spend your time on rebuttal instead.   * What is the thesis of this argument? What will you prove? * Good work developing the climate change argument we talked about. Explain this means that rather than banning zoos, or zoos being neutral, they are actively positive. * The alternative should not come out at 4:25, it should come out in set-up in the first speaker! We need to be more aware of our individual speaker responsibilities.   We read out most of our speech! We have to make more eye contact when we speak.  05:15 - well done!  We need to ask POIs! | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion**: This house would ban zoos |
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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:  The speech length for today’s class is four minutes to five minutes.  Clear opening. I do think we need to challenge from the get go the claims from Opp on zoos being positive; or that it is possible to regulate against the worse harms of zoos. Deal with the profit incentive Selina talks about in her speech! This is really important.  What are the names of these clashes? Be direct - two clashes in this speech, firstly - is it possible to regulate zoos, secondly - where are animals better off.  Clash 1 - name? Is there only one clash?   * We need to explain in greater detail how or why zoos treat them in these ways. We’re just asserting that this **can** happen, not that this **does** or **will** happen. * For instance, we need to explain that even the most spacious zoos confine animals to enclosures that are significantly smaller than their natural habitats. Explain how it is this restriction of movement and natural behaviours that leads to stress, boredom, and the development of abnormal behaviours like pacing, rocking, and self-harm. * Why are these natural habitats still safe and available? Deal with the climate change framing coming from Selina’s speech! * We cannot rebut logic with a rhetorical question! We need to explain why profit incentive isn’t sufficient or isn’t enough to meet the burden of moral or humane treatment; that it doesn’t matter how big the cage is - a cage is still a cage. * Clear on entertainment, and what should be more important in this round.   We need to clean up the structure of this speech more!  05:02  We need to ask POIs! | | | | | | |