| **Student Name:** Ishan Harishankar |
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| **Motion**: This House supports the use of fear to instill values in children |
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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: | 73 (BP) | | | | | |
| 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:  We don’t know what Opp bench will say! When we start by making our opening about them, we are losing out on our capacity to positively shape the debate; it’s almost like we’re really scared of them. Don’t say you’re the best team - no one else has spoken yet!  Our opening should allow us to frame what our entry into this debate is going to be - we want to be very clear with what our problem is - is it about the ranges of behaviour, or about survival skills + morality?  Set-up   * Rather than characterising what children are, establish how this is a debate about early childhood education - for instance, that this is about teaching them that lying is bad, or not to put mud in their mouth. Make it about a specific situation or circumstance; for instance, that this is about moral values, or certain critical beliefs in the very early years of childhood learning. * On consequences, give examples! Is it threats of punishment like time-outs or grounding, is it verbal warnings, is it scary stories and characters?   Argument 1   * We need to first characterise what children are like!   + Before children develop sophisticated language skills, complex explanations about toxicity or danger are often ineffective. Fear, being a primal emotion, transcends language.   + For instance, young children, especially toddlers and preschoolers, are inherently curious and explore the world through their senses, including taste. This makes them particularly vulnerable to ingesting harmful substances. They might not register reasoning and explanation. * Why can the counterfactual not achieve this? Why can’t parents reason with their kids? Why can’t they explain that lying is bad, or that stealing is bad? * What is the impact of this? What kinds of actions/behaviour does your side avoid that they get? Give examples!   Argument 2   * Doesn’t this happen in our world still? We’re basically telling kids that if they don’t tell the truth, the boogeyman might come steal them away? I don’t understand how this changes with the use of fear?   Did we consider what closing could run when choosing this case strategy + line? They could make it about the inability of young children to understand language based reasoning!  We need to be specific + unpack in detail what we’re saying; we are following up our generalised claims with vague explanations!  07:22 | | | | | | |

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