| **Student Name:** Boris Cheung |
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| **Motion**: This house would abolish all prisons |
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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: | 69 | | | | | |
| 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:  Our opening needs to be better curated and phrased; we start with it being morally incorrect, and then say also it doesn’t work; pick one and illustrate this; for instance, tell me how high the rate of recidivism in the US are, which showcases that prisons are unable to rehabilitate or reintegrate.  Our push should be centered on curating a problem that only abolition can solve - this can also be the moral imperative; that prison is fundamentally inhumane, regardless of how nice the prison is.  Set-up   * Do we need to make the moral argument in set-up? * It isn’t your stance, it’s your model! * On the model itself, good work focusing on rehabilitation - we can add in details here on the open prison concept from Finland we talked about; we can also explain how we would institutionalise the most extreme, violent offenders. Explain how the vast majority of crimes are not violent. * We need to add more into the model - if we want to take a preventive approach, we need to target the root causes of crime - we think about this when we say financial incentives, but the approach must be more expansive: investing in social programs and community resources etc.   Argument 1   * We need to start by unpacking what freedom is, and what the value of it is - then go on to explain why they commit crime; is it a choice, or is it imposed upon them? * Then explain what a prison is actually like - we need to unpack how exactly prisons are inhumane, which rights they take away, and the kind of trauma they subject people to. * We need to consider why their rights are preserved even though they inflicted harm onto other people. This is key - we are arguing that they have rights in a vacuum at present. Be comparative! * Did we prove moral harm by the end of this?   Argument 2   * We need to unpack why rehab works? Explain how exactly your model works, and then walk me through how someone’s mindset and behaviour changes. * We need to explain why reform is insufficient to solve this problem!   + We can add analysis as to how this works. For instance, limited social interaction and the constant threat of violence within prison hinders the development of healthy social skills and conflict resolution strategies, making it more difficult for former inmates to navigate social situations peacefully.   05:22 | | | | | | |

| **Student Name:** Jennie Jung |
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| **Motion**: This house would abolish all prisons |
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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: | 69.5 | | | | | |
| 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:  Good work establishing up top that public safety is at risk here. We could have had an even higher impact by focusing on victims, and/or their families - to describe what the suffering they have inflicted on their victims looks like! Walk me through what a family feels like when they lose a parent to gang violence, or drug crimes.  Where is our signposting? What is the structure of this speech?  Rebuttal   * On the inhumane call out; explain why their side is worse! * Set-up has to come first. We need to know what kind of system you support instead; will you lock up non-violent offenders, will you only pursue violent prisoners, what kinds of reforms do you support? If your first rebuttal is we have a model, and then your follow-up is it will come later - is that particularly effective? We end up merging it with our rebuttals, but it should be done separately, with set-up going first. * We should call them out - why is it the case that reform doesn’t solve all the problems they call out? They never explain why the rights of these prisoners matter more than that of the public; weigh this explicitly! * Explain how hard it is to measure rehabilitation; your side tries to achieve this too, but in the immediate aftermath, prioritise victims instead. * I’m still unsure as to what prisons look like on your side of the house. Use the examples we talked about in class to illustrate.   + For instance, Norwegian prisons, such as Halden Prison, which offer comfortable accommodations, extensive vocational and educational programs, and a high staff-to-inmate ratio to foster positive relationships between inmates and guards. * Don’t take more than two POIs! In a five minute speech, you shouldn’t take more than one POI!   When did we transition into our argument?   * We need to explain why their system doesn’t work for the people who need the prison the most. What I understand your argument to be is largely symmetric to the rebuttals you have. * We need to explain how structural causes for crime persist, and then cover poverty, racial conflict and divides and so forth; to highlight that if we don’t solve this, we can’t just get rid of prisons! * We want to pinpoint who gets sidelined on Proposition - abolition will not address the needs of victims who seek justice and a sense of closure through the incarceration of perpetrators.   05:17 | | | | | | |

| **Student Name:** Shawn Nip |
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| **Motion**: This house would abolish all prisons |
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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:  After this observation, explain how your side deals with the most extreme versions, and how their side isolates and demonises the non-violent, less severe offenders.  Rebuttal   * Good call out on lack of mechanisation, but we need to then engage with it. Explain why reform still doesn’t solve the problem, even if we do engage with it. It could be the best implementation in the world - you still oppose it. You are making a habit, over the past few debates, of just calling them out, but then not disproving/engaging assuming their world works. * POI: I don’t understand this answer. * On rehabilitation - explain why rehabilitation in the context of isolation doesn’t work. If you are removed from society, how do you reintegrate into it? How do you rehabilitate?   + Prison isolates individuals from their families, communities, and support networks.   + The isolated environment of prison disrupts the routines and rhythms of normal life, making it difficult to adjust to the demands of work, family, and community responsibilities upon release.   + Isolation can exacerbate existing mental health issues and even create new ones. The experience of isolation itself can be traumatic, compounding any pre-existing trauma that may have contributed to criminal behavior in the first place.   + The stigma of incarceration can make it difficult for individuals to secure employment even after completing these programs. * We’re still engaging exclusively with the worst types of prisons. They’ve explained how they don’t support this. You need to engage with it! * Don’t call them prisoners, call them offenders! You aren’t supporting prisons, you’re supporting rehabilitative facilities. Draw a parallel to institutionalisation.   Our push should be centered on a problem that only abolition can solve - this can also be the moral imperative; that prison is fundamentally inhumane, regardless of how nice the prison is.  We needed to add more into the model - if we want to take a preventive approach, we need to target the root causes of crime - we think about this when we say financial incentives, but the approach must be more expansive: investing in social programs and community resources etc.  Where is your argument? You didn’t flag when this started, or made a distinction from your responses!  05:00 | | | | | | |

| **Student Name:** Ishan Harishankar |
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| **Motion**: This house would abolish all prisons |
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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 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:  Detrimental? You can use a higher impact word than this! Good reference to victims - don’t add in average citizens. Our opening should be concentrated and focused on the most vulnerable, and how the other side fails them entirely.  Rebuttal   * We should first call them out on why reform can’t achieve all the things they want! Point out how your model can accommodate non-violent criminals and let them off free, but for the more severe crimes and criminals - you have a solution, they don’t. They never engaged with your model at all, exclusively comparing their case to the worst prisons in status quo. Shawn’s POI presumes this too! Call them out!   Argument 1   * Clear thesis; but the point here should focus less on prisoners deserve this, and deserve to suffer - but rather, establish first which kind of prisoners you’re talking about; maybe this is murderers that show no regret, people involved in high levels in gangs or mafias, serial killers, rapists etc. Explain how for these offenders, our priority isn’t to ensure they rehabilitate, but first to incapacitate.   + The deeply ingrained patterns of behavior and lack of remorse exhibited by these offenders often just indicates that rehabilitation will be challenging and an unsuccessful endeavor. * We need to explain why this is the trade off the state must make - whose rights must they prioritise? Link to the harm principle! We need to explain WHY the victim matters more! * Explain how hard it is to measure rehabilitation; your side tries to achieve this too, but in the immediate aftermath, prioritise victims instead. * We need to explain how structural causes for crime persist, and then cover poverty, racial conflict and divides and so forth; to highlight that if we don’t solve this, we can’t just get rid of prisons!   The issue is that we then immediately end this argument by saying on our side we get rehabilitative prisons? Is this linked to the argument/is the argument linked to the model? This is still mostly rebuttal to the other side, rather than a new constructive argument. Consider that there is a difference between explaining why their side doesn’t work out, and why our side does.  05:18 | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: This house would abolish all prisons |
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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 |
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| 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:  Our opening needs to be more high impact  Call-outs   * What is the implication of this being ignored? Why is it a debate-losing issue? * On danger - they say some prisoners just won’t change and hence we need to lock them up and keep them away; we don’t really engage with this at all!   Clash 1: clear title!   * On the harm principle - good reference; explain why it doesn’t apply in this instance, or why the best way to ensure that future harm doesn’t accrue is through focusing on a system that works - such as rehab. Don’t assume that rehab just works. You have to explain why and how it does! The explanation must also take into account why it can only be done outside a prison, rather than within. The mechanism to focus on is isolation: * Prison isolates individuals from their families, communities, and support networks.   + The isolated environment of prison disrupts the routines and rhythms of normal life, making it difficult to adjust to the demands of work, family, and community responsibilities upon release.   + Isolation can exacerbate existing mental health issues and even create new ones. The experience of isolation itself can be traumatic, compounding any pre-existing trauma that may have contributed to criminal behavior in the first place.   + The stigma of incarceration can make it difficult for individuals to secure employment even after completing these programs. * We’re still engaging exclusively with the worst types of prisons!   Clash 2: clear title!   * On confinement, we’re still assuming violent/non-violent mixing is happening.   Clash 3 - this came at 5:02! Too late.  Argument 1   * We need to focus on why people commit crime! Consider the lack of welfare leading to crime in the first place. We want to frame the criminal as the victim here, of a lack of life chances and opportunities. We want to explain how the only choice that existed for them was to commit crime. Following, explain how they then go to prison and become firmly rooted as criminals.   + What tools do they need to become productive members, how does rehab give them this?   + We should talk about community based support - giving them people and social lives outside of other criminals?   05:45 - you are 30 seconds over time! Speak faster, louder and clearer. | | | | | | |