| **Student Name:** Athan Tsun Hin Ng |
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| **Motion**: This house believes that parents at all times should not lie to their 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 |
| 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: Speech length for today’s class is three minutes.  Our hook needs to be delivered with control and confidence. Try to channel your most confident and dominant self! This should be louder, better enunciated.  Rather than pulling the however, in the hook - try to give the biggest reason as to why it is true.  We need to generally speak louder, and enunciate with more purpose. At times, we speak in a very muffled tone and it is hard to understand what you are saying.  Let’s try to identify the situation or condition in which this might happen! For instance, highlighting that a blanket ban on lying ignores the nuances of real-life situations and the potential benefits of well-intentioned deception in limited circumstances. Provide this generalisation, and then dive into the example of adoption.  Let’s also analyse why children aren’t able to handle such information. For instance, their age, developmental stage and so forth! Are kids emotionally mature? Can they deal with the consequences?  Our posture is still very guarded. We hold up our paper and use both of our arms almost to hide ourselves from judgement. We need to stand with more confidence. Don’t look outside, or randomly at the wall! We need to look at the audience.  02:43 - good work! Let’s hit 3 please! | | | | | | |

| **Student Name:** Oliver Chun Kiu Tse |
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| **Motion**: This house believes that parents at all times should not lie to their children |
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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: Speech length for today’s class is three minutes  Our hook needs to be delivered with control and confidence. Try to channel your most confident and dominant self! This should be louder, better enunciated.  Good work identifying what parents' incentives are. Can we explain why this is true? We can unpack the nature and responsibility parents have, and why they chose to become parents.  Let’s also analyse why children aren’t able to handle such information. For instance, their age, developmental stage and so forth! Are kids emotionally mature? Can they deal with the consequences? We mention this up top, but need to break this down in greater detail! Explain how the point of this debate is to do what is best for children.  Let’s try to identify the situation or condition in which this might happen! For instance, highlighting that a blanket ban on lying ignores the nuances of real-life situations and the potential benefits of well-intentioned deception in limited circumstances. Provide this generalisation, and then dive into the example of a parent dying, or white lies.  On the Tooth Fairy, or Santa - explain what the impact of this being taken away from kids is. Why is it important that children have access to these stories and entertainment?  Our posture is still very guarded. We look at our notebook for extended periods of time, rather than making eye contact. We should also try to use hand gestures! We want to showcase our confidence and persuasion.  02:29 - we need to hit 3 next time! Well done this time! | | | | | | |

| **Student Name:** Herman Tsz Ho Lau |
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| **Motion**: This house believes that parents at all times should not lie to their children |
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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: Speech length for today’s class is three minutes  Let’s start with a hook, rather than just jumping into the signposting. We need to deliver our opening with more control and confidence. Try to channel your most confident and dominant self! This should be louder, better enunciated.  Good work identifying why it might hurt the parent-child relationship - can we explain why kids react in negative ways? Why do they feel betrayed? What is the point or purpose of a parent telling the truth to their kids? Here, we can also unpack the nature and responsibility parents have, and why they chose to become parents.  Rather than running through many different reasons as to why this should happen - let’s unpack one or two!  Let’s also analyse why children aren’t able to handle such information. For instance, their age, developmental stage and so forth! Are kids emotionally mature? Can they deal with the consequences? Explain how the point of this debate is to do what is best for children.  Let’s try to identify the situation or condition in which this might happen! For instance, highlighting that a blanket ban on lying ignores the nuances of real-life situations and the potential benefits of well-intentioned deception in limited circumstances.  Our posture is still very guarded. We look at our paper for extended periods of time, rather than making eye contact. We should also try to use hand gestures! We want to showcase our confidence and persuasion.  01:23 - we need to hit 2 next time! Well done this time! | | | | | | |

| **Student Name:** Chanel Yuen Wah Lee |
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| **Motion**: This house believes that parents at all times should not lie to their children |
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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: Speech length for today’s class is three minutes  Clear opening, but let’s not start with imagine! Let’s push our biggest reason for why it is the case that lying is bad.  Can we explain why children will fall into this trap? Why would they be so easily influenced by their parents? For instance, analyse why children aren’t able to handle such information. For instance, their age, developmental stage and so forth! Are kids emotionally mature? Can they deal with the consequences? We can also unpack the nature and responsibility parents have, and why they chose to become parents.  Let’s try to identify the situation or condition in which this might happen! For instance, highlighting that a blanket ban on lying ignores the nuances of real-life situations and the potential benefits of well-intentioned deception in limited circumstances. Provide this generalisation, and then dive into the example of a parent dying, or white lies.  Our posture betrays that we are still very nervous. We look at our paper for extended periods of time, rather than making eye contact. We hide our face with our notes! We should also try to use hand gestures! We want to showcase our confidence and persuasion.  00:59 - let’s try to hit 1 minute next time! | | | | | | |