| **Student Name:** Chloe Lit |
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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.  Our opening isn’t very high impact! We need 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.  Set-up   * We need to establish what it means to ban zoos; where the animals currently present in these zoos will go. * We need to either let them back in the wild, or to say we will stop breeding in captivity until the ones currently present die out. The cameras and surveillance option is pretty difficult to implement and defend.   Argument 1   * Thesis? You need to tell me what you will prove at the top of this argument. * Good work acknowledging good intentions may exist, but that these intentions can never translate into good action. * Good example of being bred in captivity. * POI: Clear response. We’re happy to provide them with assistance, but that doesn’t mean they get caged in forever. * 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   * Good observation of what the food chain is. We need to explain what the impact of the food chain is - how does it lead to ecosystem collapse? * How do we move from ecosystem collapse to animal abuse? Animal abuse should go in the first argument!   We needed to have spent more time unpacking the impact in each argument.  04:58 | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This house would ban zoos |
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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 |
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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 |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  Our opening should have a higher impact. 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. Starting with animal education when the other side focuses nearly exclusively on abuse is not strategic.  It’s not counter-model to the first speaker, it’s just counter-model.   * Good work introducing regulations. Explain what the incentives are in committing abuse, and why the regulations you introduce target these.   Rebuttal   * Is this about what animals want? Can we tell what they want? Explain this is about what is best for them - and then talk about the point about endangered species. * Why do zoos change? Are all zoos conservation oriented?   Argument 1   * Why is this exclusive? Why does this entertainment matter? Why should we value it above the lives of the animals? See the POI Chloe asks you. Explain **why they can have their own freedom and rights.** * What is the point or purpose of this knowledge? What impact will these charities etc. have? * We need to explain how zoos and seeing animals in person leads to the change you claim. Why is it important to see the animal? 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. See the POI Jay asks you! Good response on reading but we need to spend more time explaining this! * Good link to conservation at the end! Explain why this debate needs to be about these endangered animals specifically.   We need to have cleaner sentences and a more confident tone!  05:17 | | | | | | |

| **Student Name:** Alyssa Chan |
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| **Motion**: This house would ban zoos |
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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’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 |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  Don’t ask rhetorical questions - we have talked at length about how this is one of the worst ways to start a speech, but we still keep doing it! We have to break this habit.  This is not the most efficient opening. You need to address the biggest gap in the speech before us - which is that there are ways to regulate against the worst harms of zoos. At present, your outcomes are not exclusive.  Rebuttal   * Why is reading sufficient? Why will this be equally engaging if not better? We just assert that we can use alternatives, but don’t explain why alternatives work. Why would people do research? * There is a lot more material for us to respond to from the 1st Opp speech, that we are not responding to. We need to track more carefully.   Argument 1   * What is the thesis or claim of this argument? * What do we prove within it? We repeat how animals have rights, which has already been explained by our first speaker; we can ADD value by explaining how 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. * What is the impact of this argument? Did we apply what we learned in class today?   We cannot just expect to wrap up when we run out of written material. We will not improve if we do not push ourselves. You have to make eye contact and focus on the tone of your voice when giving a speech. I don’t enjoy having to hold you hostage to make sure you don’t just wrap up two minutes into your speech - please be mindful and try to push yourself.  04:01  **We need to ask POIs. We have to! We ended up not asking any questions to the substantive speakers from the other side.** | | | | | | |

| **Student Name:** Aiden Cheng |
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| **Motion**: This house would ban zoos |
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| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | 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 |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  Give me a high impact hook! 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. Their second speaker spends no time at all engaging with this.  Rebuttal   * We barely engaged with their case! We need to call out their claim that reading will have the same impact, or that people will conduct independent research about animals.   Argument 1   * What is the thesis of this argument? What will you prove? * What mysterious knowledge is being gained? * We need to explain how zoos and seeing animals in person leads to the change you claim. Why is it important to see the animal? 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.   Why do we suddenly jump to rebuttal at 2:52? The structure of our speech has to be cleaner! The point we make on dependency can be unpacked in far greater detail - explain how we have created them to be in this way, and hence need to make sure we can continue to take care of them.  POI - is the claim we make here true?  We read out most of our speech! We have to make more eye contact when we speak.  04:19  We need to ask POIs | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house would ban zoos |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  This is not the most efficient opening. You need to address the biggest gap in the speech before us - which is that there are ways to regulate against the worst harms of zoos. At present, your outcomes are not exclusive.  We also need to speak with more confidence! We also need to speak louder!  What is the structure of this speech? All our rebuttal should go into clashes!  Rebuttal   * Why is reading sufficient? Why will this be equally engaging if not better? We just assert that we can use alternatives, but don’t explain why alternatives work. Why would people do research? How does this achieve the same outcome as the other side but **better?** * On zoos and their ability to educate - good on the message the zoo wants them to take away - but why is this the case? Why do they want people to feel good about this - is it because they don’t want pressure and instead want profit? * We repeat how animals have rights, which has already been explained by our first speaker; we can ADD value by explaining how 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.   Clash 1 - name?   * On animals - what is the purpose of explaining we don’t know or understand them? The answer to the POI should not be that professionals are incapable, but that even with capacity this isn’t good enough. 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.   Clash 2 - abuse; this is just a point we make. A clash is a question, such as can zoos be regulated such that they become moral? Which side better achieves animal welfare?  We need to clean up the structure of this speech more!  05:18 | | | | | | |

| **Student Name:** Preston Chung |
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| **Motion**: This house would ban zoos |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  Give me a high impact hook, rather than calling them ludicrous. Stop using sweeping words such as incorrect and illogical. We’ve received this feedback before but we **must break this habit**. 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.  In your signposting, you need to tell me the names of the clashes. Our clarification is just a criticism. Is calling this out going to win us this debate, or will engaging with their explanation on animal abuse? We need to respond to what is important, not what is funny or easy to respond to.  Clash 1: Better treatment   * Good work talking about regulations. * We can also explain why these zoos have a profit incentive, and how they are checked by consumers to make good decisions. 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. * Good on what happens when we throw them into the wild. * Don’t say this solves this clash - explain the upshot or takeaway instead!   Clash 2: Visitors   * Are visitors the main stakeholder? Why do we care about their entertainment? * Why do consumers behave in the way you claim; does everyone care about animal welfare? Will they be so active?   Clash 3: Knowledge   * We need to explain how zoos and seeing animals in person leads to the change you claim. Why is it important to see the animal? 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. * Chinese idioms are not analysis. You cannot use this as a substitute for analysis in your speech…   The conclusion cannot have sweeping words. Please do not do this again.  04:21 | | | | | | |

| **Student Name:** Lydia 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** |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  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.  Don’t say you’ll give a biassed judgement - instead, either use clashes, or use reasons; two clashes in this speech - the first on where animals are better off, the second on where we get long term change; or three reasons why we win - the first, on our model, the second on animal abuse, the third on the wild and what happens etc.  Good work bringing back your model, good work emphasising what this means in terms of valuing entertainment. We can also explain why these zoos have a profit incentive, and how they are checked by consumers to make good decisions. 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.  We need to explain how zoos and seeing animals in person leads to the change you claim. Why is it important to see the animal? 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.  The mention of black market businesses is interesting - you can argue that animal abuse exists outside of just zoos; we need to consider where we care more. If we ban zoos, we can believe we’ve done our part and then move on; but zoos help raise awareness of the other ways in which animal abuse occurs.  The structure of this speech is slightly messy, but has lots of good analysis. Well done!  Stakeholders aren’t really a clash. Clashes are questions that are used to adjudicate a debate. A clash can be - which side better helps animals, but not just ‘animals’.  04:51 - excellent time! | | | | | | |