| **Student Name:** Moses Cheuk |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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:  Identifying that this is a common phenomenon is less important, identifying that schools are bad at dealing with this is very important. Our opening should capture how and why current mechanisms for addressing bullying are often inadequate, failing to deter perpetrators or provide justice for victims.  We’re missing set-up! You need to establish for me the way in which your side deals with bullying, and what the process is!  Argument 1   * Clear direction - that this is equivalent to crime. * Good work establishing the severity of harm here. We should draw a parallel to existing crimes that are the same as - for instance, that this is assault, or harassment. The upshot of this argument must be that principally, this is a crime, and must be treated as such. It deserves to be recognised as harmful by the state. * Crimes are defined in two ways - intention and action; so manslaughter has action but no intention; murder has both. Link this to bullying!   Argument 2   * Clear direction, but we aren’t analysing what the nature and incentives of schools are! * We have to explain why and how schools are unable to deal with this severity of harm. * Explain first how schools deal with bullying in the status quo - detentions, suspensions, or meetings with parents - and why these are insufficient, especially to deter repeat offenders, especially those who engage in more serious forms of bullying. * Then, even where these policies are in place, enforcement can be inconsistent. Teachers and administrators may be overworked, lack training in dealing with bullying, or be reluctant to intervene due to fear of backlash from parents or students. * Many schools also prioritize mediation and conflict resolution between the bully and the victim. Is this sufficient? Does it help the victim? * On the comparative, explain how the threat of criminal penalties can deter potential bullies and encourage more responsible behavior.   04:20 - good work extending! Let’s aim to develop our argument in even more detail so we hit 5 naturally.  Let’s ask clearly worded POIs consistently! Remember that you cannot just speak back! | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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:  What is our opening achieving? Are we effectively analysing WHY it is not that serious, or should not be classified as a crime? The correct strategy is not to say that bullying is not that bad - but that criminalizing it is a step too far that condemns bullies to a life of crime and bad choices.  Rebuttal   * Did we sufficiently engage with either of the arguments being presented by the other side?   We can’t just drop suggestions of what can happen instead - such as reaching out to parents, we need to establish the alternate strategies that we support in set-up. We need to push that we will have school-based interventions with counseling services. We have to explain WHY schools will make good decisions and engage in consistent policies and measures.  Our argument has to be an explanation of why our side is effective! The point is that these are young people - and criminalizing bullying could lead to the criminalization of children and adolescents for behavior that is often developmentally inappropriate. Young people are still developing their social and emotional skills, and their decision-making processes are not fully mature. Their behavior, while sometimes harmful, is often a reflection of immaturity and a lack of understanding of the consequences of their actions, rather than inherent malice. Criminalizing such behavior fails to account for this developmental context. A criminal record can have a profound and lasting impact on a young person's life, limiting their educational and employment opportunities and increasing their risk of future involvement with the criminal justice system. Labeling a young person as a "criminal" can create a self-fulfilling prophecy, hindering their ability to reintegrate into society and become productive citizens.  Similarly, while you recognise the root cause of why people bully - does criminalisation solve this? Social inequality, lack of empathy, and poor conflict resolution skills - none of these are dealt with by Prop.  Jay, we barely spoke for 3 minutes. We have to engage with class and prep seriously - we have good ideas, but aren’t executing them with the discipline necessary.  We have to ask POIs consistently!  03:21 | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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:  Identifying that this is a common phenomenon is less important, identifying that schools are bad at dealing with this is very important. Our opening should capture how and why current mechanisms for addressing bullying are often inadequate, failing to deter perpetrators or provide justice for victims.  Set-up   * Good work including cyber-bullying in your model as well! We should be able to explain why schools are particularly incompetent at dealing with this. * Good on nature of punishments. This is important, because an Opp can argue that these young people are disproportionately struggling.   Argument 1   * What is the thesis or claim for this argument? * You need to explicitly say - the first thing I will talk about is the nature of bullies, and how it impacts victims! * We should draw a parallel to existing crimes that are the same as - for instance, that this is assault, or harassment. * Crimes are defined in two ways - intention and action; so manslaughter has action but no intention; murder has both. Link this to bullying! * Conclude this argument on a principle upshot - that this is a crime, and must be treated as such. It deserves to be recognised as harmful by the state. Save the point on effectiveness as a second argument. * On whether it works - we aren’t analysing what the nature and incentives of schools are! * We have to explain why and how schools are unable to deal with this severity of harm. * Explain first how schools deal with bullying in the status quo - detentions, suspensions, or meetings with parents - and why these are insufficient, especially to deter repeat offenders, especially those who engage in more serious forms of bullying. Then, even where these policies are in place, enforcement can be inconsistent. Teachers and administrators may be overworked, lack training in dealing with bullying, or be reluctant to intervene due to fear of backlash from parents or students. * Many schools also prioritize mediation and conflict resolution between the bully and the victim. Is this sufficient? Does it help the victim? * On the comparative, explain how the threat of criminal penalties can deter potential bullies and encourage more responsible behavior. * It is not bullier, it is the bully!   04:53 - We need to ask POIs consistently! | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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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| Teacher comments:  What is our opening achieving? Are we effectively analysing WHY it is not that serious, or should not be classified as a crime? The correct strategy is not to say that bullying is not that bad - but that criminalizing it is a step too far that condemns bullies to a life of crime and bad choices.  Set-up   * What is this thorough talking? Why doesn’t a criminal offense make that much difference? Is any of this being explained, or are we just asserting this to be true? * We can’t just drop suggestions of what can happen instead - we need to establish the alternate strategies that we support in set-up.   Rebuttal   * We can’t just say most of the time it isn’t as serious; this still leaves some cases that are very serious, and it is unclear how your side deals with them. You can claim that criminalisation is disproportionate, and that this is too serious a punishment - but you then have to explain why this is true!   Argument 1   * We need to first analyse WHY people bully! By the end of this argument, have we proven why this is not dealt with under criminalisation, and why it is dealt with on our side? * Criminalization does not address the power imbalances, lack of empathy, learned behavior, or mental health issues that contribute to bullying.   Argument 2   * We need to break down whose behaviour we are trying to change! The point is that these are young people - and criminalizing bullying could lead to the criminalization of children and adolescents for behavior that is often developmentally inappropriate. * Young people are still developing their social and emotional skills, and their decision-making processes are not fully mature. Their behavior, while sometimes harmful, is often a reflection of immaturity and a lack of understanding of the consequences of their actions, rather than inherent malice. A criminal record can have a profound and lasting impact on a young person's life, limiting their educational and employment opportunities and increasing their risk of future involvement with the criminal justice system. * Labeling a young person as a "criminal" can create a self-fulfilling prophecy, hindering their ability to reintegrate into society and become productive citizens. * POI: we neglected victims throughout the case! We needed to make our arguments relevant to this!   Yu Bo, if you speak so softly and don’t enunciate clearly - the judge cannot track you, and hence cannot credit the point you are making! We have to ask POIs consistently!  05:20 - good! | | | | | | |