| **Student Name:** Yu Bo Peng |
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| **Motion**: This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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:  Our opening tone is more confident and clear, and we’re using hand gestures - but we’re still looking too heavily at our paper; and where we stumble, we can’t keep the smile off of our face. This is what happens when we depend too heavily on our written notes - and when we write in full sentences! We have to use bullet points, and focus on linking these together as we speak so that we don’t build up reliance - it also means once we run out of written material, we’re going to stumble.  Is our burden in the debate just to explain that our chosen family is important, or that it is just as important as our blood family? We need to use set-up to explain what are the metrics for comparison, and what practical actions it is likely this belief means; who do we choose to live with, who do we choose to visit, listen to etc.  Argument 1   * Good work using hand gestures. We’re also able to use facial expressions in the argument, but this turns into fidgeting the moment we lose track of our notes and the analysis we’re making on how friends can help us. * We have to stick to the thesis - layers of reasoning - impact structure of argument we’ve spent so much time learning about!   Argument 2   * Is this argument not contingent on a very specific characterisation of blood families? * Is saying that chosen families can help us out, and fill the gaps of a blood family, the same as saying that these are equally important? * In most cases, our chosen families tend to be the same age as us - how can our friends, who - based on your examples - are also children - take care of us? * What is the impact of this beyond we can spend time together?   Our conclusion should be punchy and strong; we shouldn’t just trail off and look uncertain. You need to be intentional throughout your speech!  04:52  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Chloe Lit |
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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:  We believe that um…? Is this the most persuasive way to start the speech? We have our hands frozen near our waist, and don’t make any eye contact.  Set-up   * Good work clarifying what your burden is; but we sped through this; use pauses and emphasis to break this up. For instance, when saying what our burden is - saying it such as: we **don’t** think their burden was to **simply** show you the **benefits** of a chosen family; their burden was to show you that chosen families are **just as important** as blood families.   Rebuttal   * Pointing out there is a duty is not the same as ensuring blood families will fulfil this duty; you need to explain why they are more likely to do so.   Argument 1   * Why are these the likely behaviours of these actors? Do we ever explain why structurally, friends are likely to behave in this way? If you want to talk about incentives, you have to provide 2-3 each, rather than just one - which is on selfishness of friends (asserted, never proven), and the lack of profit from doing this for families. * What is the impact of this argument? * We have to stick to the thesis - layers of reasoning - impact structure of argument we’ve spent so much time learning about!   Argument 2   * Why can’t they understand you? What kind of experience are we talking about? Why is this experience valuable in the forging and maintenance of connections? * We have to stick to the thesis - layers of reasoning - impact structure of argument we’ve spent so much time learning about!   I want you to record yourself the next time you speak; and then listen back to it. Do you sound convincing? It may also be valuable giving speeches in front of mirrors to see what your body language looks like when you speak. We barely move, we look very tense and nervous.  No emphasis, no pauses, no adjustment of tone to content.  04:39  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion**: This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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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| Teacher comments:  Good tone in our opening, well packaged and delivered at a good pace. However, we didn’t make any hand gestures; still looked really nervous whilst doing this. We didn’t make any eye contact either; this is a speech, not a reading exercise!  We need to spend time thinking about our hand gestures, and how we can use these to make our speech look more convincing. We stand very tightly, rather than dropping our shoulders and standing with intention and control. Our stance makes us look nervous.  Rebuttal   * On similar background - we just assert saying we don’t see cousins as much; you need to explain where even when we do see them, this doesn’t mean we automatically get along; you can say that school provides an in-built socialising capacity - and that the implication is that we get more time with them - and time together is more valuable than the shared background.   Argument 1   * On time - we used this as our rebuttal as well. For this argument to work, we need to first explain why time spent together is what matters most for the building of relationships. * What is the value of time? What kind of time? What are we doing with this time? * POI - explain it now, not later! * What is the impact of this argument? * We have to stick to the thesis - layers of reasoning - impact structure of argument we’ve spent so much time learning about!   We do sound more confident, but we still have gaps in our sentences, little to no eye contact, our body language gives away how nervous we are.  We need to ask POIs consistently!  04:47 | | | | | | |

| **Student Name:** Moses Cheuk |
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| **Motion**: This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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| Teacher comments:  Excellent work getting into the zone at the start of your speech! The tone that we start with is also very clear, and aggressive. Good job!  Rather than using rhetorical questions to indicate that blood families possess a special role in our lives, use observations instead; for instance - 3 observations before I move onto my rebuttals; first - our blood families stay with us from the day we are born - and are *legally obliged* to take care of us; second - …  Rebuttal   * Explain why friends are likely to be focused on short term happiness and fun, rather than what is truly best for you; analyse what the incentives and experiences of friends versus families are likely to be. Explain why this harshness is actually a good and necessary thing.   Argument 1   * Fair on the concept of birth, and how painful this is; as well as the cost of child-care. However, is this always done well? We need to pinpoint why where it isn’t - there are checks and balances that demand parents behave well to children; no such thing for friends. * We need to be comparative - and explain why friends can never provide this extremity of care.   We looked more confident today, but our hands kept fidgeting with each other - and didn’t make as much eye contact. This is the next thing, outside of tone, is working on our body language. We need to make sure we look at the audience more when we speak! We did sway from side to side when speaking - be mindful of this next time!  Our conclusion should be just as punchy and strong!  04:32  We need to ask POIs consistently! Is the POI you ask Aiden an actual question? Why are we laughing after-wards? Is this appropriate behaviour? I don’t want to have to scold you to get it together - but if you can’t, I will. | | | | | | |

| **Student Name:** Aiden Cheng |
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| Teacher comments:  Good attempt at emphasis at the top of our speech. Good work using hand gestures as well - but we keep swaying back and forth. We’re also making NO eye contact.  We need to state the name of our clashes in our signposting.  What is the name of this clash? We just went speaker by speaker here, rather than constructing a clash in the way we have been taught.   * We dropped our more confident tone here, and went into the nervous zone here. We need to make sure we keep our confidence up! * Why aren’t they more trustworthy and reliable? We spent too much time just summarising what they said - and then asked questions to showcase the weakness of their point - but this isn’t the same thing as proving it. Instead of saying - oh but why would close friends do this to you - say; the comparative in this debate is not the best of families versus the worst of friends; it is your average family - and the best of friends - people you choose, people you can leave - people you can talk to to make them better; we don’t have these checks against families. * We can’t just say this is irrelevant, moving on.   We’re pausing lots, not really using hand gestures, looking and sounding nervous. The confidence in our tone needs to be consistent throughout our speech!  Try to adopt a confident posture before you start. Stand tall, shoulders back, and take a few deep breaths. Try to keep track of this - and check back in with yourself every time you transition into a different segment of your speech.  04:57  Let’s ask POIs consistently!  You have to be on your best behaviour DURING the debate, even if you are done speaking. | | | | | | |

| **Student Name:** Jay Lam |
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| Teacher comments:  We didn’t make any eye contact in our opening; we didn’t have any hand gestures because we were holding onto our paper; we sounded slightly nervous too.  As soon as you realize you haven't made eye contact, find a friendly or neutral face in the audience and make brief eye contact. Hold it for a few seconds, then move to another person. Even if you're still feeling nervous, try to scan the room and make brief eye contact with people in different sections of the audience. This creates a sense of connection and makes you appear more confident.  What is the structure of this speech supposed to be?  On the likely behaviour of parents - explain WHY this is likely; for instance, on the age and experience of parents, the legal checks and balances that force them to act appropriately, why they are more likely to be long-termist? We can also say that this is a unique role that families can fulfil; anyone can have fun with us, or help us have fun. We need to be comparative - and explain why friends can never provide this extremity of care.  Good justification of earning and working. You can also explain how they will arrange for childcare during this time.  We’re not meant to point out what the behaviour of teammates is during a speech. It doesn't matter if someone was shaking their head or not.  Our conclusion should be just as punchy!  03:47 - we didn’t hit 4! We have to hit a minimum of 4 next time.  Let’s ask POIs consistently! | | | | | | |