| **Student Name:** Jay Lam |
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| **Motion:** This house supports the popular use of platonic AI friends. |
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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:  Good content in the speech, but we need to deliver them more strongly and clearly!  When we say we should emphasise, we’re meant to emphasise certain words, rather than ALL words. This is what helps us highlight what is important, or critical, as opposed to everything being this way.  Opening   * Your opening directly went to the definition of a platonic AI friend. There was unfortunately no hook today. * We need you to have a clear hook that gives direction to your speech, and also connects to what is important in your speech! * We need the hook to also be engaging to the audience!   Arg 1:   * Parents not being home, and other friends hanging out at school, is realistic. It does not however answer why the solution is AI friend. * You suggested this AI friend can help you do school assignments and problems. We need to explain why this is good to begin with.   Arg 2:   * AI friends are more available, sure, but we need to explain why this makes them a good friend! * Good point that in real life, human friends may make fun of you and so on, which is a valid insecurity. But we need to have more reasoning here as to why an AI friend is always likely to be positive!   Style   * As part of the unit's content today, we need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact!   03:40 - we spoke under time! We need to make sure we hit at least 4!  Let’s ask POIs consistently. I do however appreciate that you initiated one at the end! | | | | | | |

| **Student Name:** Moses Cheuk |
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| **Motion:** This house supports the popular use of platonic AI friends. |
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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:  Good content in the speech, but we need to deliver them more strongly and clearly! Please remember to be more cautious about the use of hand gestures!  Opening   * Good and clear opening! But we need to have a direction in the debate, as in, be very clear of the impact of this platonic AI friendship!   Rebuttal 1:   * Good point that AI friend’s support may sometimes extend to cases of bad activities too! * But we need to explain the above more, by giving structural analysis as to why an average human friend would likely have better inputs!   Arg 1:   * I am unclear of the effect here. Why is it that the AI is giving bad advice, is something you need to explain here. * We also need a clearer heading and impact of an argument for that to land clearly in a debate!   Arg 2:   * Decreases social skill, as they just stay with their Ai friends in their comfort, and do not extend friendship beyond! * POI on bully: answer was that they can still have other friends too. Good that you suggested losing social skills would likely increase bullying possibility!   Good that you had a clear conclusion!  Style   * As part of the unit's content today, we need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact! * I like that your speech today was really clear. Well done!   04:04 - we spoke under time! We need to make sure we hit at least 4!  Let’s ask POIs consistently. | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion:** This house supports the popular use of platonic AI friends. |
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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:  Good content in the speech, but we need to deliver them more strongly and clearly! Please be more mindful of your body language to show confidence!  Opening   * Good that you made it clearly about support, and that gave a direction! * But it was not delivered with conviction! We need stronger delivery at the start, get the word out strongly!   Rebuttal 1:   * On AI giving bad advice, your response was that the AI bot would have ways to stop it in their programs * We need to go beyond here and explain what these ways are, and how precisely AI programs would work to stop this from happening!   Arg 1:   * Real human friends can also be very impactful; people choose what to do, what to study, often seeing what their friends are doing! * I am unclear why this is good. We need more analysis here!   Arg 2:   * You said AI in most cases has more experience and gives you better advice. * Here, we needed more analysis to explain what these experiences look like, and why it is a good thing.   Good that you had a clear conclusion!  Style   * As part of the unit's content today, we need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact! * We need to limit the pauses in our speech!   03:48 - we spoke under time! We need to make sure we hit at least 4!  Let’s ask POIs consistently. | | | | | | |

| **Student Name:** Chloe Lit |
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| **Motion:** This house supports the popular use of platonic AI friends. |
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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 |
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| 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 content in the speech, but we need to deliver them more strongly and clearly! Please be more mindful of hand gestures!  Opening   * Good that you made it engaging on the individuals who gets affected on social skills! * But we need a stronger delivery!   Rebuttal 1   * Good flag a lot of feelings cannot be depicted into words accurately, and so the AI would not understand what you accurately feel, as it cannot be empathizing on the scale of a complex human * Good point that AI experience that prop talks about is just data, and is not necessarily experienced in human complex emotions!   Rebuttal 2   * Sometimes people work really hard and do not get an award; an actual human can give you personalized stories and experience to relate to you better! But an AI friend cannot give you similar support! * Because most friendships, in youth and in school times, are of similar age groups, it also makes them more relatable to each other; and is different from regular friendships!   Style   * As part of the unit's content today, we need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact! * We need to limit the pauses in our speech!   04:45 - we spoke under time! We need to make sure we hit at least 4!  Let’s ask POIs consistently. | | | | | | |