| **Student Name:** Verena Wong |
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| **Motion**: This house would ban parental monitoring apps |
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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:  Why should we ban them? Put the reasoning first! We have good illustrations on parents barging into their life - focus on this! While they are marketed as tools for safety, they ultimately erode trust and invade privacy.  Set-up   * Don’t call it defining the motion! It’s set-up. Good clarification on what these apps are and what they look like. * Good work spelling out the kind of engagement you support between parents and children instead. Excellent work spelling out the outcome your side also wants to achieve. * What is the Opposition's burden? Let’s push a burden onto them as well.   Argument 1   * Good work starting by identifying the particular right and freedom being hurt in this moment. Explain how exactly this app + the way in which parents engage with it mean that this happens. Talk about how the constant surveillance creates an environment of distrust and can lead to feelings of paranoia and anxiety in children. We need to illustrate what the harm looks like! * Why will parents behave in this way? Why are they likely to over-step, rather than using these apps responsibly? This needs to be proven for the slippery slope to work. * Where is the impacting? Trust issues could have been an impact of this argument, as you’re giving a 4 minute speech where you don’t have the time to commit to 2 arguments in full.   Argument 2   * Clear thesis - how do you prevent this? You need to explain how children, where this happens may feel forced to find ways to circumvent the surveillance, leading to a breakdown in communication with parents. Compare it with your better relationships point in th emodel - we never explain this in enough detail.   04:07 - well done!  Let’s introduce more variation in our tone! | | | | | | |

| **Student Name:** Jay Lam |
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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 |
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| Teacher comments:  The opening needs to be clearer + contentious; why is this the only way to achieve safety? The engagement from the start needs to be with the case the Prop explains.  We needed to spend more time on counter set-up, clarifying what this debate is about. For instance, you could argue that these apps offer customizable features, allowing parents to adjust the level of monitoring based on the child's age and maturity level.  Rebuttal   * On relationships - explain why parents behave well, are likely to not abuse it so that trust remains. Then, explain how even if it does harm the relationship, safety matters more. * Is this sufficient responses?   Argument 1   * Why is it the only way? The example of calling in the army doesn’t help prove anything! * We need to establish how children are more independent and out-going, going out into the city, going on trips, engaging online - we need to solve this; we need to enable them to do this while keeping them safe. * Did we follow the full structure of the argument in the way in which we were taught?   You can also argue that parents have a responsibility to protect their children, and monitoring apps can be a helpful tool in fulfilling this responsibility. Especially in younger children, these apps can provide a safety net as they explore the online world.  03:00  We have to take prep seriously. Our speeches will not improve if we keep messing around and not taking prep seriously!  We have to behave with more decorum and seriousness whilst others are speaking. It is disrespectful to be smiling and laughing, and constantly chatting to other people. I will be reaching out to your parents to speak about this during the parent-teacher conferences. | | | | | | |

| **Student Name:** Lauren Lui |
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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 |
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| Teacher comments:  Let’s start with a hook! Use the opening to have a punchy start, following up with a clear sense of the structure of your speech. For instance, first, I will present my rebuttals, and then my argument, about responsibility.  Where is our rebuttal? Rebuttal always goes before the argument.  For the argument, why is it likely that children behave in this way? Your argument only works if children are unable to think for themselves and control screentime on their own. Good on why they need to learn this now, so that it is useful in the future, but why don’t they become dependent on their parents when they intervene as you claim they do?  Let’s conclude properly, rather than just stopping speaking.  02:10 - we need to push! Even when we run out of written content, keep going, don’t just wrap up. We have to push ourselves!  Let’s also ask POIs, and speak louder. We need to channel confidence and clarity! | | | | | | |

| **Student Name:** Moses Cheuk |
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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 |
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| Teacher comments:  Good opening. We’re missing out on eye contact up top. The opening needs to have more analysis - why is it the only way? Resolve this up top and then move onto the rest of your rebuttals. The engagement from the start needs to be with the case the Prop explains.  Rebuttal   * Explain why it is likely to be a joint decision, rather than being forced onto kids. We are asserting that parents MUST behave in these reasonable and rational ways, but we need to analyse WHY this is likely to be the case.   + For instance, why do parents know better than to over-step? What is the unique reasoning for using this app? We need to establish how children are more independent and out-going, going out into the city, going on trips, engaging online - we need to solve this; we need to enable them to do this while keeping them safe. * We needed to spend more time plugging the gap in counter set-up, clarifying what this debate is about. For instance, you could argue that these apps offer customizable features, allowing parents to adjust the level of monitoring based on the child's age and maturity level. * Why won’t they intervene if nothing is wrong; both sides have some extreme parents - they engage in these ways anyways.   Argument 1   * Why is it that there is no way to protect their freedom without these apps? Why can’t parents build better relationships with their kids to achieve the same outcome as Verena says? * You can also argue that parents have a responsibility to protect their children, and monitoring apps can be a helpful tool in fulfilling this responsibility. Especially in younger children, these apps can provide a safety net as they explore the online world.   Great conclusion.  We need to make more consistent eye contact.  Consistent, strong hand gestures - good work!  03:55 - well done! | | | | | | |

| **Student Name:** Aiden Cheng |
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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 |
| 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:  Your opening must be strong and confident! We need to explain why it is the case that parents don’t behave in the very rational and reasonable way in which Opp claims.  What is the structure of this speech? We need to have clashes.  Rebuttal   * We stopped in the middle of our first response; we have to not be so reactive and responsive to the audience. If they even smile, it throws you off! You have to build up a stronger persona. You also continue to look at them even though it throws you off. Look somewhere ELSE. * 2 minutes in, we didn’t have a single response done because of our pauses and giggles. * Why will children behave in this way? Why won’t they learn independence this way? Explain how it stunts development because they feel so babied constantly. * Why will parents behave in this way? Why are they likely to over-step, rather than using these apps responsibly? This needs to be proven for the slippery slope to work.   We barely made one response over the course of this four minute speech.  We need to ask POIs.  04:29 | | | | | | |

| **Student Name:** Yu Bo Peng |
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| Teacher comments:  Good work establishing how parents feel about their children - focus on the implication of this. Yes, they have a responsibility to protect their children, and monitoring apps can be a helpful tool in fulfilling this responsibility, especially with younger children. But, what does this mean in term of them using these responsibly.  The names of the clashes are needed in the signposting.  Good on insecurity and lack of trust, but how does your side avoid this? Explain why it is likely to be a joint decision, rather than being forced onto kids. We are asserting that parents MUST behave in these reasonable and rational ways, but we need to analyse WHY this is likely to be the case.  For instance, why do parents know better than to over-step? What is the unique reasoning for using this app? We need to establish how children are more independent and out-going, going out into the city, going on trips, engaging online - we need to solve this; we need to enable them to do this while keeping them safe.  We needed to spend more time plugging the gap in counter set-up, clarifying what this debate is about. For instance, you could argue that these apps offer customizable features, allowing parents to adjust the level of monitoring based on the child's age and maturity level.  Why is it that there is no way to protect their freedom without these apps? Why can’t parents build better relationships with their kids to achieve the same outcome as Verena says?  Good on harms of social media - use these to illustrate the sheer need for these apps here.  We called them Rebuttal 1 and Rebuttal 2 - do we mean Clash 1 and Clash 2?  04:35 | | | | | | |