| **Student Name:** Aiden Cheng |
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| **Motion**: This house would place limits on sharing culture on social media.  (e.g., sharing personal struggles, family issues, 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 needs to clearly identify WHY this debate is happening; and with urgency! Our current opening is delivered too softly and without any push as to why this matters so much.  We skipped set-up? This was the whole point of today’s speech exercise. We’re missing characterisation, our model, our stance and burdens. What did we achieve in the 12 minutes of preparation time we got? This motion is also very similar to the motion we discussed in class.  You could have focused on platform regulations, on age restrictions and parental controls, public awareness campaigns.  Our argument barely covered the structure we’ve been taught - what is our thesis, what do we want to prove? We claim this will stop discrimination - where and how does this exist in the first place, why is it likely to happen - and why is this an exclusive fix? Does all discrimination cede by virtue of this policy?  The more urgent argument is on how oversharing personal information can expose individuals to privacy violations, identity theft, stalking, and online harassment. There are also arguments on mental health and the pressure to present a perfect online persona, the erosion of boundaries between the public and private life.  We barely hit time, and this is with all the pauses in the speech.  03:00 | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house would place limits on sharing culture on social media.  (e.g., sharing personal struggles, family issues, 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 needs to clearly identify what the issue with this motion is; why is sharing culture a good thing? Or how can we ensure that sharing culture can be regulated and saved. We say a version of this, but aren’t providing sufficient detail about this - it’s too vague!  Set-up   * What is our stance? * What is our counter-model?   None of our benefits can stand unless we show how the harms from Prop don’t need to exist on our side. We’ve skipped the entire focus of the lesson here. We should instead advocate for a range of solutions such as providing users with better resources and education on online safety, privacy settings, and responsible social media use, or even giving users more control over their privacy settings and the content they see online.  **We have to take better notes/stay on track so we don’t just forget what we’re going to say 2 minutes into our speech.** | | | | | | |

| **Student Name:** Lauren Lui |
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| **Motion**: This house would place limits on sharing culture on social media.  (e.g., sharing personal struggles, family issues, 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 needs to clearly identify WHY this debate is happening; and with urgency! Our current opening just says sharing culture is happening - and then we say but actually, this is a problem. It should be clear from the get-go that this is a problem.  Signposting missing!  Set-up   * Fair on how we would place these limits, but we need to break this down in greater detail; you could have focused on platform regulations, on age restrictions and parental controls, public awareness campaigns. * Where is our stance? Where is our burden?   Our argument needs to be structured clearly into a thesis, with layers of reasoning and impacts.  We just read out from our notes! We need to make eye contact, and use our notes to deliver a speech!  The more urgent argument is on how oversharing personal information can expose individuals to privacy violations, identity theft, stalking, and online harassment. There are also arguments on mental health and the pressure to present a perfect online persona, the erosion of boundaries between the public and private life. We note how people might make bad decisions when sharing - we need to explain why because of sharing culture this is so prevalent and will always happen, such that this harm is structural rather than circumstantial.  01:52 - let’s aim for 3 next time! | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This house would place limits on sharing culture on social media.  (e.g., sharing personal struggles, family issues, 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:  Good on the purpose of social media - why must this purpose be preserved?  Set-up   * Clear stance; but don’t hint at benefits that will come later. Explain how your side will ensure that sharing culture can be regulated and saved. Point out - users should be empowered to make their own choices about what they share online. * Counter-model - good work including this; we should advocate for a range of solutions such as providing users with better resources and education on online safety, privacy settings, and responsible social media use, or even giving users more control over their privacy settings and the content they see online.   Rebuttal   * We can defeat their argument with one line - their harms are contingent on a lack of regulation and information - to the extent that your counter-model fixes this problem, all is fine.   Argument 1   * Good on identity and expression; explain how this is likely to be especially true for vulnerable groups - and why this space is incredibly useful for them/there is no alternative for this. Don’t just move on from this! Break it down in greater detail how this works. Sharing personal struggles can help people feel less alone and connect with others who understand their experiences. * Good example of exercise - the higher impact example is mental health, gender etc. * We need to spend more time impacting this! Why is this uniquely valuable?   04:02 | | | | | | |

| **Student Name:** Moses Cheuk |
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| **Motion**: This house would place limits on sharing culture on social media.  (e.g., sharing personal struggles, family issues, 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:  Identifying this is a trend isn’t strategic - identify that this trend has already led to harm and specify what these harms are - it should be clear from the get-go that this is a problem. For instance, pressure to share, mental health, privacy etc.  Set-up   * Fair on removing archives, age limits and so forth. We should add we’ll do real ID checks, introduce parental controls, engage in public awareness campaigns. Explain that the biggest harm is that kids do this - because they are unable to consent; so you engage with this head-on from the get-go. Opp is unable to achieve this. * Clear stance.   Argument 1   * Clear thesis. Don’t jump to the example - make the generalised point first, which is that people see this as an out, or as therapeutic, but it doesn’t achieve anything. * Why is it likely there will only ever be a negative response to the content? Do we prove this or do we assert this?   There are also arguments on mental health and the pressure to present a perfect online persona, the erosion of boundaries between the public and private life. We note how people might make bad decisions when sharing - we need to explain why because of sharing culture this is so prevalent and will always happen, such that this harm is structural rather than circumstantial.  03:19 - we needed to hit 4! | | | | | | |

| **Student Name:** Chloe Lit |
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| **Motion**: This house would place limits on sharing culture on social media.  (e.g., sharing personal struggles, family issues, 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:  Clear, strong opening. Explain how this vocalisation is a good thing. Make it less about the validity of the choice, and more about the legitimacy of it - why is sharing a good thing? Good on the purpose of social media - why must this purpose be preserved?  We went into rebuttal before set-up! Set-up must always come first, because it then creates confusion with regards to your stance. What do you want to achieve? What do you support? Do you think sharing culture is fine as is, or can we regulate it?   * We can defeat their argument with one line - their harms are contingent on a lack of regulation and information - to the extent that your counter-model fixes this problem, all is fine.   Set-up   * How do you discourage? How do you ensure people have sufficient information? * Can we pinpoint these laws won’t work, whilst also aiming to regulate on our side? Explain how your side will ensure that sharing culture can be regulated and saved. Point out - users should be empowered to make their own choices about what they share online. * We should advocate for a range of solutions such as providing users with better resources and education on online safety, privacy settings, and responsible social media use, or even giving users more control over their privacy settings and the content they see online.   Argument 1   * Good work establishing how people feel + situational awareness. Explain how this is likely to be especially true for vulnerable groups - and why this space is incredibly useful for them/there is no alternative for this.   + Sharing personal struggles can help people feel less alone and connect with others who understand their experiences.   + We need to spend more time impacting this! Why is this uniquely valuable?   I think you’re good to go Chloe! I’m going to move you up to PSD II.  04:21 | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion**: This house would place limits on sharing culture on social media.  (e.g., sharing personal struggles, family issues, 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:  Rather than describing this is happening, explain why it happening is bad/why it is happening in a bad way - we are characterising in slightly too vague language. Identify that this trend has already led to harm and specify what these harms are - it should be clear from the get-go that this is a problem. For instance, pressure to share, mental health, privacy etc.  Set-up   * Good work establishing the way in which this manifests; don’t need to repeat the motion here. * How do we measure what personal information is? We need to break this down! * We should add we’ll do real ID checks, introduce parental controls, engage in public awareness campaigns. Explain that the biggest harm is that kids do this - because they are unable to consent; so you engage with this head-on from the get-go. Opp is unable to achieve this.   Argument 1   * Why is it likely there will only ever be a negative response to the content? Do we prove this or do we assert this? * We note how people might make bad decisions when sharing - we need to explain why because of sharing culture this is so prevalent and will always happen, such that this harm is structural rather than circumstantial. * Negative influences towards that individual/emotional impact - this is too vague! We have to use more descriptive language!   We made little to no eye contact in this speech.  There are also arguments on mental health and the pressure to present a perfect online persona, the erosion of boundaries between the public and private life.  04:15 | | | | | | |