| **Student Name:** Yu Bo Peng |
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| **Motion**: This house opposes the rise of Philanthro-tainment |
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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:  Clear delivery of the opening, loud and well-enunciated. The problem with this should be phrased with more clarity - that this comes at the cost of dignity of the poor/that this is done for profit/we are using these people for views etc.  Set-up   * Can we explain what this looks like by describing what these videos are like?   + I think we need to highlight how grotesque this is - how are they depicted on screen, is the money just a hand-out, or do they have to do something for it and such? * We should explain why and how this rise has occurred. For instance, from the rise of Youtube, clear indication of profit + virality. * You don’t need a model! This isn’t a policy debate - instead, we should explain what kind of world we support - presumably where these weren’t ever made in the first place.   Argument 1   * Clear explanation of what incentives these Youtubers may have - let’s flesh this out as its own layer of analysis. We need to make sure the argument stands for a range of Youtubers, as opposed to just Mr. Beast. We can also explain what trends or patterns this sets in other content creation!   + How does this push other content creators to showcase the poor in worse and worse ways - show me how this becomes a long term self-sustaining trope. * We need to spell out what’s wrong with this; otherwise Opp can say that they understand this is for profit, but if it means that there is more money being donated, there is just more money to help them. The benefit still stands.   Argument 2   * We mention that standard charities exist and could be used - shouldn’t this be placed in the model as your counter-factual? We need to explain why people give, and why they will give equivalent amounts, or to better charities in our world! * We need to differentiate this further from the first argument!   04:45 - we were so close to 5!  Where were the POIs? | | | | | | |

| **Student Name:** Lauren Lui |
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| **Motion**: This house opposes the rise of Philanthro-tainment |
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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:  We need a hook that highlights what the need for this is - why has this rise done good to the world, or to this specific vulnerable community?  Set-up - where is this? We needed to explain what our world looks like, what kind of actions we support, what these videos look like!  Rebuttal   * We need to explain why money isn’t possible without the scale of this being large - either this video is huge and attractive, or not at all. * We needed to explain why this won’t be done poorly - that is, the poor aren’t being depicted in grotesque and uncomfortable ways.   Argument 1   * What is the central claim or thesis of this argument? What outcome are you trying to prove? * Why do people behave in this way? Why do they see this video and get converted in terms of wanting to donate? * Explain how they convert in terms of their beliefs - how did they think prior to watching, and how did their priorities change? How does this humanise the poor, make it a problem they see practically or are confronted with.   Argument 2   * What is the central claim or thesis of this argument? What outcome are you trying to prove? * This is contingent on donations existing in the first place! * We should explain why if they didn’t do this, there would be a net decrease in charity towards these causes and issues - and that’s what should matter most in the round. * I think you may want to talk about how NGOs or traditional charity just isn’t efficient. Point out why people care for the poor, or want to give to them - which team is better at achieving this?   Lauren, we just read this speech out! We need to put more effort into the performance element of the speech, where we speak loudly, where we project our voice, use hand gestures, and stand with confidence. In a speech, we need to make sure that we sound persuasive - you’re trying to convince me that you’re right!  04:14 - this is an improvement, well done!  Where were the POIs? | | | | | | |