| **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:  Opening   * **Try to link the opening line with the your side’s idea in this debate.** The link is missing. * During signposting, you might as well prioritize on making it complete.   + Example: I will speak about three arguments from my side - first….second….before that, I’ll provide my setup!   + Good level of confidence!   Argument 1   * Mr. Beast: The idea that it generates money must **incorporate opinion about why it’s bad.** The opposition can simply say that the money generated via that video helps other people directly through his philanthropic endeavors. **It is unclear how ‘more money raised’ is bad under your side of the house.** * Mindset regarding less privileged: The mindset that providing medical/dental support to people is transformative does not sound like a bad thing, unless you convince otherwise.   + The link to the impact is missing here. * Context of Africa: Your point is that there are several charities working and they aren’t benefitted by Mr Beast and others efforts. However, you didn’t specifically state it complete.   + You could say: charities that are **putting actual effort are shadowed, because** of which the ‘right ones’ don’t get the right donation. The capital that’s invested in Beast Philanthropy could be used for other philanthropic efforts that could lead to much better outcomes.   There are several ideas explored in the discussion that could be brought into the debate. | | | | | | |

| **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 |
| 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:  Mannerism   * Consider putting an extra effort with eye contact and not reading directly from the notes.   Opening   * Good job identifying the points of the Proposition. The response that ‘without attractive videos and thumbnails’ is a fairly reasonable point. The link that it is for people that are in need is a good response as well. You might consider stressing this part more as this is super important. * Targeting certain places (Africa): the repsonse that it is still true that some regions there have poverty is a sensible one. However, prioritize this point. Say that in teh video we see underprivileged people benefitted. These are real humans whose lives have been transformed. On the prop, the idea of helping others is not branded enough, therefore, people in general wouldn’t be very interested.   Argument 1   * Profits: The idea that it is nice to get profits to they can help more is reasonable. However, utilise better words like ‘capital’ instead of profits. Profits can be made out of selling products as well, but the money raised in this scenario could be considered as donations, capital, etc. * Good Deeds Displayed: You asked ‘why is this a problem?’ You can link it with possible impacts as follows:   + It makes helping others more impressive, therefore, many people of different age groups will do it.   + It expands the reach of philanthropy in general.   + The fact that more people are making similar videos means there’s a chain effect in place. In conclusion, more people are benefitted.   Closing   * The closing summary sounds reasonable. Good job! | | | | | | |