| **Student Name:** Jasper She |
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| **Motion**: This house, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations (for example, the 2022 FIFA World Cup in Qatar, or the 2014 Winter Olympics in Russia). |
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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 |
| Competition Score: | 68.5 | | | | | |
| 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 opening - explaining how they have an incentive to impress; but this isn’t the only reason as to why HRV happens - sometimes they exist prior to as well, as in the case of Russia.  Set-up   * What is the framing from Prop for this debate? * POI - we do need to explain what the incentive is; maybe connect this to the moral obligation to act. * Can we explain what the interests of these fans are? What do they want? * Talk about how this will scale.   Argument 1   * Thesis? * We need to explain why there is a monetary incentive that gets attacked when a boycott happens; how does it change the purpose of hosting the competition - link this to why countries bid to host these events. * Do all incentives to commit HRV go away? Maybe they do in Qatar, but do they go away in Russia? * What is the impact of this argument?   The point we need to make is that these countries bid to increase tourism and to boost their reputation - when a boycott happens this goes away/they get punished for their HRV.  We need to dive deeper into the incentives of a sports fan, what their interests are and so forth - this is an actor motion!  04:34 - why aren’t we hitting five?  It’s our job to ask POIs, especially when we aren’t the person speaking immediately after, or have already spoken. | | | | | | |

| **Student Name:** Anastasia Kavvathas |
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| **Motion**: This house, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations (for example, the 2022 FIFA World Cup in Qatar, or the 2014 Winter Olympics in Russia). |
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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 |
| Competition Score: | 67 | | | | | |
| 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 be louder! We should aim to start with a clear hook that targets the biggest mistake Prop has made - maybe it’s the incentives of a sports fans, but it should be something!  We need to do set-up prior to rebuttal. What does your side support? What do you want to achieve? Is it that we want to make sure they go so they can see how bad it is?  Argument 1   * Good on incentive - why is it true that this is the case; explain what different incentives sports fans have and why this specific incentive is the most important. * On the sports team - can we explain why this is true, in terms of performance and standing - why they do worse, and why fans presumably have a responsibility to the team? * What is the impact of this argument?   Argument 2   * Can we explain how going in person leads to an incentive to boycott, or provides them with more information? We need to provide a path as to how we deal with the HRV on our side! * See the POI Torres asks you here. * What is the impact of our argument?   Our normal voice is the perfect volume when we speak - we need to make sure this comes out in our actual speech as well!  03:27 - let’s aim for 4 next time!  Explain how high the barrier to entry to boycotting is for a sports fan; especially if the impact is minimal/sports fans are not political actors. They don’t get to choose which country the event will be hosted in.  It’s our job to ask POIs, especially when we aren’t the person speaking immediately after, or have already spoken. | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This house, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations (for example, the 2022 FIFA World Cup in Qatar, or the 2014 Winter Olympics in Russia). |
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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 |
| Competition Score: | 69 | | | | | |
| 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 empathy - explain why this is true; how do we build up pressure and awareness in this instance; and why do fans care more about this compared to the incentives Anastasia talks about?  Why are we doing set-up as second speaker? This is the role of the first player.  Rebuttal   * Fair on how there are other avenues to perform. However, we need to explain why fans don’t affect players, or why players understand. We largely just assert this, outside of the POI Tiffany asks. In some cases, athletes themselves may face risks related to freedom of expression, safety, or discrimination in countries with poor human rights records. * We need to engage with the point on the preferences of these sports players - and why they do care or are aware etc.   Argument 1   * What are the incentives of these countries in bidding - link this to the point you are trying to make about tourism. * Do all incentives to commit HRV go away? Maybe they do in Qatar, but do they go away in Russia? * Major sporting events attract global media attention. A boycott can shift some of that focus onto the host country's human rights record, raising awareness and putting pressure on international bodies to act. * Excellent on refusing to enable countries actions - link this to likelihood to bid in the future. * We need to dive deeper into the incentives of a sports fan, what their interests are and so forth - this is an actor motion!   Our flow was super fragmented today - let’s work on this next time!  05:54 - good!  It’s our job to ask POIs, especially when we aren’t the person speaking immediately after, or have already spoken. | | | | | | |

| **Student Name:** Sarah Choi |
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| **Motion**: This house, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations (for example, the 2022 FIFA World Cup in Qatar, or the 2014 Winter Olympics in Russia). |
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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 |
| Competition Score: | 70 | | | | | |
| 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 opening, good call out. Good on what the incentives of sports teams are. We then segway into the performance of these teams - which is fair, but this opening takes up 1.5 minutes in your speech; we need to be slightly more efficient here. Don’t take the POI here, ask to take it later; it puts off your ability to start your case/rebuttals properly even later.  Signposting? Structure of speech? This is still the same feedback from last time - good ideas, but the way in which we're structuring it is still messy!  Rebuttal   * Don’t make it about tension, make it about likelihood of change; will they stop their HRV because fans boycott? If anything, they need to attend for people to understand what is happening and for there to be global attention on this function. Governments may be resistant to external pressure, particularly if they perceive the boycott as interference in their internal affairs. Furthermore, boycotts can sometimes backfire and lead to unintended negative consequences, such as increased repression or a hardening of the government's stance. The targeted country might become more isolated and less open to dialogue, hindering rather than helping the human rights situation. * You need to have a pathway to positive comparative - your response to Torres’ POI is too extreme in the other direction.   Argument   * Is this meaningfully different from what Anastasia has already said? This isn’t new. * Don’t say revenue to sports teams - they have a number of other avenues to do this; not an exclusive harm. Instead, make it about locals. Boycotts often disproportionately affect ordinary citizens, local businesses, and athletes in the host country who rely on the event for income and opportunity. These individuals are rarely the ones responsible for the human rights abuses, and a boycott can deprive them of livelihoods and chances for advancement. For example, small business owners who cater to tourists, local vendors, and hospitality workers are all likely to suffer economic hardship if a major event is boycotted.   We need to explain how HRV get better on our side - is it that boycotts don’t work because they can’t scale? Is it because we need people to show up and SEE for themselves?  Explain how high the barrier to entry to boycotting is for a sports fan; especially if the impact is minimal/sports fans are not political actors. They don’t get to choose which country the event will be hosted in.  06:20 | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations (for example, the 2022 FIFA World Cup in Qatar, or the 2014 Winter Olympics in Russia). |
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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 |
| Competition Score: | 68.5 | | | | | |
| 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 needs to be clearer, and must deal with the new content in Sarah’s speech. Why do fans have any incentive to behave in this way, or to care about this? Consider how these HRV may affect them, or even affect athletes. Do they feel safe attending? Do teams have any obligations to fans - if their fans are part of the LGBT community and the match is being held in Russia?  Names of clashes? You aren’t marking a transition into your clashes either.  Clash 1   * Why are we just talking about Qatar? Russia is a far better example for your side to use. * In some cases, athletes themselves may face risks related to freedom of expression, safety, or discrimination in countries with poor human rights records. * Major sporting events attract global media attention. A boycott can shift some of that focus onto the host country's human rights record, raising awareness and putting pressure on international bodies to act. You need to walk me through how change actually occurs, as opposed to just saying it happens and then change occurs. This is so blase! * Do all incentives to commit HRV go away? Maybe they do in Qatar, but do they go away in Russia?   Clash 2   * Push a positive burden on them. Talk more about the power these fans hold and try to create a positive moral obligation towards the culture and environment in which sports is taking place here. * More incentive analysis as to what fans care about is needed here.   05:12 | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion**: This house, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations (for example, the 2022 FIFA World Cup in Qatar, or the 2014 Winter Olympics in Russia). |
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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 |
| Competition Score: | 70 | | | | | |
| 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 opening. We are just reading though - is this you giving a speech, or rather just reading out the material you have?  Clash 1 - Impact on sports teams.   * Rather than impact itself, point out that athletes dedicate years of their lives to training for these events. A boycott deprives them of the opportunity to compete on the world stage and can be seen as unfair, especially when they have no control over the location of the event. * Engage with the points Emma provides on having more knowledge and hence not immediately crashing out. You ignore this entirely.   Clash 2 - Significance.   * This is super blase - this country committed this; we need to be charitable and actually engage with this. * Instead, make it about locals. Boycotts often disproportionately affect ordinary citizens, local businesses, and athletes in the host country who rely on the event for income and opportunity. These individuals are rarely the ones responsible for the human rights abuses, and a boycott can deprive them of livelihoods and chances for advancement. For example, small business owners who cater to tourists, local vendors, and hospitality workers are all likely to suffer economic hardship if a major event is boycotted.   Clash 3   * Make this about the likelihood of change; will they stop their HRV because fans boycott? If anything, they need to attend for people to understand what is happening and for there to be global attention on this function. * Governments may be resistant to external pressure, particularly if they perceive the boycott as interference in their internal affairs. Furthermore, boycotts can sometimes backfire and lead to unintended negative consequences, such as increased repression or a hardening of the government's stance. The targeted country might become more isolated and less open to dialogue, hindering rather than helping the human rights situation. * Excellent example on Russia and Ukraine.   Explain how high the barrier to entry to boycotting is for a sports fan; especially if the impact is minimal/sports fans are not political actors. They don’t get to choose which country the event will be hosted in.  05:34 | | | | | | |