| **Student Name:** Emilia Lau |
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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: | 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:  Why are we still starting our speech with imagination? We need to pivot to the competitive speech structure we’ve been taught and see in class instead; otherwise we won’t be able to improve! We need to change the habits we have to get feedback on.  The Qatar opening is better; but we need to link this to the sports fan. This is a debate about the actor and the decision they should make.  Set-up   * What is the framing from Prop for this debate? * This is an actor debate; this about what we think an individual actor should do. We need to link this to scaling action. * Can we explain what the interests of these fans are? What do they want?   Argument 1   * Thesis? * Maybe it is that in some cases, athletes themselves may face risks related to freedom of expression, safety, or discrimination in countries with poor human rights records. * On HRV - why does the sports fan care about this? * How will it draw attention or change behaviour? * 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. * Good link to tourism; good on reputation - we should have put this in the argument in the first place! Good on wanting to bid again; and needing to change. Why did they bid in the first place?   Why are our hands tied behind our back?  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!  04:53  Let’s try to ask more POIs! | | | | | | |

| **Student Name:** Tongtong Lai |
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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; explain how there is no moral obligation from the sports fan to that of the victims of HRV.  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?  Rebuttal   * On HRV Important - acknowledge this and agree - good! Explain how your side offers a path forward to change. For instance, where is there more awareness - where people show up and see what’s happening, or where they boycott and don’t show up? * 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. * POI: no respect; explain all the different incentives sports fans have and why this specific incentive is the most important. Interrogate if the solution even works. If it doesn’t, what is the need for this? * On Change - we didn’t end up covering this?   Argument 1   * Fair on foreigners don’t get hurt. * 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! * 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. * On duty of sports fan - explain this in greater detail! What positive obligation do we have to our teams - what did they do for us etc.? * What is the impact of this argument?   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.  05:24  Let’s try to ask more POIs! | | | | | | |

| **Student Name:** Cyrus Yuan |
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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! This is a good link of the motion with the incentives of the sports fan - explain why what you are saying is true.  What is an extension argument? It is just an argument. If it isn’t new, don’t run it as an argument.  Rebuttal - we need to systematise the responses; Opp says ‘three things’ etc.   * Good on respect. How do we build up pressure and awareness in this instance; and why do fans care more about this compared to the incentives Tongtong talks about? * Good on fans themselves who belong to the group being subject to offence. * POI - asks you to do the tipping point analysis; explain why countries bid, why they care about reputation and why this hits them where it hurts. * Good on who you want it to shift to in the long run. What are the incentives of these countries in bidding - link this to the point you are trying to make here. * 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.   Argument 1   * New arguments only - no extensions please. * We need to dive deeper into the incentives of a sports fan, what their interests are and so forth - this is an actor motion; link this to the overall culture and environment of sports you chat about. * Do teams have any obligations to fans - if their fans are part of the LGBT community and the match is being held in Russia? * 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.   05:03  Let’s ask more POIs! | | | | | | |

| **Student Name:** Hanna Zhang |
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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: | 71 | | | | | |
| 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 lack of mechanisation; explain how there is no explanation of how this boycott scales, how it changes the incentives of countries that actually commit HRV etc.  Clear signposting.  Framing: Good on positioning of sports fans with social movements. Respond to Cyrus’s new content on incentives in relation to culture and spirit of sport.  Rebuttal  POI - ask whether a boycott works; there is no need to do this if it doesn’t work right? 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.  Good on image and likelihood of change flipping action. You can go a step further - assume the boycott works, and 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.  Argument 1   * How does it lead to more discrimination? I’m not too sold on this. * Explain why politics is more attention grabbing than sports; how does reception work, how does coverage work?   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.  05:22 | | | | | | |

| **Student Name:** Ellie Fu |
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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: | 69.5 | | | | | |
| 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; link this to the incentive of sports fans; why is this tied to their own self interest, or why is there a moral obligation to take action here. I buy the outrage, it’s very good, but I need this question answered.  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?  In SP all I need is the name of clashes and nothing else.  Clash 1 - name?   * Explain why Opp has a burden in this debate to provide an alternative path forward. We say they have this burden, we need to explain why this is true. * On boycotts - good on scale of harm; explain how this boycott scales. Why do these countries bid in the first place, how do we target them where it hurts? * 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.   Clash 2 - name?  POI: Who gets attacked/discriminated; Hanna is saying that visitors are unlikely to get hurt, hence they’ll be fine - we need to explain why this (a) isn’t true; (b) why even if it is, why the greater harm still matters. We say no, they will be affected - this isn’t a direct challenge. The athletes will be/are allowed - they get differential treatment.  Clash 3 - name?   * 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.   Stop saying ‘so like yeah’.  05:02 | | | | | | |