| **Student Name:** Bernard Chong |
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| **Motion**: This House supports the use of fear to instill values in children |
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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, but 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:  Is this a debate about good or bad behaviour? We want to be very clear with what our problem is - is it about the ranges of behaviour, or about survival skills + morality?  Set-up   * Don’t set-up the debate so broadly - make it about a specific situation or circumstance; for instance, that this is about moral values, or certain critical beliefs in the very early years of childhood learning. * What do we mean by ‘they won’t behave’? Spell this out? What other mechanisms exist to instill these values beyond fear? What’s the comparative? * How is fear used? Unpack what your world looks like!   + Is it threats of punishment like time-outs or grounding, is it verbal warnings, is it scary stories and characters?   Argument 1   * Clear thesis, but I don’t know why children behave in the way they do such that such a disproportionate strategy is necessary. The second argument on consequences is just an impact/illustration of this argument. * We need to analyse what children are like first!   + For instance, young children, especially toddlers and preschoolers, are inherently curious and explore the world through their senses, including taste. This makes them particularly vulnerable to ingesting harmful substances. They might not register reasoning and explanation.   + Before children develop sophisticated language skills, complex explanations about toxicity or danger are often ineffective. Fear, being a primal emotion, transcends language.   + Fear creates a strong negative association with the object or action. A child who experiences a negative consequence, even a mild one like a bitter taste, after putting something inappropriate in their mouth is likely to develop a strong aversion to that object or similar items in the future. * Why don’t other mechanisms work? Why can’t encouragement or positive sanction incentivise this behaviour?   Our tone was more urgent and confident today - good work.  04:56  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: This House supports the use of fear to instill values in children |
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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: | 68 | | | | | |
| 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 can’t it be done this way? Is it because fear is temporary and eventually goes away? Is it because this is bad parenting? The justification as to why this can’t happen is missing!  Why do they have to defend physical punishment? You need to explain how this happens, rather than just lobbing it on them?  Do set-up BEFORE rebuttal - we need to know through which mechanism your side will teach these values to children instead.  Set-up - we need to explain what it means to engage in fear as a mechanism to do this. Explain why it always has to escalate because our brain becomes tolerant to certain consequences - this ends up becoming a very serious punishment scheme as we get older.  Rebuttal   * Why is understanding these values so important + why is it possible at such a young age? Explain why parents are able to talk their children through circumstances, why they internalise it, why these lessons stay with them?   Argument 1   * What is morally incorrect in the situation? Identify the principle/right/freedom being violated first. * Did we prove what’s morally incorrect here - or did we just say it is and then move on? * We could analyse how fear makes learning worse for children - and hence why this harm is a metric for violating freedom. Instilling fear in children can create lasting psychological trauma, leading to anxiety, phobias, and other mental health issues.   Argument 2   * How should moral agency be used? What does this mean? * How will they educate their children? * We could impact this to harm the parent-child relationship - children could withdraw and start disliking their parents.   05:10  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Ava Yao |
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| **Motion**: This House supports the use of fear to instill values in children |
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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:  Don’t start your speech with imagine - illustrate what this world looks like anyways.  I would try and punish the CG POI about physical punishment + OO’s push that you have to defend this; why is this true? Abusive parents are abusive on both sides - this is a wash; fear looks like other things - you can explain what these are. This will put you above both teams.   * We eventually chat about physical punishment - but don’t just clarify defensively - go on the offensive here!   On theory - explain WHY this isn’t possible; establish what kind of ages + actions this debate is about.   * Make it about a specific situation or circumstance; for instance, that this is about moral values, or certain critical beliefs in the very early years of childhood learning. Before children develop sophisticated language skills, complex explanations about toxicity or danger are often ineffective. Fear, being a primal emotion, transcends language. Hence, for early childhood learning - fear is the only way to teach them!   + For instance, young children, especially toddlers and preschoolers, are inherently curious and explore the world through their senses, including taste. This makes them particularly vulnerable to ingesting harmful substances. They might not register reasoning and explanation.   Lots of world-building missing from PM you should fill in!   * What other mechanisms exist to instill these values beyond fear? What’s the comparative? * How is fear used? Unpack what your world looks like!   + Is it threats of punishment like time-outs or grounding, is it verbal warnings, is it scary stories and characters?   POI - fear sticks with them, being able to wiggle and argue out of things with their parents as teens is what they have to defend.  Good on malleability - underexplained!  Don’t focus on your arguments - focus on rebuttal + rebuilding.  Still a question OG hasn’t answered: why don’t other mechanisms work? Why can’t encouragement or positive sanction incentivise this behaviour?  We have to ask POIs!  05:00 | | | | | | |

| **Student Name:** Edna Chow |
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| **Motion**: This House supports the use of fear to instill values in children |
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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 isn’t it ethical? What is ethical? This opening is too vague!  Clarifications   * They don’t disagree that it is about parents? Is this a necessary clarification?   Rebuttal   * Moral compass - you have to sell out what the comparative is. This is missing from LO, and without you filling it in, it is unclear how you are able to better educate children; will you explain things?   + Explain WHY this will be done in a harmful way; fear in and of itself is not bad; you have to characterise it to be bad.   + We need to explain what it means to engage in fear as a mechanism to do this. Explain why it always has to escalate because our brain becomes tolerant to certain consequences - this ends up becoming a very serious punishment scheme as we get older. * Why is understanding these values so important + why is it possible at such a young age? * Explain why parents are able to talk their children through circumstances, why they internalise it, why these lessons stay with them? We assert it happens, and aren't explaining this. * Why isn’t this a good strategy in the long-run? See comment above about brain adjusting. * What is moral agency? How do they develop moral agency? You’re explaining the impact is valuable - but have you achieved it? How will they educate their children? * We could analyse how fear makes learning worse for children - and hence why this harm is a metric for violating freedom. Instilling fear in children can create lasting psychological trauma, leading to anxiety, phobias, and other mental health issues. * We could impact this to harm the parent-child relationship - children could withdraw and start disliking their parents.   05:02 | | | | | | |

| **Student Name:** Renee Yang |
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| **Motion**: This House supports the use of fear to instill values in children |
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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:  On the POI to Lilianna - Why do you want to defend physical punishment? Is this a reasonable burden to take? We also never bring this up afterwards!  Good POI to Edna. Punish OO for their response in your speech. Follow-up on POIs!  —  Good opening - link more directly to the exchange in the opening half. The framing of what is happening in the opening half is missing; don’t get caught up in responses - the extension should be naturally responsive.  The observation to make up top is that as a child, reasoning and explanation isn’t possible; OG recognises this, but are fundamentally incapable of proving this.  On moral correctness - they just say it isn’t, never say why. PUNISH THEM for it! Lots of things could be done in poor ways - your teachers can scold you; some do it more strategically and nicely, compared to others - we don’t have to defend the worse ones; but also - they never prove it is done in horrible self-esteem shaking ways.  –  The easiest extension to make here is vertical.   * Make it about a specific situation or circumstance; for instance, that this is about moral values, or certain critical beliefs in the very early years of childhood learning. Before children develop sophisticated language skills, complex explanations about toxicity or danger are often ineffective. Fear, being a primal emotion, transcends language. Hence, for early childhood learning - fear is the only way to teach them!   + For instance, young children, especially toddlers and preschoolers, are inherently curious and explore the world through their senses, including taste. This makes them particularly vulnerable to ingesting harmful substances. They might not register reasoning and explanation. * On long-term lessons; fear sticks with them, being able to wiggle and argue out of things with their parents as teens is what they have to defend.   Lots of world-building missing from OG you should fill in!   * What other mechanisms exist to instill these values beyond fear? What’s the comparative? * How is fear used? Unpack what your world looks like!   + Is it threats of punishment like time-outs or grounding, is it verbal warnings, is it scary stories and characters?   Extension at 3:12 in a 5 minute speech is too late.  Good work asking POIs consistently.  04:52 | | | | | | |

| **Student Name:** Jacky Xu |
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| **Motion**: This House supports the use of fear to instill values in children |
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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:  Why isn’t it ethical? What is ethical? Why is it not necessary? Well of course if you rebut their main push they lose - but are you doing it? You spent nearly a minute on the preamble of this rather obvious observation - focus on framing instead! Explain what this debate has gotten wrong so far - which is HOW fear impacts children psychologically, and hurts their relationship with their parents.   * Gov bench never explains why fear is the only mechanism to do this; OO says explanations are better, but don’t explain how they do this - if you provide this analysis, you can take it above them! * We need to explain what it means to engage in fear as a mechanism to do this. Explain why it always has to escalate because our brain becomes tolerant to certain consequences - this ends up becoming a very serious punishment scheme as we get older.   Extension   * No framing + orienteering of this extension in the larger context of the debate done! * We’re spelling out harms - but why do we fix this? Explain why parents are able to talk their children through circumstances, why they internalise it, why these lessons stay with them? We assert it happens, and aren't explaining this. We could analyse how fear makes learning worse for children - and hence why this harm is a metric for violating freedom. Instilling fear in children can create lasting psychological trauma, leading to anxiety, phobias, and other mental health issues. * Good on impressionability - why do they listen to parents; it’s that they’re young, that there aren’t competing sources of authority like friends/peer influence? * POI - explain we can explain it to them, and they can deal with these consequences if they mess up - but it shouldn’t ever be because they’re just scared, it is because they understand good and bad. * Why is understanding these values so important + why is it possible at such a young age? * We could impact this to harm the parent-child relationship - children could withdraw and start disliking their parents.   We need to spell out the value of our extension in relativity to the rest of the debate! What is our value add in the round?  05:01 | | | | | | |