

Room: 116
Start: 1:00 PM
Varsity

3

Rappaport, Joe

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible. Half points are permitted, but quarters and tenths are not. Please rank students in order, 1 being best, 4 being worst. Ranks must agree with points. You may tie points but not ranks. Please return ballot within 15 minutes after round ends.

AFF				NEG			
Spkr	BosLat Potter & Bloch-jones	POINTS (24-30)	RANK	Spkr	Brooke Feliz & Zaiter	POINTS (24-30)	RANK
1	Finian Potter	28	1	2	Kelvin Feliz	26	3
2	Owen Bloch-jones	28	2	1	Kate Zaiter	26	4

Winner: BosLat Potter & Bloch-jones debating on the Aff Side (Aff or Neg) Low point win? _____
School/Team

Signature: Joe Rappaport

Comments & Reason for Decision:

The arguments and evidence in this round were two ships passing in the night for each team. Both teams presented valid issues of "How do the other team solve?" The Aff's first two solvency cards are that student learning is key to climate change policy, and that climate change education leads to action. The same is true of the Neg - rejecting the Aff's western-style evidence reduces queer theory toxicity. The debate comes down to ~~is~~ solving Aff's harms. The Neg's position is that without including marginalized students, the Aff can't solve for climate change. This argument is ~~is~~ unbacked by evidence, against the predictably numerous cards on solvency the Aff presents in the Aff construction speeches. Thus, I vote for the Aff.

High School - Varsity

Speaker Points are an indication of the quality of the speaking of each individual debater. The decision in a round is not made on the quality of speaking, but rather on the quality of arguments.

Areas of Focus for Speaker Points:

- Cross-Ex:** Strong debaters use CX to clarify, entrap, and illustrate deficiencies; reference CX in later speeches.
- Organization:** Following a clear roadmap; signposting effectively; managing time and evidence effectively.
- Conviction:** How debaters convey their belief in their arguments through changes in language and tone.

Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
5:13
0:43

Neg Prep Time

~~8:00~~
7
1:24

1A Speaker: *Finian*

Speaker Points: 24 25 26 27 28 29 30

comment: focusing on aff-utation started strong

1N Speaker: *Kate*

Speaker Points: 24 25 26 27 28 29 30

comment: Laughing at our opponents is never advantageous

2A Speaker: *Owen*

Speaker Points: 24 25 26 27 28 29 30

comment: Really all our case gives little offense, you had about a minute left to respond to J.N.C. evidence. There are stark responses to it

2N Speaker: *Isabella*

Speaker Points: 24 25 26 27 28 29 30

comment: citing yourself is a textbook example of anecdotal argumentation, instead, read cards

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

cite specific examples in-line rather than after the fact

class is equal | → divide change
criminals are slaves
edu into blacks

poorn (US)
alt-reject
act toxicity
→ segregation
20 yrs ago
few passed

green heavy
re: toxicity

reject western animals
westerned → soldiers

alt works
evidence is fair?
"we don't need" → a thinking
4 cases in
available
MHPT!
"in the line
power from
"enkeof
source

framework in probability
structural violence → understand
an impact & evidence
use of
(analytics)

new profits
educatio better

like infernomative models

polyimative indubate distances
adders from reality

roleplaying bad
↳ not making real policy

nonresponse
or
probability

evidence supports
white supremacy

internal links analysis
info evidence

"random world's stats"
LOL

depending USFS?

□ climate is real

□ school children don't laugh climate change 3x spontaneously

□ climate change destroys infrastructure → replacing local

□ hunger famines

□ war for resources

□ nuclear

□ ocean acidification → replacing food

plan - USFG teaches climate

□: climate & edu → action

□ climate change policy spread by local services

□: climate & edu → action

□: climate & edu → action

miss

□ planetary catastrophe at 32°C

□ nature overwhelmed by climate change

□ climate change → extinction

□ climate risks

□ disaster taking affect the global poor

□ biodiversity ↓ interests food production

□ impact - extinction

save the planet school's student equality

20 year time blink → 10 year old's can't give by age 30?



Scarcity is teacher children about climate change → they affect policy climate change affecting us

time frame awareness opposes first? climate by kill us all

Room: 117
Start: 1:00 PM
Varsity

3

Gilbert, Ken

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AFF				NEG			
Spkr	BosLat Houston & Vaz	POINTS (24 - 30)	RANK	Spkr	NewMis Gossop & Ramirez	POINTS (24 - 30)	RANK
2	Jacqueline Houston	30	1	2	Danelia Gossop	29	4
1	Julie Vaz	29	3	1	Aleene Ramirez	30	2

Winner: BLA School/Team debating on the Aff Side (Aff or Neg) Low point win? no

Signature: Kenny Gilbert

Comments & Reason for Decision:

Both teams had good posture.
Spoke clearly, and used their evidence.
Don't speak over each other and use all prep time and try to speak for most of your speaking time. But the Affirmative won ~~because~~ ^{because} they used all of their resources and evidence enough to sway me. Both teams can make it to champion if they keep up the good work

High School - Varsity

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Areas of Focus for Speaker Points:

Cross-Ex: Strong debaters use CX to clarify, entrap, and illustrate deficiencies; reference CX in later speeches.

Organization: Following a clear roadmap; signposting effectively; managing time and evidence effectively.

Conviction: How debaters convey their belief in their arguments through changes in language and tone.

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Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

3:00

1A Speaker:

Vaz

Speaker Points: 24 25 26 27 28 29 30

comment:

Strong speaker; loud clear

1N Speaker: Ramirez

Speaker Points: 24 25 26 27 28 29 30

comment:

good job explaining card

2A Speaker:

Houston

Speaker Points: 24 25 26 27 28 29 30

comment:

Solid at explaining stuff

2N Speaker: Gossop

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

Funding STEM programs
more taxes should go
to education

Those who score high
do better

Rumor is all that the
Aff is saying

Stem students don't stay in
their field

Room: 118
Start: 1:00 PM
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Dooley, Ben

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AFF

Spkr	TechBo Malik Irish	POINTS (24 - 30)	RANK
	Malik Irish	29	1

NEG

Spkr	BosLat Shayne Clinton	POINTS (24 - 30)	RANK
	Shayne Clinton	28 28	2

Winner: TechBo School/Team debating on the Aff Side (Aff or Neg) Low point win? _____

Signature: Ben Dooley

Comments & Reason for Decision:

Unfortunately, without access to evidence, Neg was only able to cast doubt on the Aff position, without being able to prove its position.

Aff framework held as Aff was able to most effectively solve for black disenfranchisement.

High School - Varsity

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- 1AR (5 min.)
- 2NR (5 min.)
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Aff Prep Time

8:00

Neg Prep Time

~~8:00~~
 7:15
 6:45
 5:00

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

Room: 123
Start: 1:00 PM
Varsity

3

Boudett, Michael

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(Ma.)

AFF			
Spkr		POINTS (24 - 30)	RANK
	Bright Lybille Rocher		
	Lybille Rocher	28	2

(Ma.)

NEG			
Spkr		POINTS (24 - 30)	RANK
	BosLat Forges & Mohamed		
	Falianne Forges	29	1
	Adna Mohamed		

Winner: Brighton/L. Rocher debating on the Aff. Low point win? yes
School/Team Side (Aff or Neg)

Signature: (Signature)

Comments & Reason for Decision:

The Aff. persuaded me that her plan would have at least a marginally positive impact on society, with no particular disadvantages.

The Neg. made some good points about lack of specifics in the plan, difficulties in implementation, and alternate causality, but needed evidence to back the points.

High School - Varsity

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- 1NR (5 min.)
- 1AR (5 min.)
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Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Nice tone & style

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

especilly strong cross

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

Please give all speaking, presentation, and debate-strategy related feedback verbally.

Room: 125
Start: 1:00 PM
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Davis, Richard

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AFF

Spkr	BosLat Satchebell & Nibert	POINTS (24 - 30)	RANK
1	Darius Satchebell	28	4
2	Finn Nibert	28	3

NEG

Spkr	Brooke Adelu & Lawal	POINTS (24 - 30)	RANK
2	Kehinde Adelu	28.5	2
1	David Lawal	28.5	1

Winner: BosLat debating on the Aff Side (Aff or Neg) Low point win? No

Signature: 

Other judges on panel: Matt Grimes, Triet Vo. Please do not start until all judges are present.

Comments & Reason for Decision:

I vote neg on the ~~2~~ ⑤ people want care because they don't want to wait their time learning how to fix it argument. I think if the impact was stressed more I would have voted Aff on try or die. I think Aff spends too much time proving climate change is real which makes me think ppl won't think it's real

High School - Varsity

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Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:


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Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

- You're selling your Args to the judge engage them in your body language
- first Arg in 2AC should be a perm @ both Arg
- engage in the greater discussion take it back to the evidence 'Govt fire changed'
- you said in CX in the 1AC you said food shames
- They keep saying's wait & CAP link/contradiction
- IDK 

- Simplify Taglines for K
- I think you should press them on how plans work in a real life sense
- You're on the some thing w/ the @ cause seg Argument you should have gotten the evidence
- great Args in block

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Room: 124
Start: 1:00 PM
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3

Newman, Jennifer

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AFF			
Spkr	O'Brya Gary & Gregorio Go...	POINTS (24 - 30)	RANK
1	Duwayne Gary	25.5	3
2	Rosa Gregorio Gomez	25	4

NEG			
Spkr	BosLat Iqbal & Thompson	POINTS (24 - 30)	RANK
2	Hasna Iqbal	28.5	1
1	Nia Thompson	28.5	2

Winner: BosLat School/Team debating on the NEG Side (Aff or Neg) Low point win? _____

Signature: Jennifer Newman

Comments & Reason for Decision:

The Aff team did two things wrong

1. They didn't even attempt to answer the Negative's main argument, ^(the K) until the very last speech

2. they didn't stick with their own case - crashing out their own solvency.

High School - Varsity

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Aff Prep Time

8:00

7:55

Neg Prep Time

8:00

0:45

3:15

<p>1A Speaker:</p> <p>Speaker Points: 24 25 26 27 28 29 30</p> <p>comment:</p>	<p>1N Speaker:</p> <p>Speaker Points: 24 25 26 27 28 29 30</p> <p>comment:</p>
<p>2A Speaker:</p> <p>Speaker Points: 24 25 26 27 28 29 30</p> <p>comment:</p>	<p>2N Speaker:</p> <p>Speaker Points: 24 25 26 27 28 29 30</p> <p>comment:</p>

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments	Negative Arguments
<p><i>In this section, focus on the clash between Aff and Neg while weighing impacts presented.</i></p>	
<p>harm vs impact ↳ what we're trying to solve</p> <p>↳ results from good plan</p> <p>learn framework</p> <p>needs organization in 1AR</p> <p>Aff wants to know what their harms are - they do have their</p> <p>CX - question of out of evidence</p> <p>NO New evidence in</p> <p>Rebuttal speeches</p>	<p>Both need to know this</p> <p>You could also run ableism here</p> <p>vs racism (all still part of environmentalism)</p> <p>no prep evidence</p>

you want a cohesive case pick one stick with it.

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AFF			
Spkr	BosLat Satchebell & Nibert	POINTS (24 - 30)	RANK
1	Darius Satchebell	27	4
2	Finn Nibert	28	3

NEG			
Spkr	Brooke Adelu & Lawal	POINTS (24 - 30)	RANK
2	Kehinde Adelu	28	2
1	David Lawal	28	1

Winner: Brooke debating on the Neg Low point win? _____
School/Team Side (Aff or Neg)

Signature: [Handwritten Signature]

Other judges on panel: Richard Davis, Matt Grimes. Please do not start until all judges are present.

Comments & Reason for Decision:

~~The aff presents reasons + impact in the future.~~

The aff demonstrates the CC program which will solve some international problems (future): nuclear wars, ↑°C, etc,...

The neg uses charter schools as a new system to provide better education. ^{neg} Aff uses K-12 to support (argues the system (aff plan) does not work well & have ~~any~~ clear data). However, neg drops in INR.

Rebut:

- Aff does not answer - charter school arg.
- fails to show - State.

ut

High School - Varsity

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Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

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Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

(1+2) Re
[scribble]

[scribble] *use*
the resources (1+2) [scribble]

Room: 115
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Rono, Lornex

Brighton

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AFF			
Spkr	BosLat Abdulkadir & Jackson	POINTS (24 - 30)	RANK
1	Kureysha Abdulkadir	29	1
2	Saraiya Jackson	26	4

NEG			
Spkr	Brooke Dechraoui & Garcia	POINTS (24 - 30)	RANK
2	Nassim Dechraoui	28	2
1	Lillian Garcia	27	3

Winner: Bos Lat School/Team debating on the Aff Side (Aff or Neg) Low point win? _____

Signature: 

Comments & Reason for Decision:

Great debate! The neg failed to have a strong link to the aff. The neg was also based on analysis and not enough evidence. The k aff was great! ~~more~~ ~~short~~

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Aff Prep Time

~~8:00~~
7:00
~~6:50~~
3:45

Neg Prep Time

~~8:00~~
~~7:00~~
~~6:50~~
5:15
1:05

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

- Sex Education is not focused on enough.
- The sex ed that is currently present does not include minority groups
- Sexual assault and sexual violence is constantly happening
- Sex education is not enough
- The sex ed plan focuses on a diverse group of people.
- The sex ed plan currently overlooks a lot of other factors
- This plan is one step towards helping and advancing girls
- Sex education is late, should be implemented before high school

- Teen pregnancy is declining
- Sex Ed excludes certain communities, especially low income communities.
- KAFF - Racism is a bigger problem than sex ed.
- status quo solves
- KAFF solves for discriminations
- students/kids are influenced by other people not just institutions
- sex ed does not take into account people's view.
- structural violence vs social violence

Room: 125
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Grimes, Matt

Charlestown

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NEG			
Spkr	Brooke Adelu & Lawal	POINTS (24 - 30)	RANK
2	Kehinde Adelu	27.5	2
1	David Lawal	27.5	3

Winner: BLA debating on the AFF Side (Aff or Neg) Low point win? _____
School/Team

Signature: 

Other judges on panel: Richard Davis, Triet Vo. Please do not start until all judges are present.

Comments & Reason for Decision:

I think that climate change is the biggest impact in the round (more evidence on this + more consistent explanation by Aff). I think the Aff will solve some amount of climate change via education (even if I give the negative some of their arguments that they may not solve completely). I think there's no impact on the negative side - what is the problem with trying the plan? - and so I think it's worth voting affirmative.

High School - Varsity

Speaker Points are an indication of the quality of the speaking of each individual debater. The decision in a round is not made on the quality of speaking, but rather on the quality of arguments.

Areas of Focus for Speaker Points:

Cross-Ex: Strong debaters use CX to clarify, entrap, and illustrate deficiencies; reference CX in later speeches.
Organization: Following a clear roadmap; signposting effectively; managing time and evidence effectively.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
~~7:00~~
 2:40

Neg Prep Time

~~8:00~~
~~6:00~~
 3:00

1A Speaker:

Darius

Speaker Points: 24 25 26 27 28 29 30

comment: I'd like to hear more of you in CX

1N Speaker:

David

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Finn

Speaker Points: 24 25 26 27 28 29 30

comment: Let Darius speak!

2N Speaker:

Kehinde

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

I like the 1AC. Think you should read more of your evidence though - you highlight out some of the important warrants

Even in open CX, I think the person who read the speech should answer most questions

I wish you dealt more ~~directly~~ directly w/ the 1NC on-case arguments - you don't need so many cards extending the case - they don't challenge most of the case (Also, I'd spend more time on the K)

1NC - use a chair to make a podium so you can project your voice!

I don't know why these charter school arguments apply to the climate change case

I'm still confused by the charter school answers. You say Nukes d/w CC, but why does their plan lead to nukes?

Room: 101
Start: 1:00 PM
Varsity

3

Arons, Matthew

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible. Half points are permitted, but quarters and tenths are not. Please rank students in order, 1 being best, 4 being worst. Ranks must agree with points. You may tie points but not ranks. Please return ballot within 15 minutes after round ends.

AFF			
Spkr		POINTS (24 - 30)	RANK
	BosLat Farrah Pierre-Louis		
	Farrah Pierre-Louis	28	1

NEG			
Spkr		POINTS (24 - 30)	RANK
	NewMis Jean Francois & De...		
	Denzer Jean Francois		
	Jakhi Dean	27.5	2

Winner: Farrah Pierre-Louis debating on the Aff Side (Aff or Neg) Low point win? No
School/Team

Signature: Matthew Arons

Comments & Reason for Decision:

Great debate especially dealing w/ material on both sides

I ultimately voted aff based on the ability of the plan to address discrimination and special education needs. The counterplan ~~states~~ did agree with the harms, but did not fully explain how private partnerships could reach the required scale to address them.

Topicality: ultimately, I felt topicality arguments were to be unclear to ~~consensus~~ be the RFD. While Aff could strengthen their case with a better definition of significant, Neg did not make that the proposed funding increase was too small to meet the terms of the resolution.

High School - Varsity

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- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

In this section, focus on the clash between Aff and Neg while weighing impacts presented.

Please give all speaking, presentation, and debate-strategy related feedback verbally.