

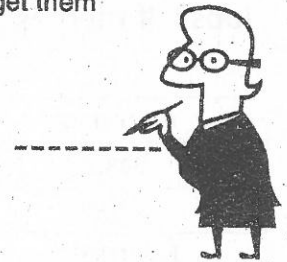
COOL JOBS DEBATE

This is a good activity for using career vocabulary or with comparative adjectives and nouns. Best of all, it can be done in just one class period.

INSTRUCTIONS

Before class, prepare a Cool Jobs worksheet with a list of jobs (see following page for example). Include some unusual jobs along with the more normal occupations. In class, write an occupation on the board and, as a class, brainstorm reasons for taking that job. It is important to make the students understand that, for this part of the activity, they have no choice. They are only going to think about the **positive** aspects of the job. You should lead the students into the activity by choosing one or more students and asking them questions to get them thinking. For example, if the job was "Babysitter," you could ask:

- "You work in a home. Why do you like it?"
- "You like working with children, why?"
- "You often work at night, what are the advantages of this?"
- "It's different from working in an office. How?"



While you are asking the students questions like these, start writing the answers on the board in note form as below:

BABYSITTER PROS

- Lots of time to watch TV and read books.
- Children are fun.
- Babysitters have free time during the day.
- Food is usually free.
- Work in a friendly environment.
- No boss hanging over your shoulder.

Group the students in pairs and have them choose an occupation from the Cool Jobs worksheet. With their partner, have them brainstorm a list similar to the one you demonstrated. Encourage students to think of as many different reasons as possible, as this will help them in the next step. You and the JTE should also choose an occupation and make a list of reasons. It is a good idea to use occupations not on the Cool Job worksheet. You will use this list to demonstrate the next step.

Once they have completed their worksheets, introduce the concept of debate. You and the JTE should demonstrate the process using your own sheets. Suppose the JTE selects "Chef's Assistant" and you pick "Babysitter." Using the reasons you have written down on the worksheets, you and the JTE should debate the merits of the two jobs. You might start the debate by saying: *"Being a babysitter is better than being a chef's assistant because it is easier work and you don't have a boss watching you"*. The JTE might reply: *"Yes, but being a chef's assistant is more useful because you gain work experience and learn about food"*.

This JTE/ALT exchange should be enough to kickstart the discussion process. Instruct students to find new partners and begin debating. Rotate partners every three minutes or so, as time allows. Remind students to listen to the other's points of view and try to make good responses. At the end, ask for volunteers to come to the front of the class and square off against each other. Then have the class vote on which job they would rather have, based on the reasons given in the debate.

