

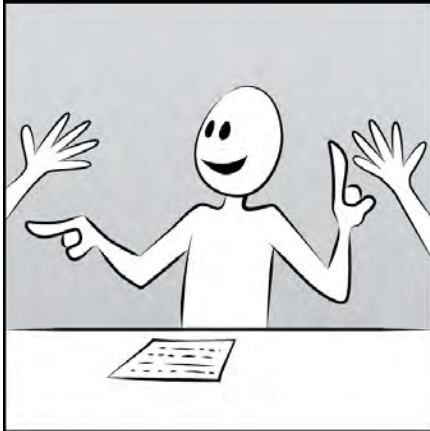
Name:



Getting ready to debate

Teens working: A good idea or a bad idea?

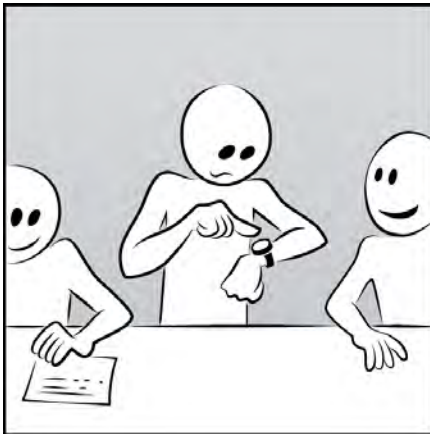
You will work in teams. Each team will have the following roles:



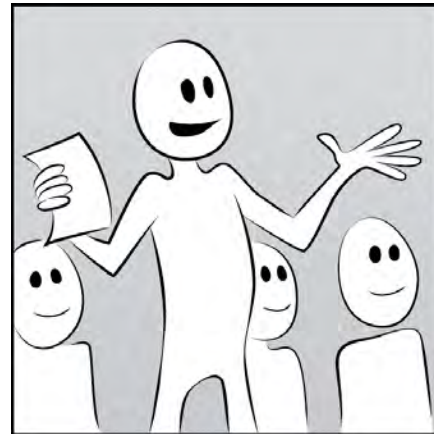
The **facilitator** makes sure that everyone in the group helps prepare. The facilitator uses the facilitator checklist.



The **recorder** will keep notes using the recorder notes.



The **timekeeper** will keep time. The timekeeper has a stopwatch.



The **reporter** will present to the class. At least one other student should also plan to speak for your group.

Everyone in the group should help prepare the talking points. Remember that talking points support your position. You should state your evidence and why the evidence supports your position.

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Facilitator checklist



Your job is to get each student to talk about teens working:

A good idea?
 - OR -
 A bad idea?

Your job is also to remind each student to give reasons for his or her opinion.

Write the names of students in your group here.	Did they give an opinion about teens working?	Did they give reasons for their opinion?
	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

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Recorder notes



Write down the name your group picks: _____

Let everyone say his or her opinion. Write notes on what they say.

For example, someone might say, "I think teens working is a good idea. My reason is that a lot of families need help with money."

 Write the names of students in your group here	Opinion about teens working	What reasons did each student give?
	<input type="checkbox"/> good idea <input type="checkbox"/> bad idea	
	<input type="checkbox"/> good idea <input type="checkbox"/> bad idea	
	<input type="checkbox"/> good idea <input type="checkbox"/> bad idea	
	<input type="checkbox"/> good idea <input type="checkbox"/> bad idea	
	<input type="checkbox"/> good idea <input type="checkbox"/> bad idea	
	<input type="checkbox"/> good idea <input type="checkbox"/> bad idea	
	<input type="checkbox"/> good idea <input type="checkbox"/> bad idea	

Then decide as a group: Is working a good idea or a bad idea for teens?
Write your team position and your reasons on chart paper:

We think working is a good idea bad idea for teens because

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Facts for your position

Check off your team's position about teens working:

- Teens working is a good idea.
- Teens working is a bad idea.



Find facts for your position! Look back at "First Job," "Noe's story," "Risks of working," or "Fewer Teens Working"

What three facts can you find to back up your position?

If you think teens working is a good idea, you might find a fact in "Noe's story" about Noe's mother being happy and proud of Noe.

Be sure to write the page number and choose the title that shows where you found each fact.

→ **Fact 1:** page # _____

"First Job" "Noe's story" "Risks of working" "Fewer Teens Working"

→ **Fact 2:** page # _____

"First Job" "Noe's story" "Risks of working" "Fewer Teens Working"

→ **Fact 3:** page # _____

"First Job" "Noe's story" "Risks of working" "Fewer Teens Working"

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