

Work and travel - a senseful decision?

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 - **(2)** Remember to stay in your role. Collect convincing arguments for your role.
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Your role: A recent high school graduate - Tina Tunes

A recent high school graduate who wants to spend a year in New Zealand to gain international experience and promote personal independence. Arguments include personal and professional development through learning independence and adaptability, improving language skills through immersion, and cultural exchange and broadening of horizons.



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Further note section:

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**Need a hint? These questions might help you to find more arguments.**

- What do you hope to gain from a year of work and travel in New Zealand?
- What specific advantages do you see in your personal and professional career through work and travel?
- What concerns or risks are associated with work and travel and how could these be addressed?
- How do you rate the investment (time and money) in a year of work and travel compared to other options such as studying, training or starting a career directly?

**Useful phrases for you to use during the discussion****To Agree with Someone:**

- "I completely agree with you on that point."
- "Exactly, that's a great way to put it."
- "I'm glad you brought that up; I feel the same way."

To Disagree with Someone Politely:

- "I see your point, but I might look at it differently."
- "That's an interesting perspective, however, I think..."
- "I understand where you're coming from, but I disagree because..."

To Add Information:

- "In addition to what was just mentioned..."
- "Another thing to consider is..."
- "Building on that idea..."

To Clarify a Point:

- "Just to clarify, are you saying that...?"
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To Summarize:

- "So, if I understand correctly, you're saying..."
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To Ask for Opinions:

- "What's your take on...?"
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To Redirect the Conversation:

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Your role: University student Robert Lanier

Background: A university student looking to take a break from studies to gain practical work experience abroad. Arguments for this position include valuable work experience in an international context, building a global network that can be beneficial for future careers, and the opportunity to combine travel and work while exploring New Zealand.



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Role 3: Opponent of Work and Travel (Con 1) - Charles Rickens

Background: A concerned parent worried about the safety and financial aspects of such an endeavor. The arguments focus on safety concerns and the risks of traveling alone to a foreign country, the high costs associated with work and travel and the financial burden it places on the family, and the possibility that time and money could be invested in education or professional development instead. Furthermore, you have heard that NZ is considering to implement a tax that tourists should offset their Co2 emissions with a tax.



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Your role: Opponent of Work and Travel (Con 2) - William Lewis

Background: A labor market expert who is skeptical about the benefits of work and travel for a career. Arguments include the questionable relevance of work experience gained abroad for the domestic job market, the risk of a "lost year" in which no specific qualification or further education is obtained, and the potential exploitation of young workers in work and travel programs. Furthermore, you have heard that NZ is considering to implement a tax that tourists should offset their Co2 emissions with a tax.



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[illegible]

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Your role: The Undecided Explorer (Torn-Between) - Alex Mitchell

Background: Alex, a recent college graduate with a degree in Environmental Studies, stands at a crossroads, deeply attracted to the idea of spending a year in New Zealand through Work and Travel but equally concerned about the long-term implications of such a decision. Alex dreams of exploring New Zealand's renowned natural beauty and gaining firsthand experience in environmental conservation projects. However, Alex also recognizes the potential downsides, including the environmental impact of long-haul flights and the challenge of finding meaningful work that aligns with environmental values.



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