



Step 1: Plan for Success Think First, Write Second

CURRICULUM LINKS

Sequence of content F–10:
Literacy: Interacting with others

- **Listening and speaking interactions**
Purposes and contexts through which students engage in listening and speaking interactions

NAPLAN LINKS

Persuasive Marking Criterion Ideas

- The selection, relevance and elaboration of ideas for a persuasive argument

Learning Intention

Brainstorm and select great ideas for a persuasive text.

Success Criteria

Beginner	0–2 marks	Contribute at least one idea.
Intermediate	3–5 marks	Contribute at least two ideas.
Advanced	6–7 marks	Contribute several ideas.

Activate Prior Knowledge

Prior to this lesson, demonstrate the importance of planning:

- Share examples of how writers plan their work (see *Persuasive Writing Manual 2e* pp 42–6).
- Use a range of different planning templates (see *Persuasive Writing Manual 2e* pp 50–6 and Persuasive Step 1 Templates on *Teacher Hub*).

I Do – Model the Technique

- **Explain technique:** Before picking a side, brainstorm ideas for AND against the statement. Then select THREE key ideas.
- **Model strategy:** As a class, brainstorm TEN ideas for and against the following statement:

Breakfast is the most important meal of the day.

Here are some suggestions to get you started:

FOR	AGAINST
Your body goes into starvation mode if you don't eat for long periods of time.	Sometimes you don't feel like eating until later in the day.
You need breakfast to fuel your brain and get you ready for the day.	Skipping breakfast saves time, which means you get a bit more sleep.
Breakfast foods are a good source of nutrients and fibre.	Breakfast cereals are often very high in sugar.



Review the evidence and take a class vote on which side you are going to argue for.

Now select THREE key ideas for that side:

- strong ideas stand alone
- medium ideas can be combined
- weak ideas should be ditched.

We Do – Group Work

- Form groups of three.
- Give students FIVE minutes to brainstorm TEN ideas for and against the following statement:
School uniforms are unnecessary.
- If necessary, use the following prompts to get the ball rolling:

FOR	AGAINST
Uniforms are expensive and have to be replaced each year.	Wearing a uniform means you don't ruin your good clothes at school.
School uniforms are out of date.	Uniforms make everyone look smart.
Wearing a uniform takes away your individuality.	Uniforms make everyone equal, so you don't have to worry about having the latest designer gear.

- Ask each group to look at their list of arguments for and against and pick a side.
- Give the groups ONE minute to select THREE key ideas for the side they picked.

You Do – Individual Activity

- Ask each student to pick one of the three key ideas and work individually to gather evidence to support the idea.

Feedback

- Ask students to share their ideas and evidence with another group.
- Share some of the best examples with the whole class.

Review

In this lesson, we have learnt how to brainstorm and select great ideas for a persuasive text.

Taking It Further

- Repeat this activity with different topics every morning for a week (see *Persuasive Writing Manual 2e* p 57, Top Twenty Topics).
- Come up with pairs of opposing arguments as the basis for a rebuttal (see *Persuasive Writing Manual 2e* p 48, Action Activity 3).
- Have a class debate based on one of the topics you have brainstormed (see also [Action Activity – It's Debatable](#) on *Teacher Hub*).
- Learn how to order ideas and plot them on the Persuasive Writing Graph (see [Lesson Plan – The Importance of Order](#) on *Teacher Hub*).