



Step 1: Plan for Success Think First, Write Second

CURRICULUM LINKS

Sequence of content F–10:
Language: Language for interaction

- **Evaluative language**
How language is used to express opinions and make evaluative judgments about people, places, things and texts

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

We are learning to brainstorm arguments 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.

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.
- 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 arguments for a persuasive text.

Differentiation

- **Too hard?** Use the following suggestions as a starting point:

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.

- **Too easy?** Have a class debate based on one of the topics you have brainstormed (see also [Action Activity – It's Debatable](#) on *Teacher Hub*).