



Step 1: Plan for Success Think Tank

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

Narrative Marking Criterion
Ideas

- The creation, selection and crafting of ideas for a narrative

Learning Intention

Generate and select great story ideas using brainstorming and mind-mapping techniques.

Success Criteria

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

Activate Prior Knowledge

Prior to this lesson, familiarise students with the basic Story Graph structure:

- Practise telling stories and jokes that follow the Story Graph structure (see *Narrative Writing Manual* pp 18–19, *Writing Essentials* p 31).
- Look for examples of TV advertisements that follow the Story Graph structure (see *Narrative Writing Manual* p 18, *Writing Essentials* p 36).

I Do – Model the Technique

- **Explain technique:** The first ideas are usually the worst ideas because those are the ones everyone else thinks of too, so come up with TEN ideas to find just ONE great idea.

- **Model strategy:** As a class, brainstorm TEN ideas for the topic: Fly.

First ideas:

- Flies annoying you on the beach.
- I dreamt I could fly.

More original ideas:

- Using an umbrella as a parachute.
- A TV presenter being pestered by flies.
- Enrolling in a flying wing lesson.



As a class, decide which idea is the best by exploring each idea a bit further.

- The day my sister convinced me that an umbrella would work just as well as a parachute when jumping off the shed roof. (It didn't.)
- A brand new TV presenter has to do 20 takes because flies keep landing on his face.
- A flying wing is the closest thing to flying yet. So I enrolled in a lesson and ...

We Do – Group Work

- Form groups of 3–4.
- Give students FIVE minutes to brainstorm TEN different ways to approach the topic: Gold.
- If necessary, use the following prompts to assist any groups that are struggling:
 - A wedding ring found on the beach.
 - A sickly child living during the gold rush.
 - A gold nugget discovered on a school excursion.
 - A golden sunsets, sand and memories from a holiday.
 - A wedding proposal that went horribly wrong.

You Do – Individual Activity

- Give each student a copy of the 'Mind Map' template on page 3.
- Ask each student to pick one central idea from the brainstorm.
- Give students TWO minutes to explore the idea individually by writing associated words, thoughts and ideas around their central idea.

Feedback

- Ask students to share their ideas with a couple of other groups to demonstrate how many ideas can be generated by brainstorming one topic in groups.
- Ask each group to pick the best idea based on the mind maps they have created and share it with the class.

Review

In this lesson, we have learnt how to use brainstorming and mind-mapping techniques to generate and select great story ideas.

Taking It Further

- Repeat this activity with different topics every morning for a week (see *Writing Essentials* pp 3–4).
- Explore other strategies for generating story ideas, e.g. 'Never Ending Ideas List' (see *Narrative Writing Manual* p 19, *Writing Essentials* pp 32–3).
- Plan a story using the Narrative Story Graph (see Step 1 Lesson Plan: Don't Lose the Plot on the *Teacher Hub*).

Mind Map Template

