



Step 1: Plan for Success Think Tank

CURRICULUM LINKS

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

- **Language for social interactions**
How language used for different formal and informal social interactions is influenced by the purpose and audience

- **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

Narrative Marking Criterion Ideas

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

Learning Intention

We are learning to generate 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.
Advanced	6–7 marks	Contribute several ideas.

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, fleshing out the initial ideas:

- 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 ...

Have class vote to select the best idea.



We Do – Group Work

- Form groups of 3–4.
- Give students FIVE minutes to brainstorm TEN story ideas for the topic: Gold.

You Do – Individual Activity

- Give each student a copy of the 'Mind Map' template on page 3.
- Ask each student to pick their favourite idea from the brainstorm.
- Give students TWO minutes to flesh out 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 great story ideas.

Differentiation

- **Too hard?** Use the following ideas as a starting point:
 - 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.
- **Too easy?** Students flesh out multiple story ideas using the template on page 3 and pick the best one.

Mind Map Template

