Suggested Teaching Components

- Develop appropriate vocabulary

- Follow the text structure and language features of a discussion

- Understand the purpose of a discussion

- Understand and respond to themes or issues in a discussion either orally or in writing

- Use a range of skills and strategies appropriate to the text, e.g. skimming, scanning, note taking, summarising, taxonomy

- Develop awareness of techniques used by writers to create certain effects and position the reader

- Develop the ability to recognise the difference between fact and opinion

Suggested Themes, Topics and/or Experiences

Any curriculum topic, government, environment, contemporary issues, school, man-made and natural disasters, equity, drugs, generation gap, media, technology, migration, literary discussion

Suggested Assessment Tasks

- Complete comprehension activities, e.g. 3 level guide
- List arguments for and against on grid

Sample Strategies

Teacher directed
- Build field knowledge from a variety of texts, e.g. debates, news articles, radio talkback scripts

- Identify structure emphasising importance of introduction, arguments for and against and conclusion

- Identify different parts of a paragraph, e.g. topic sentence, elaboration

- Identify language features, e.g. opinion words, connectives

- Define purpose and classify arguments

Joint/guided
- Deconstruct text using scaffold

- Sequence paragraphs and arguments

- Complete cloze activities on language features, e.g. modality, connectives

- Complete proforma (writing frame) listing arguments for, against and elaboration

- Complete a Say - It grid or use the de Bono thinking structures such as Plus/Minus/Interesting Charts to plan a persuasive text

Independent
- Compare various types of discussions, e.g. radio, television, newspaper, panel, letters to the editor

- Design a poster illustrating a particular issue

- Complete comprehension activities

- Collect various persuasive texts and create scrapbook