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## Lesson: Joint Construction of a Discussion

### Learning Intention

To work together to write a discussion that explores both sides of an idea using clear structure, tone, and examples.

### Success Criteria

By the end of this lesson, you will be able to:

- Share ideas to build a discussion together.
  - Use connectives to show different viewpoints.
  - Keep a fair and thoughtful tone.
  - Understand how to turn a plan into a full written discussion.
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## 1. Warm-Up: Revisiting the Plan (5–10 mins)

### Teacher talk:

“Today we’ll build a discussion together — this means we’ll *write as a team*. I’ll write our sentences while we share ideas about the topic.”

### Display or read aloud the question:

*Should students have to wear school uniforms?*

### Quick discussion:

- What is our **idea**? (School uniforms)
- What is our **skill**? (Explore both sides)
- What is our **requirement**? (Give reasons and examples fairly)

### Ask students:

- “Why might uniforms be a good idea?”
- “Why might some people not like wearing them?”

Write their ideas briefly on a whiteboard or notebook for reference.

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## 2. Step 1: Writing the Introduction (10 mins)

### Explain:

“The introduction tells the reader what the discussion is about. We show that there are two sides and that we’ll be fair.”

### Model sentence starter:

“The question of whether students should have to wear school uniforms is something people often talk about.”

### Ask students:

- “What’s one good reason for uniforms?”
- “What’s one reason against them?”

### Jointly construct sentences together.

### Example Joint Introduction:

The question of whether students should have to wear school uniforms is something people often talk about. Some people believe uniforms help students look smart and feel part of a team. Others think uniforms are uncomfortable and stop students from showing their own style. Both sides have good reasons.

### Discuss:

Underline phrases that show balance: “*Some people believe...*”, “*Others think...*”

Discuss tone: fair, calm, thoughtful.

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### 3. Step 2: Writing the First Body Paragraph (10–12 mins)

**Focus:** The “*for*” side — why uniforms are good.

**Prompt students:**

- “Why do some people think uniforms are a good idea?”
- “What examples can we use?”

**Jointly construct the paragraph:**

One reason students should wear uniforms is that they make everyone feel equal. When everyone wears the same thing, students don’t have to worry about what they’re wearing or feel left out. Uniforms also help people see which school a student belongs to. This can make students feel proud of their school and part of a team.

**Discuss language:**

- *Tone:* positive and confident.
  - *Connectives:* “*One reason,*” “*also,*” “*this can make.*”
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### 4. Step 3: Writing the Second Body Paragraph (10–12 mins)

**Focus:** The “*against*” side — why uniforms might not be good.

**Ask students:**

- “Why do some people think uniforms are a bad idea?”
- “How might they make school harder for some students?”

**Jointly build the paragraph:**

On the other hand, some people believe uniforms can be uncomfortable and stop students from expressing who they are. Many students prefer to wear clothes that show their personality or make them feel confident. Uniforms can also be expensive, especially if families have to buy more than one set. This means that not all students find uniforms fair or easy to afford.

**Discuss:**

- Highlight the contrast phrase “*On the other hand*”.
  - Emphasise fairness and empathy in tone.
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## 5. Step 4: Writing the Conclusion (10 mins)

### Explain:

“The conclusion gives our final, balanced opinion. We show that we understand both sides.”

### Ask students:

- “What would be a fair solution?”
- “Could there be a middle ground?”

### Co-write paragraph:

In the end, school uniforms can be a good idea because they help students feel equal and proud. However, it’s important that uniforms are comfortable and affordable for everyone. Some schools might choose a more relaxed uniform or special days when students can wear their own clothes. A fair balance helps everyone feel happy and included.

### Discuss:

- What words make it sound balanced? (“*However,*” “*important,*” “*fair balance*”)
  - How does it sound kind and respectful?
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## 6. Read and Reflect (5–10 mins)

### Teacher talk:

“Let’s read our discussion aloud. Listen for how our sentences flow and how our tone stays fair.”

### Reflection questions:

- Did we explore both sides clearly?
- Did our tone sound fair and calm?
- What connectives helped ideas flow?
- Which sentence shows fairness the best?

### Student task:

Write two reflection sentences.

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## 7. Example of the Completed Joint Construction

### Should students have to wear school uniforms?

The question of whether students should have to wear school uniforms is something people often talk about. Some people believe uniforms help students look smart and feel part of a team. Others think uniforms are uncomfortable and stop students from showing their own style. Both sides have good reasons.

One reason students should wear uniforms is that they make everyone feel equal. When everyone wears the same thing, students don't have to worry about what they're wearing or feel left out. Uniforms also help people see which school a student belongs to. This can make students feel proud of their school and part of a team.

On the other hand, some people believe uniforms can be uncomfortable and stop students from expressing who they are. Many students prefer to wear clothes that show their personality or make them feel confident. Uniforms can also be expensive, especially if families have to buy more than one set. This means that not all students find uniforms fair or easy to afford.

In the end, school uniforms can be a good idea because they help students feel equal and proud. However, it's important that uniforms are comfortable and affordable for everyone. Some schools might choose a more relaxed uniform or special days when students can wear their own clothes. A fair balance helps everyone feel happy and included.

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## 8. Extension Challenge (Optional)

Encourage students to extend or personalise the joint text.

### Challenge Ideas:

- Add a short **hook** at the start:

“Every morning, students around the world button up their school shirts — but should they have to?”

- Add a **reflection paragraph**:

“Maybe the question isn't just about clothes, but about feeling part of something.”

- Add **connective improvements** using this list:
  - *Adding*: also, in addition, another reason
  - *Contrasting*: however, on the other hand, while some people think
  - *Summarising*: overall, in the end, finally

### Student reflection prompt:

Write one sentence about what you think is the *fairest solution* for school uniforms.

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