

Interactive Components, Hooks, and Engagement Devices

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U3.2

WHAT THIS LESSON DOES

You will add one engagement device such as a hook or call to action that asks the audience to do something. Build a practice deck that models the moves, then apply one device to your format and cut anything that does not help.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Add one engagement device that serves the audience (hook, CTA, or a clear interactive ask)
- Place a strong hook in the opening seconds (ideally the first three seconds) for short-form formats
- Cut engagement devices that do not improve the experience

BEFORE THE BELL

- No handout needed. Sample sticker pitch text (hook, benefit lines, cost breakdown, CTA) is embedded in the step-by-step. Paste those lines onto a shared slide or board for mandatory demo-then-copy during the drill.
- Have one strong and one weak hook clip ready (about 30 seconds each).
- Confirm students can reach [Project_Portfolio/09_specialism/sm2](#) on their cloud drive.
- Queue a 60-second non-slide demo (CapCut Text → Add text on frame 1, or spoken podcast open/close) for immediately before Independent Practice, this is required, not optional, if anyone is off slides.
- Have one strong and one weak hook example ready to show on the classroom screen (30 seconds each). Optional: display the weak-vs-strong mood comparison graphic. Be ready to list who has format 1 vs format 2 in sm2.
- No prep needed beyond the weak/strong hook clips from the start of the lesson.
- Students need cloud access to [Project_Portfolio/09_specialism/sm2](#) and either PowerPoint Online ([onedrive.com](#)) or Google Slides ([drive.google.com](#)). Paste the sample hook, three benefit lines, cost lines, and CTA on the board for mandatory demo-then-copy. Plan freeze points at add slide 3 and Insert Link. Prepare the required 60-second non-slide screen share (CapCut first-frame text or spoken open/close) for immediately before Independent Practice.
- No prep needed beyond the non-slide demo queued for before IP.
- Before the timer: run the required non-slide screen share, then check each student has a format 1 or format 2 file in sm2, or is ready to use the [sm2_engagement_practice](#) fallback.
- No prep needed.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
4 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Before key concepts, quick-scan who has format 1 vs format 2 open in sm2.
- Demo the hook rewrite live for the whole class before independent work.
- Primary focus for the period: one strong hook, one clear CTA mindset, and the cut rule. Treat hyperlinks as the worked interactive example for deck users.
- Enforce board copy and class freeze points at add slide 3 and Insert Link so the 15-minute drill finishes together.
- Before the IP timer: required non-slide screen share, then gate missing format files to the sm2_engagement_practice fallback.
- Default IP choice for unsure students: hook or CTA only.
- Circulate during independent practice to identify buried hooks, multiple gimmicks, stacked non-slide mini-patterns, or unclear filenames.
- Keep reflection oral with two volunteers sharing.

WHAT TO WATCH FOR

- Hook starts with name and title: Move name to corner and lead with audience problem.
- Multiple gimmicks instead of one device: Focus on one clear action for the audience.
- CTA says thank you: Replace with a specific next step and, where useful, a time.
- Link inserted before the target slide exists: Always create the destination slide first.
- Non-slide students doing hook + CTA when only one is scored: Point them back to the choose-one menus.

DIFFERENTIATION

- Support: Offer pre-written sample lines on the board for the practice deck; allow paired discussion during independent practice.
- Support: Students without a prior format file extend sm2_engagement_practice for their real topic.
- Extension: Only if the one device already passes the cut rule and you agree, ask students to add a second engagement device of a different type and keep only the cleaner pair.