

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.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U3.2	Identify key features of best practice in presentation to engage an audience and apply these features.

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. The sample sticker pitch text (hook, benefit lines, cost breakdown, CTA) is printed in the step-by-step task for students to copy from their own screens, so you only need it on the board if you prefer to demo from there.
- 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.

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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, scan quickly to see who has format 1 or 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.
- Hold the class together at the two freeze points, adding slide 3 and inserting the link, and keep everyone on the copy wording so the 15-minute drill finishes together.
- Just before you start the independent practice timer, give the non-slide screen share, and send any student without a format file to the sm2_engagement_practice fallback so nobody starts the 20 minutes with nothing open.
- If a student cannot decide during independent practice, tell them to take the hook or the CTA and nothing else.
- 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 and CTA when only one is scored: Point them back to the per-format options listed in Independent practice and have them choose one.

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.