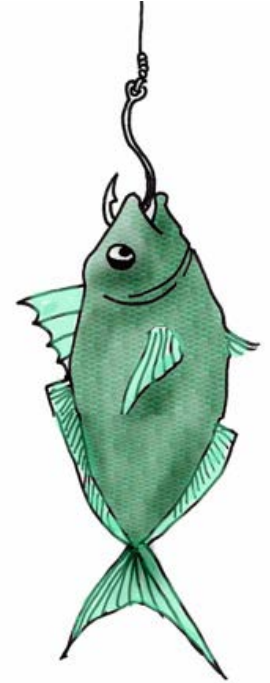


Odd one out: Which one of these images doesn't belong?



Looking at the remaining images, what do you think the focus of our session is today? Work with your neighbour!

How not to lose a student in the first 10 minutes of class

Carla L. Peck, Associate Director, CTL
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Learning Objectives

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

1. Articulate the pedagogical benefits of using lesson “hooks” or “anticipatory sets”
2. Identify the characteristics of effective hooks
3. After exploring examples of effective hooks, identify one you might use in an upcoming session

Beginning with the basics: What is an “Anticipatory set”?



- **Anticipatory set:** A brief portion of a lesson given at the very beginning to get students’ attention, activate prior knowledge, and prepare them for the day’s learning. Also known as *advance organizer*, **hook**, or *set induction*.

(Madeline Hunter Lesson Planning Model; <https://www.cultofpedagogy.com/anticipatory-set/>)

Pedagogical benefits of using lesson “hooks” or “anticipatory sets”

- Activates students’ prior knowledge
- ***“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly.” (Ausubel, 1968, p. vi)***
- Prepares and motivates students for learning
- Focuses students on what will be taught/learned – connects students to lesson/session objectives and purpose
- Creates an “advanced organizer” for future learning – provides a structure for student thinking about the lesson/session topic

Characteristics of Effective Hooks

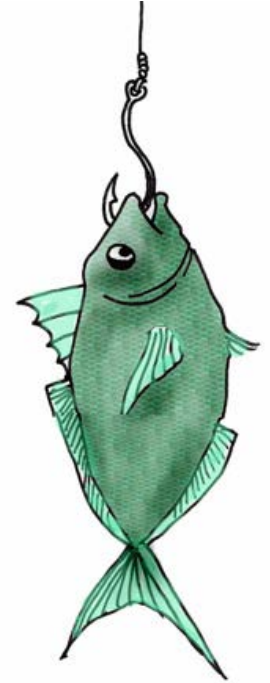
- **Connect** what students are about to learn to what they already know
- **Capture** students' interest – are exciting, thought-provoking, interesting, or fun
- Are **open-ended**
- Can be answered using **only the material you provide**
- Provide an entry for you to explain **what** students are about to learn and **why** it's important (e.g., relevance to course, assignment, or future career)
- **Clearly identify** the **focus** of the lesson

Let's Explore:

Examples of “Anticipatory Sets” or “Hooks”



Odd one out: Which one of these images doesn't belong?



Looking at the remaining images, what do you think the focus of our session is today? Work with your neighbour!

Personalizing Learning Goals

- After you have introduced the main topic/focus for the lesson and your lesson objectives, give students 3-5 minutes to personalize them for their specific learning needs.
- **Example:** By the end of this lesson, students will be able to apply proper citation methods in their written work
- **Personalization:** By the end of this lesson, I will be able to correctly model APA 6th for different types of sources (journal article, book chapter) for my final paper bibliography.

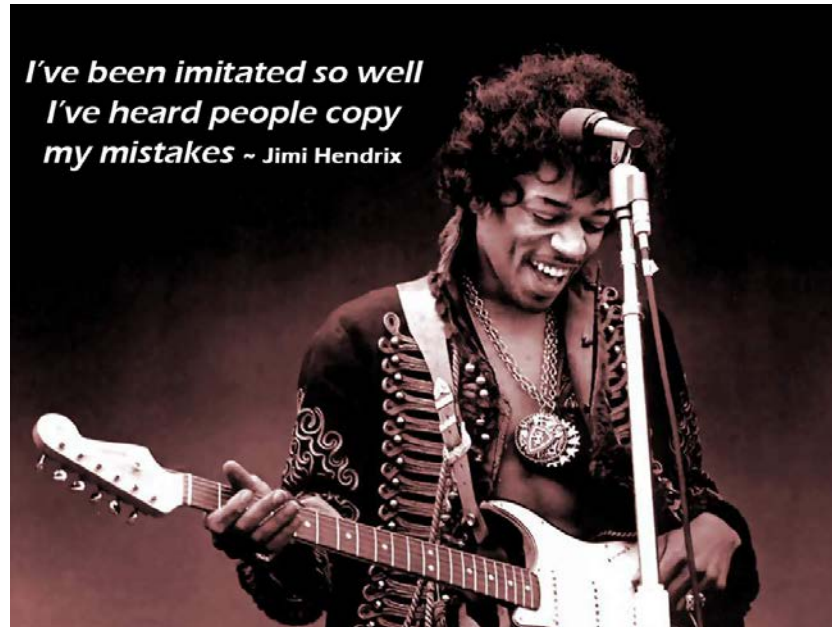
Brainstorm Race

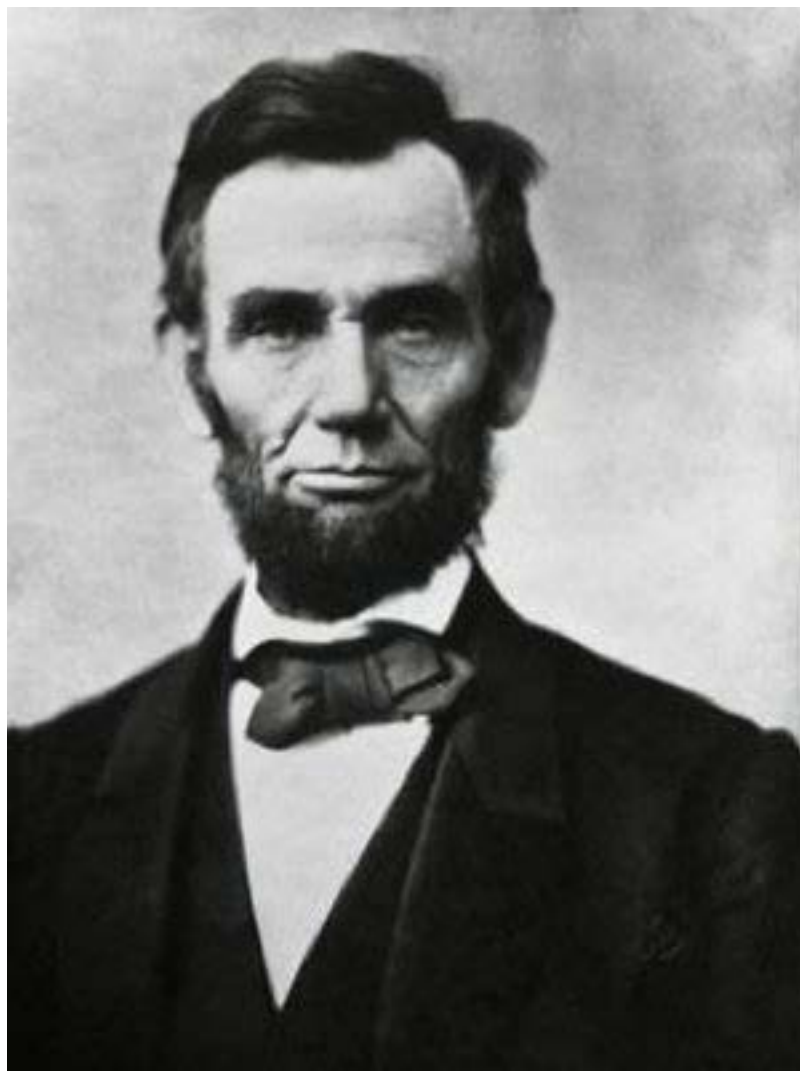
- Divide class into small groups (5-6 students) – you can do this by numbering students off or simply pointing to groups of students around the classroom
- Provide students with the topic that is the focus for the lesson
- Challenge students to brainstorm or list as many ideas and/or questions they can think of related to the topic
- Use a timer!
- Give out small prizes if you can! Lollipops are great!



Interesting or Provocative Quotation

- Find an interesting or provocative quotation that relates to your topic and project it onto a screen at the front of the room
- Invite students to hypothesize (who said it, when, and) the relationship of the quotation to the topic of the lesson.
- **Example:**





“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln

Real World Problem

- Identify a real world problem or situation related to the lesson topic
- Ask students to brainstorm what knowledge and/or skills they will need to solve the problem
- Use prompts or cues to ensure students include the knowledge/skill you will focus on in the lesson
- **Example:** You are in a job interview and your prospective employer asks you about one of your Instagram posts.
- **Connection to ACRL Knowledge Practice:** make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.
(http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf)

Think-Pair-Share

Lightening Share!

- What is an example of a real world problem or scenario you could use as a Hook?
- 30 seconds to think of an example
- 30 seconds to share
- Switch!

Video or Audio Clip

- Find a relevant video or audio clip for your topic
- Before playing it, invite students to think about what the video/audio clip is about and what library-related topic(s) it connects to
- **Example:** *Shawshank Redemption* Library [Scene](#)
- Possible connections to [ACRL](#)? Learners:
- value the process of matching an information need with an appropriate product;
- are inclined to examine their own information privilege;
- understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;

Interesting or Funny Anecdote

- Recount an interesting or funny situation that you experienced (e.g., an unusual problem or request a student or instructor brought to you) – one that is related to your lesson of course
- Ask students what they think the heart of the situation was – lead them to the focus of your lesson/session
- If you can't think of one, look elsewhere for funny anecdotes
- For example: **Hilarious [Questions](#) Posed to the NYPL Pre-Internet**
- **I work at a public [library](#)**

Countries, Cultures and

The following is a conversation I had with a middle-schooler and her mom.

Mom: "So my daughter needs a multicultural book for her school project."

Me: "Okay, what culture?"

Mom: "Multi-cultural."

Me: "Hmm. Okay..." [turns to middle schooler] "Name a country you would like to visit."

Daughter: "Hawaii!"

Me: "Well, that's a state in the USA which is a country. Name a country other than the USA you want to visit."

Daughter: "EUROPE!"

Me: "Europe is a continent which is a group of countries. How about Germany...or Spain...or Ita-"

Daughter: "ITALY!"

Me: "Great! I'll look up some books on Italy for you."

She walked away and never came back to check out any books.

Same, Not the

Patron: "I need books on gynecology."

I begin to walk to the section.

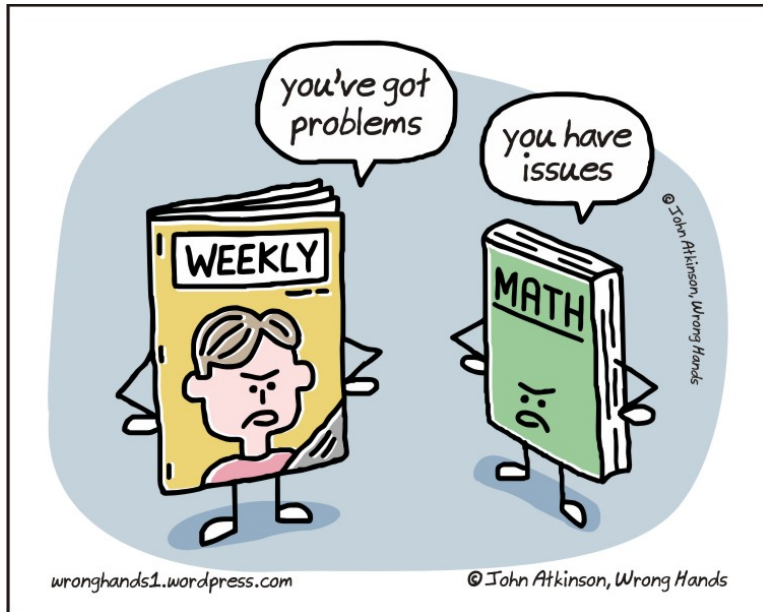
Patron: "Yeah, I really want to know about my ancestors."

I quickly change course.

http://iworkatpubliclibrary.com/tagged/025.52_Refere_nce_Work

Picture Association – Guess the topic

- Use an interesting or funny image or cartoon to pique students' interest in the topic
- Ask students to brainstorm what they think the lesson is about based on the image/cartoon – lead them to the focus of your lesson/session if necessary
- Can use a single image, or you can use a series of images that represent a common theme (and have students guess the theme).



"You want the Romance Section.
You've been looking for love in all the wrong places."

Card Sort

- Create a set of cards (enough sets for the whole class) that students have to organize in some way, for example:
 - Match pairs
 - Thematic (group topics)
 - Process (sequence steps)
- Ask some students to take a photo of their card sort and share it via Google docs or Twitter (or some other platform) – Circulate so that you know who to ask – look for different arrangements
- Emphasize that students shouldn't worry if they get the answers correct at the beginning of the lesson – the purpose of the activity is to activate their prior knowledge
- Provide time for students to redo the activity near the end and check for understanding
- Variation: Have words on a single sheet of paper or use an online tool like Quizlet: <https://quizlet.com/404uzc>

Hangman!

- Everyone knows this game – fun, and can be done quickly!
- Choose a word or phrase that relates to your topic and draw the “Hangman” game on the board
- Could solve as a whole class OR you could put students into pairs and give one person the clue and have the other student try to solve it.
- Try it [online!](#)
- Make your own Hangman: <https://www.hangmanwords.com/create>



Your turn!

- Identify one HOOK that you would like to try in an upcoming lesson/session.
- How will you implement it?
 - Selecting the hook – what is the main focus of your lesson?
 - Working with it, with students – does it require prompting or debriefing?
- Work in pairs and get ready to share!

Final Reminders

- Remember that your “hook” should have a strong connection to the most central/essential part of your lesson
- Always follow your “hook” with clear connections to the objectives for the lesson
- For it to be most effective, find ways to connect back to the “hook” during and at the end of the lesson.

ARGH, Matey! Time for some self-assessment!

Have you identified one hook you can use in an upcoming session?

What are the characteristics of effective hooks?



Can you explain the pedagogical benefits of using lesson “hooks” or “anticipatory sets”?