Kinesthetic Anticipation Guide

The Strategy

Anticipation Guides are used to assess students’ prior knowledge and/or misconceptions about a topic. They can also focus on the "big ideas" or essential questions posed (implicitly or explicitly) by the writer as a way for the reader to clarify his/her opinions before reading the text and then compare them to the writer’s message as they read.

The Definition

Just like written anticipation guides, Kinesthetic Anticipation Guides consist of 5-10 statements with which students can agree or disagree. Kinesthetic Anticipation Guides are beneficial because:

- students are able both read and hear the statements and then respond through movement. The movement element is important for stimulating endorphins which increase authentic learning according to brain compatible research.
- students are able to use “shades of judgment” versus simple right/wrong or agree/disagree.
- the process requires students to justify their answers and then interact with their classmates. Discussion prompts thought!
- the C caters to kinesthetic learners for whom there is little stimulation in the traditional classroom.
- the strategy requires only a little prep on the part of the teacher, and once in place, can be used repeatedly.

The Directions

Between a Rock and a Hard Place

1. You will need a picture or poster of a rock and some type of hard place (i.e. a mountain or cliff). Post these at opposite ends of the room with a cleared space between them.
2. Explain to students what each of these pictures depicts, and proclaim one the “absolute agree/right” and one the “absolute disagree/wrong”. Explain that the space in between is the “gray area” which is not entirely right or wrong. Explain about shades of gray and their personal judgment. During this explanation the teacher should physically move along the spectrum to model the process for students. Use simple statements as examples (i.e. The sky is red).
3. Now display on the overhead the anticipation guide statements. You may wish to also pass out a paper copy of the 10 statements so that students have a chance to read and think about the ideas. This is especially important for students who are slower at processing ideas.
4. Now ask students to stand up. Read aloud each statement and direct students to move along the spectrum to the location that best shows their personal response to the statement. Time this for the sake of order, and tell the students they have to move silently.
5. Now ask students to turn to the person nearest them and take turns explaining their personal response and why they chose their spot. After they have shared, ask 2-3 volunteers at different spots to share their responses and explanations. Caution students about the need to respect each others’ views even if they disagree. Repeat the process for each statement.

Variation: The Clothesline or “Where are YOU Hangin’?”

Hang a clothesline or rope from one end of the room to the other with a clear space between the ends. Use clothespins to hang sheets of paper with the numbers 1-10 on each sheet. In the directions for the anticipation guide, have students rate the statements on a scale of 1-10, 1 being absolute disagreement and 10 being absolute agreement. Again, the teacher should model this with simplistic statements, and explain the individual spots along the spectrum. Then, the students will stand and move, essentially following steps 3-5 above.

**As with “traditional” anticipation guides, students should refer back to the statements during and after reading. You might...

- have students "track " the statements throughout the text, looking for support and correcting misconceptions.
- develop one or more of them as writing prompts (journal, essay, persuasive piece).
- return to them at the end of the text for clarification and closure.