

How can I create an introduction for my lesson?

The purpose of the lesson introduction is to prepare students for the lesson by gaining their attention, informing them of the lesson objectives, and reviewing their prior knowledge and experiences that are relevant to the lesson. Additionally, the lesson introduction gives students an expectation for the lesson and prepares them to use strategies that will help them learn the lesson content.

Use the following links to help you develop an introduction for your lesson.

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Why should I try to gain my students' attention?

There can be many distractions in any normal classroom environment, especially when students have access to computers or some other kind of technology. Therefore, it is important to use some kind of technique or device to gain the students' attention for learning the task. It is

essential to gain the attention of the students so they will be focused on the lesson and motivated to learn.

What are some approaches for gaining the students' attention?

Below are suggestions to use in your lesson for gaining students' attention:

- Ask an interesting question that relates to the lesson objectives.
- Begin the class with a role-playing activity involving some part of the objectives for the lesson.
- Tell interesting "sea stories" that relate to the lesson objectives.
- Provide a rapid stimulus change by the use of a fast paced visual display. For example, present images in PowerPoint and only present each image for a few seconds and then advance to the next image. This will gain the students' attention, and create an interest to find out what the image was.

What kind of media and student materials can I use to gain students' attention?

There are several media and student materials that can be useful when gaining students' attention. The following table contains suggestions for how you can integrate media and student materials into your lesson.

Suggested IMM	Description and Example(s)
PowerPoint or Overheads	<p>PowerPoint or overheads can be used to present images and text to gain the attention of the students.</p> <p>Example: Present PowerPoint slides that flash images rapidly to gain students' attention.</p>
Videotape	<p>Videotape can be used to illustrate real-life actions which help students see the relevance of the skills to be learned by showing how others actually use those skills on the job.</p> <p>Example: Present a videotape of a situation where students' would have to use the current lesson content. This will gain the students' attention while allowing them to see the relevance of the lesson content.</p>
Suggested Student Materials	Description and Example(s)
Handouts of Scenarios for Role-Playing	<p>Handouts of scenarios for role-playing can be used by students to engage in a role-playing activity. This will help gain the attention of the students.</p> <p>Example: Provide students with handouts of scenarios for role-playing and have them use it to engage in a role-play in class.</p>

Why should I present and explain lesson objectives?

When you present and explain the lesson objectives in terms that the students understand, you will help build their confidence in learning the material. If students know what is being taught, they will be more willing to approach the learning goals with interest, and perhaps even see how their own personal goals relate to the learning goals of the class. Explaining the lesson objectives also allows students to create an expectation for the lesson. It can be easily combined with gaining their attention, therefore focusing the students' attention on the learning goal. Explaining the lesson objectives also gives the students a sense of control, and allows them to recall prior information that will be relevant to the material.

What are some approaches for presenting and explaining objectives?

Below are suggestions to use in your lesson for presenting and explaining objectives:

- Present each objective in simple terms that will be easily understood by the students.
- Present the objectives with accompanying diagrams, pictures, photographs, or other aids.
- Present the objectives and then have students restate the objectives in their own words. Students can paraphrase the objectives orally or in writing.

Note: If you have students paraphrase the objectives in writing, they can take notes on the same sheet of paper. This way, the lesson objectives and students' notes will be together. Guidelines for note-taking are included later in this How-to under the following link: [What activities can I use throughout the entire lesson, starting with the introduction?](#)

- For objectives that involve skill application and motor skills, state the objectives verbally and then show an example of the desired skill. This approach provides students with a clear picture of what they will be able to do after successfully completing the lesson.

What kind of media and student materials can I use to present and explain the objectives?

There are several media and student materials that can be useful when presenting and explaining the objectives. The following table contains suggestions for how you can integrate media and student materials into your lesson.

Suggested IMM	Description and Example(s)
PowerPoint or Overheads	PowerPoint or overheads can be used to present images and text to explain the lesson objectives. This helps focus students on the learning goals. Example: Present PowerPoint slides with text stating and explaining the lesson objectives.

Suggested Student Materials	Description and Example(s)
Handouts of Lesson Objectives	<p>Handouts of the lesson objectives can be used by students to take notes on how the objectives relate to the learning goals of the course while you are presenting them.</p> <p>Example: Provide students with handouts of the lesson objectives and ask them to take notes on it while you are explaining how the objectives relate to the learning goals of the course.</p>
Handouts of Photographs or Pictures	<p>Handouts of photographs or pictures that accompany the lesson objectives can be used by students to gain context for the objectives.</p> <p>Example: Provide students with handouts of pictures that show someone performing the desired task beside each lesson objective.</p>

Why should I provide an overview of the lesson?

Providing an overview helps students develop an expectation for the lesson and what they will be learning. They can then begin to think of strategies to help them achieve the lesson content.

What are some approaches for providing an overview?

Below are suggestions to use in your lesson for providing an overview:

- Present a graphic organizer (such as a frame, spider map, hierarchy map, or Venn diagram) or an advance organizer. Use it to preview the lesson and to show how the content of the lesson relates to the rest of the course.
- Give a verbal introduction to the lesson that includes a brief outline of the material.

What kind of media and student materials can I use to provide an overview?

There are several media and student materials that can be useful when providing an overview. The following table contains suggestions for how you can integrate media and student materials into your lesson.

Suggested IMM	Description and Example(s)
Graphic Organizers	<p>Graphic organizers can be used to present an overview of the current lesson in relation to previous and future lessons.</p> <p>Example: Present a graphic organizer that provides an overview of the current lesson in relation to previous and future lessons.</p>

Suggested IMM	Description and Example(s)
PowerPoint or Overheads	PowerPoint or overheads can be used to present a brief outline of the lesson. This will allow students to create expectations for the lesson. Example: Present a brief outline of the lesson in PowerPoint.
Suggested Student Materials	Description and Example(s)
Handouts of a Graphic Organizer	Handouts of a graphic organizer that presents an overview of the current lesson in relation to previous and future lessons can be used by students to see how the lesson relates to the entire course. Example: Provide students with handouts of a graphic organizer that presents an overview of the current lesson in relation to previous and future lessons. Instruct them to refer to it during the overview.
Handouts of a Partially Completed Outline	Handouts of a partially completed outline of the lesson can be used by students to take notes on while you give the lesson overview and throughout the lesson. Example: Provide students with handouts of a partially completed outline and have them fill it in as you lecture.

Why should I discuss safety issues with the students?

Discussing safety issues is a critical part of Navy instruction. By bringing up safety in the introduction, students will immediately be cued to the safety issues involved in the lesson. Including safety information in the introduction is also a way to focus students' attention on learning the task.

What are some approaches for demonstrating the importance of safety?

Below are suggestions to use in your lesson for demonstrating the importance of safety:

- Give an example of what can happen if proper safety procedures are not followed. This will allow students to see the importance of the safety procedures.
- Tell interesting "sea stories" related to safety issues in the lesson.
- Have the students share their experiences related to safety with the class.

What kind of media and student materials can I use to discuss safety issues?

There are several media and student materials that can be useful when discussing safety issues. The following table contains suggestions for how you can integrate media and student materials into your lesson.

Suggested IMM	Description and Example(s)
PowerPoint or Overheads	<p>PowerPoint or overheads can be used to present examples of safety issues using real images, graphics, or text to emphasize the importance of safety.</p> <p>Example: Present PowerPoint slides showing a dangerous activity and point out the important safety issues.</p>
Videotape	<p>Videotape can be used to present a scenario demonstrating what can happen if proper safety procedures are not followed. This will emphasize the importance of following proper safety procedures.</p> <p>Example: Present a videotape of a scenario where proper safety procedures were not followed and negative results occurred.</p>
Suggested Student Materials	Description and Example(s)
Handouts of Photographs or Pictures	<p>Handouts of photographs or pictures that illustrate proper safety procedures can be used by students to take notes on or for reference throughout the lesson.</p> <p>Example: Provide students with handouts of pictures that illustrate the steps in a safety procedure for them to refer to throughout the lesson.</p>

Why should I try to stimulate students' prior knowledge and skills?

Stimulating students' prior knowledge and skills ties into many of the issues mentioned in previous steps. At this point, you want students to retrieve knowledge from their long term memory. Thinking about what they already know about a particular content area will help them learn the knowledge and/or skills specified in the new objectives presented in the current lesson. Recalling information that incorporates a particular K-level will help them progress to higher K-levels.

What are some approaches for stimulating students' prior knowledge and skills?

Below are suggestions to use in your lesson for stimulating prior knowledge and skills:

- Have students report on information learned during previous lessons.
- Give students a short quiz that covers knowledge and skills related to the previous lesson.

- Have students do a “brain dump,” in which they take a few minutes to write down everything they know about the announced topic/set of objectives. This will stimulate students’ recall of prior knowledge and skills. It will also provide you with information about what students remember from the previous lessons. After students have written for 5 minutes, ask for volunteers to read their “brain dump.”
- Have students create graphic organizers for existing knowledge and skills, leaving room to add new information from the current lesson. They can create these graphic organizers from memory or from their class notes.

Note: Graphic organizers are included in the tactics under the Presentation tab. Select a graphic organizer that is appropriate for the content type of the learning objectives that represent the prior knowledge and/or skills you want students to recall.

- Cover all prior knowledge and skills related to the current lesson.

What kind of media and student materials can I use to stimulate students’ prior knowledge and skills?

There are several media and student materials that can be used when stimulating prior knowledge and skills. The following table contains suggestions for how you can integrate media and student materials into your lesson.

Suggested IMM	Description and Example(s)
PowerPoint or Overheads	PowerPoint or overheads can be used to present graphic organizers or text that relates the new information to previously learned information. Example: Present a partially completed graphic organizer in PowerPoint and guide students in completing it.
Suggested Student Materials	Description and Example(s)
Handouts of Blank, Partially Completed, or Completed Graphic Organizers	Handouts of blank, partially completed, or completed graphic organizers can be used by students to fill in during a lesson or later for review. Example: Provide students with handouts of a partially completed graphic organizer and have them fill it in during the lesson.
Handouts of a Lesson Summary	Handouts of a lesson summary from a previous lesson can be used by students to help recall prior information and to establish new learning goals and relate them to previous information. Example: Provide students with a handout of a lesson summary for a previous lesson and review it with them to help recall prior information.

Why should I try to establish relevance and answer “What’s in it for me (WIIFM)?”

Establishing relevance helps students attach value to the learning objectives. This point is concerned with how information is presented to students. Overall, relevance is used to show why the knowledge and/or skills that students are learning is important to them. This helps motivate them to learn and to think about how they can apply what they are learning.

What are some approaches for establishing relevance for the students?

Below are suggestions to use in your lesson for establishing relevance:

- Discuss the learning objectives in terms of the Course Mission Statement.
- Explain how the lesson content can be applied to real world scenarios and future tasks.
- Have students explain the learning objectives in their own words and discuss how the material is relevant to them.

What kind of media and student materials can I use to establish relevance for the students?

There are several media and student materials that can be useful when establishing relevance. The following table contains suggestions for how you can integrate media and student materials into your lesson.

Suggested IMM	Description and Example(s)
PowerPoint or Overheads	PowerPoint or overheads can be used to present text or case studies to establish relevance. Example: Present PowerPoint slides with text that relates the lesson objectives to the Course Mission Statement.
Videotape	Videotapes can be used to present real-world applications of the information to be learned. Example: Present a videotape that shows a scenario of how the lesson content is used in a real-world setting.
Suggested Student Materials	Description and Example(s)
Handouts of Case Studies	Handouts of case studies involving real-world scenarios can be used by students to review how the lesson content can be applied. Example: Provide students with handouts of case studies involving a real-world application of the lesson content and have them review and discuss the case studies.

Suggested Student Materials	Description and Example(s)
Handouts of Lesson Objectives	<p>Handouts of the lesson objectives can be used by students to take notes on how the objectives relate to the Course Mission Statement.</p> <p>Example: Provide students with handouts of the lesson objectives and have them take notes on it as you explain how the objectives relate to the Course Mission Statement.</p>

What activities can I use throughout the entire lesson, starting with the introduction?

When presenting new information to students, there are some activities you can use in the beginning of the lesson and continue using throughout the lesson. Use the following activities along with the other introductory information. Be sure to inform the students about the goals behind the activities, guidelines, and expected due dates.

Note-taking

Note-taking is an essential part of learning. However, many students do not know how to take notes effectively or in ways that will aid in learning. Note-taking serves three major purposes: establishing main ideas, encoding information (through repetition), and review. There are several techniques that can be used in taking notes. These techniques depend on the material and how it is being presented to students.

When taking notes from written texts, students should:

- Delete unimportant information
- Delete repetitive information
- Substitute a main event for a series of small actions when possible
- Create a topic sentence

When taking notes from lectures, students should:

- Distinguish between general categories of information and the details within the categories
- Abbreviate words
- Paraphrase information in their own words
- Use an outline format

As with all notes, it is especially important with lectures to go over notes as soon as possible after taking them. At this point students should organize the information so that it represents accurate, processed material rather than just raw input.

There are two subcategories of note-taking. They are (1) underlining or marking text and (2) making notes in the margin.

- Underlining or marking text: Using a highlighter or other instrument, the students can emphasize key points. Underlining general statements aids recall of both general statements and supporting detail.

Note: Excessive underlining has been found to hold back the process of recalling information. Be sure to emphasize that students should only underline one or two general statements per paragraph along with the main ideas.

- Making notes in the margin: When reading large amounts of text, it can be helpful if students record certain ideas, connecting facts, or other notes regarding the text they are reading. This

will aid in recalling the train of thought the students were in at the time of the initial reading. It can help connect those thoughts and facts to future events.

Both of these subcategories may not be as effective as the prior note-taking tactics, but they are more effective than just passive reading or listening.

Pause

Stop the lecture for a few minutes so students can review their notes and formulate questions or ideas about the lesson content.

Notes Sharing

In the beginning, middle, and end of a lecture, pause to allow students to exchange and compare their notes so that they can see another perspective or way of arranging material.

Journal Entries

Have students keep course journals in which they record chapter summaries, homework questions, and individual ideas and questions about the lesson content. Provide feedback at least three times during the course. In large classes, be selective when reading the journal entries. Ask students to mark their three best entries; read those and three others at random.

Where can I go to learn more about lesson introductions?

Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). **The Principles of instructional design**. Fort Worth: Harcourt Brace Jovanovich College Publishers.

Gagne, R. M., & Medsker, K. L. (1996). **The conditions of learning: Training applications**. Forth Worth, TX: Harcourt Brace College Publishers.

Smith, P. L., & Ragan, T. J. (1993). **Instructional design**. New York, NY: Macmillan Publishing Company.