

Physical Education Learning Objectives

3 Learning Domains

1. **Psychomotor:** physical
2. **Cognitive:** thinking, knowledge, & understanding
3. **Affective:** valuing, feeling

3 Components of a Psychomotor Learning Objective

1. **Behaviour:** the behaviour students are expected to exhibit
2. **Condition:** the condition under which the behaviour is to be demonstrated
3. **Criteria:** the level of performance the student is expected to achieve, described quantitatively

Examples of Learning Objectives

Psychomotor

- The student will jump into and out of the hula hoop without landing on it two out of three times.
- The student will balance for fifteen seconds using one point of contact.
- The student will pass a ball using the inside of their foot to a partner three feet away three out of five times.

Cognitive

- The student will be able to identify three offensive strategies in lacrosse.
- The student will be able to accurately describe the basic components of a 1-3-1 zone defense in basketball.
- The student will be able to identify the four performance cues for overhand throwing an object.

Affective

- The student will demonstrate they value educational gymnastics by willingly participating in all activities without prompting.
- The student will work respectfully with their peers during the blind partner obstacle course.
- The student will include all classmates by passing to all members of the class without hesitation.

<i>Learning Activities (NOT objectives!)</i>	<i>Possible related Objective</i>
“I’m going to have students practice the lacrosse scoop.”	“The student will be able to perform the lacrosse scoop demonstrating knee bend, forward scooping motion, and containment in the pocket two out of three times.”
“Students will answer offensive strategy questions.”	“The students will be able to identify three offensive strategies in lacrosse and when they are used.”

Some appropriate action verbs frequently used in writing educational objectives are:

<u>Level</u>	<u>Skill demonstrated</u>	
1. Knowledge	<p><u>Skill</u>: observation and recall of information; knowledge of dates, events, places; knowledge of major ideas</p> <p><u>Action Verbs</u>: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>	
2. Comprehension	<p><u>Skill</u>: understanding information; translate knowledge into new context; interpret facts, compare, contrast; order, group, infer causes; predict consequences</p> <p><u>Action Verbs</u>: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>	
3. Application	<p><u>Skill</u>: use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge</p> <p><u>Action Verbs</u>: apply, perform, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>	
4. Analysis	<p><u>Skill</u>: seeing patterns; organization of parts; recognition of hidden meanings; identification of components</p> <p><u>Action Verbs</u>: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>	Higher Order Questions
5. Synthesis	<p><u>Skill</u>: use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict, draw conclusions</p> <p><u>Action Verbs</u>: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>	

6. Evaluation	<u>Skill</u> : verify value of evidence, recognize subjectivity <u>Action Verbs</u> : assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize	
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Resource: WCU Department of Kinesiology, Guide to Writing Educational Objectives