



# Creating Learning Objectives

## Training Starter Template

**Objectives:** All participants in the training will be able to:

- Understand components of well-developed objectives, and why objectives are important.
- Be able to write learning objectives that:
  - Specify what youth should know or be able to do as a result of an activity or lesson
  - Include how the learning will be demonstrated
  - Reflect the target learners, whether “everyone” or a subset of the group
  - Address content knowledge, development, or skill building for success in school

**Total Amount of Time:** \_\_\_\_\_

**Number of Participants:** \_\_\_\_\_

**Preparation:** \_\_\_\_\_

**Materials:** \_\_\_\_\_

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### Training Opening

- Engage Participants \_\_\_\_\_ minutes  
(Ice breaker/warm up activity related to the topic)

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- Introduce the Topic \_\_\_\_\_ minutes  
(Motivate participants, show them why the topic is important, share objectives & agenda)

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### Training Middle

\_\_\_\_\_ minutes

(Explain the topic in detail, demonstrate and discuss the concept, and practice and apply the topic.)

- Ask participants what they do now to set goals for what students will learn before an activity or project, and how they know whether the learning has been achieved. You may also want to ask if staff have used a goal-setting process for any purpose, whether in an educational, work, or personal setting, and to elaborate on what made the process helpful and could have been improved.



## Creating Learning Objectives

- Elicit ideas from the group and explain benefits of well-developed objectives in an afterschool setting, including:
  - Focuses on specific outcomes or results
  - Guides planning and implementation
  - Points toward demonstration and documentation of learning
  - Enriches communication with school-day teachers and families
- Explain that well-developed objectives include several elements:
  - A statement of what youth should know or be able to do as a result of an activity, lesson, or project. Objectives may include multiple learning goals, or each goal may be stated in a separate objective.
  - Evidence for staff of participants' learning
  - Identification of target audience or participants
- Ask someone to share an objective, from any area. Discuss elements. In small groups, draft two or three objectives for program activities. Compare and review for completeness and specificity.
- In pairs, review past activity or project plans; examine and revise objectives.
- Ask each participant to pick a favorite afterschool activity and develop at least three learning objectives for it. Post, and discuss examples.

### Training Wrap Up and Closing

- Summarize, consolidate \_\_\_\_\_ minutes  
(Connect back to the objectives, check for understanding, and discuss questions)

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- Plan Next Steps \_\_\_\_\_ minutes  
(Be specific about application to immediate practice.)

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- Closing Comments \_\_\_\_\_ minutes  
(Acknowledge, motivate and inspire)

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# Creating Learning Objectives

## Post-training assessment and revision

- Formal or informal assessment of effectiveness of training
- Note changes to make
- Note areas for additional training