# Learning to Use of Specific Action Verbs (Activity)

When we write clear learning objectives/learning outcomes, we use specific action verbs to indicate what the students will be able to do as a result of instruction.

1. Define which Bloom’s Domain (Cognitive, Affective or Psychomotor) and which Bloom’s level in that taxonomy is present in each Objective. (use Bloom’s Domains of Learning Handouts)
2. Consider which objectives contain observable performances? If the statement does not contain an observable performance, change the wording to make it so?

By the end of the lesson, the learners will be able to:

* Know how to operate a lathe.

* Understand the government budgetary process.

* Formulate an effective solution to a labour relations problem.

* Describe the mechanical differences between manual and power brakes.

* Appreciate the importance of sustainable development.

* Describe how an internal combustion engine works.

* List the five most common causes of death in Uruguay.

* Demonstrate cardiopulmonary resuscitation.

* Learn the methods for transferring bank funds.

* Appreciate the value of other cultures.

* Assemble a survival kit for wilderness hiking which weighs less than 5 kg.
* Describe the procedure for creating a computer file.

* Explain the importance of confidentiality on the job.

* Understand the difference between empathy, sympathy and apathy.