

### Exercise 3-3. Poison prevention course, part 5: Writing A-B-C-D objectives.

Now that you are familiar with the four parts of an objective, it is time to start writing them. Spend a little time reviewing the following examples from the poison prevention course. Remember that you can easily substitute the content to match your specific needs. After reviewing these examples, the next exercise is your opportunity to take a turn at writing objectives.

1. **Audience:** The Poison Prevention in the Home participant  
**Behavior:** should be able to create a plan to store poison  
**Condition:** given handouts, a job aid, and class discussion  
**Degree:** that removes any chance that children or pets can gain access to a poison.

Combining them, the objective reads as follows: *Given handouts, a job aid, and class discussion, the Poison Prevention in the Home participant should be able to create a plan to store poisons that removes any chance that children or pets can gain access to a poison.*

2. **Audience:** The Poison Prevention in the Home participant  
**Behavior:** should be able to make a map of his or her home  
**Conditions:** given a blank sheet of paper and a pencil  
**Degree:** depicting every location that now contains poisons.

The resultant objective looks like this: *Given a blank sheet of paper and a pencil, the Poison Prevention in the Home participant should be able to make a map of his or her home depicting every location that now contains poisons.*

**Exercise 3-4. Writing A-B-C-D objectives.**

In the following exercises, write the A-B-C-D components for an objective based on the content and audience shown. Alternatively, you may substitute with content relevant to your own project. The first one is done as an example.

1. Content: Quieting a squeaky door  
Audience: The Homeowner 101 participant  
Behavior: should be able to apply oil to the hinges of a squeaky door  
Condition: given a can of oil  
Degree: until it stops squeaking.
  
2. Content: Resetting a circuit breaker  
Audience: The Homeowner 101 participant should be able to  
Behavior: \_\_\_\_\_  
Condition: \_\_\_\_\_  
Degree: \_\_\_\_\_
  
3. Content: Changing a light bulb  
Audience: The Homeowner 101 participant should be able to  
Behavior: \_\_\_\_\_  
Condition: \_\_\_\_\_  
Degree: \_\_\_\_\_
  
4. Content: Making coffee  
Audience: The Homeowner 101 participant should be able to  
Behavior: \_\_\_\_\_  
Condition: \_\_\_\_\_  
Degree: \_\_\_\_\_
  
5. Content: Heating water in a microwave  
Audience: The Homeowner 101 participant should be able to  
Behavior: \_\_\_\_\_  
Condition: \_\_\_\_\_  
Degree: \_\_\_\_\_

### Exercise 3-5. Writing terminal and enabling objectives.

You are designing a course for new toll takers on the turnpike. You have decided that the first module will be courtesy to drivers. Write at least two terminal and enabling objectives to support this 30-minute module. You may instead substitute this exercise with content relevant to your own project.

1. Terminal objectives:
2. Enabling objectives:

How did you do? Did your answer look like this?

1. *Terminal objectives:* The participant in the Toll Takers Introductory Course should be able to
  - Demonstrate the three aspects of courtesy, defined in the toll taker's handbook, when participating in a role-play situation and assuming the role of toll taker.
  - Provide the proper change while deflecting the anger of a truck driver in a peer-to-peer in-class exercise.
2. *Enabling objectives* for the first terminal objective might be
  - Given a role-play situation, the participant should be able to
    - Smile at each customer.
    - Answer questions displaying the three aspects of courtesy.
    - Show sympathy by apologizing when closing a lane on a holiday weekend.