

Carrot or Stick?

Operant Conditioning Learning Theory

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Grade Level	11th – 12th Grade	**Time Frame**	80 Minutes
Subject	Social Studies	**Duration**	1-2 Periods
Course	Psychology		

Essential Question

How is behavior influenced?

Summary

In this lesson, students first consider what they are motivated by, and then match descriptor cards with the four types of operant conditioning. Next, students summarize a reading and a video about Operant Conditioning before writing their own operant conditioning scenario and groups, and then sharing with another group. Learning is summarized by the creation of a six-word memoir about the operant conditioning theory of learning.

Snapshot

Engage

Students participate in a Four Corners activity and reflect on statements about motivation.

Explore

Students match cards related to types of rewards and punishments.

Explain

Students summarize a reading and a video about operant conditioning learning theory.

Extend

Students create an operant conditioning scenario in groups, then share with another group.

Evaluate

Students compose six-word memoirs to summarize the operant conditioning learning theory.

Standards

Oklahoma Academic Standards (Social Studies: Psychology (9th through 12th grade))

PS.5.1: Identify and explain the major theories of learning including Ivan Pavlov's classical conditioning, B.F. Skinner's and Albert Bandura's Operant conditioning, and Bandura's observational learning.

Attachments

- Four Corners Posters—Carrot or Stick - Spanish.pdf
- Four Corners Posters—Carrot or Stick.pdf
- H-Chart—Carrot or Stick - Spanish.docx
- H-Chart—Carrot or Stick - Spanish.pdf
- H-Chart—Carrot or Stick.docx
- H-Chart—Carrot or Stick.pdf
- Lesson Slides—Carrot or Stick.pptx
- Operant Conditioning Cards—Carrot or Stick - Spanish.docx
- Operant Conditioning Cards—Carrot or Stick - Spanish.pdf
- Operant Conditioning Cards—Carrot or Stick.docx
- Operant Conditioning Cards—Carrot or Stick.pdf
- Operant Conditioning Reading—Carrot or Stick - Spanish.docx
- Operant Conditioning Reading—Carrot or Stick - Spanish.pdf
- Operant Conditioning Reading—Carrot or Stick.docx
- Operant Conditioning Reading—Carrot or Stick.pdf

Materials

- Lesson slides (attached)
- Four Corners posters (attached)
- Operant Conditioning Cards (attached; one per group of three to four students)
- H-Chart handout (attached; one per student)
- Operant Conditioning Reading handout (attached; one per student)
- Sticky notes (one per student)
- Scissors (one per group of three to four students)
- Notebook
  Paper
- Pen/pencil
- Computer with Internet access (attached; optional)
- Authenticity Practitioner's Brief (attached; optional)
- Works Cited page (optional)
- Authentic Use of Technology handout (attached; optional)

10 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, print the attached **Four Corners Posters,** and hang them on each wall of the classroom.

Use the attached **Lesson Slides** to guide the lesson. Introduce the Four Corners strategy to students on **slide 3**. Move to **slide 4,** and read the statement to students. Have students move to the poster that reflects their level of agreement with the statement. Ask students to discuss why they agree or disagree with the statement in their groups at each poster. At each poster, have a student share what their group discussed. Repeat this process with **slides 5-7**. Tell students to return to their seats. Move to **slide 8** to review the essential question and **slide 9** to review the lesson objective.

10 minutes

Explore

Tell your students that they will be participating in a Card Matching activity. Place students into groups of three to four. Pass out to each group the attached **Operant Conditioning Cards** and a pair of scissors. Have a student cut out the cards. Move to **slide 10,** and tell students to first make a row out of the four types of operant conditioning. (The text on these cards is in bold.) Next, have students work together to place the descriptor cards under one of the four types.

Teacher's Note: Scaffolding the Card Match

Students will potentially struggle with matching the cards correctly at this point in the lesson but that is okay, as they are only being introduced to the four types of operant conditioning informally.

Display **slide 11** after students have had time to place the cards, and review the definitions of the four types of operant conditioning. Ask students if they need to move any cards based on the definitions, and provide time if needed.

Teacher's Note: Digital Card Matching Preparation

If you prefer a digital Card Matching activity, prepare the following Amplify Classroom activity.

Go to *Amplify Classroom: Carrot or Stick? Card Match*. Sign up to create an account or log in. Select the "Assign" dropdown button, and then select "Create single session code." Adjust the settings as desired, then select "Create Invite Code." Prepare this session invitation code to distribute to students during the lesson. For help assigning an Amplify Classroom activity, see k20.ou.edu/AssignActivity.

Once students are ready to begin, provide your prepared session code. Have them go to student.amplify.com/join and enter the session code. Students do not need to sign in unless they intend to pause and resume the activity at a later time.

For more information about getting started with Amplify Classroom, go to k20.ou.edu/StartAmplify.

25 minutes

Explain

Pass out the attached **Operant Conditioning Reading** and **H-Chart** handouts to each student. Introduce the Paired Texts H-Chart strategy to students by explaining that the left side of the H-Chart will be a summary of a reading and the right side will be a summary of a video. Students will then combine what they have learned from the reading and video to answer the question in the middle of the H-Chart. Display **slide 12,** and have students first read the Operant Conditioning Reading individually. Afterwards, have them summarize the main points on the left side of the H-Chart.

Next, move to **slide 13,** and go over the instructions with students. Play the video on **slide 14** for students. After the video, provide a few minutes for students to add a summary to the right side of the H-Chart.

Display **slide 15**. Have students pair up to write a response to the question in the center of the H-Chart: *According to operant conditioning, how can behavior be influenced?* Ask for several volunteers to share what they wrote as a response.

30 minutes

Extend

Place students into groups of three to four, and move to **slide 16**. Tell students to write an operant conditioning scenario that uses either reinforcement or punishment on notebook paper. The requirements for the scenario are listed on the slide for students. Provide students with about twenty minutes to develop their scenario, then have each group pair up with another group. Tell the newly formed groups to share their scenarios with one another and discuss the use of reinforcement or punishment in the scenario.

5 minutes

Evaluate

Provide each student with a sticky note. Display **slide 17,** and introduce students to the Six-Word Memoirs strategy. Tell students to create a six-word sentence that concisely summarizes the learning theory of operant conditioning. An example of a six-word memoir about B.F. Skinner is on the slide for students. Have students place their sticky notes in a common area of the classroom.

Teacher's Note: Six-Word Memoir Sample Student Responses

- To influence behavior, punish or reinforce.
- Operant Conditioning changes how people behave.

Consider collecting students' H-Chart summaries to assess understanding of the lesson content.

Resources

- K20 Center. (n.d.). Amplify classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1081
- K20 Center. (n.d.). Card matching. Strategies. https://learn.k20center.ou.edu/strategy/1837
- K20 Center. (n.d.). Four corners. Strategies. https://learn.k20center.ou.edu/strategy/138
- K20 Center. (n.d.). Paired texts H-chart. Strategies. https://learn.k20center.ou.edu/strategy/132
- K20 Center. (n.d.). Six-word memoirs. Strategies. https://learn.k20center.ou.edu/strategy/75
- Sprouts. (2020, June 30). Skinner's operant conditioning: Rewards & punishments [Video]. YouTube. https://www.youtube.com/watch?v=ne6o-uPJarA