

Monkey See, Monkey Do

Observational Learning Theory

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Grade Level	11th – 12th Grade	**Time Frame**	80 minutes
Subject	Social Studies	**Duration**	2 periods
Course	Psychology		

Essential Question

How is behavior influenced?

Summary

In this lesson, students reflect on what they already know about how behavior is learned before sharing three things they have learned from observation. Next, students summarize an experiment about observational learning. After learning about other experiments and sorting them according to whether they are ethical or unethical, students reflect on their new knowledge about how behavior is learned.

Snapshot

Engage

Students recall what they already know about how behavior is learned.

Explore

Students discuss what they have learned by observation.

Explain

Students summarize the findings and limitations of the Bobo doll experiment.

Extend

In small groups, students sort experiments into categories of ethical and unethical, then justify their reasoning.

Evaluate

Students reflect on their new knowledge about how behavior is learned.

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

- Experiment Card Sort—Monkey See, Monkey Do - Spanish.docx
- Experiment Card Sort—Monkey See, Monkey Do - Spanish.pdf
- Experiment Card Sort—Monkey See, Monkey Do.docx
- Experiment Card Sort—Monkey See, Monkey Do.pdf
- Lesson Slides—Monkey See, Monkey Do.pptx
- T-Chart—Monkey See, Monkey Do - Spanish.docx
- T-Chart—Monkey See, Monkey Do - Spanish.pdf
- T-Chart—Monkey See, Monkey Do.docx
- T-Chart—Monkey See, Monkey Do.pdf
- Tip of the Iceberg—Monkey See, Monkey Do - Spanish.docx
- Tip of the Iceberg—Monkey See, Monkey Do - Spanish.pdf
- Tip of the Iceberg—Monkey See, Monkey Do.docx
- Tip of the Iceberg—Monkey See, Monkey Do.pdf

Materials

- Lesson Slides (attached)
- Tip of the Iceberg handout (attached; one per student)
- T-Chart handout (attached; one per student)
- Experiment Card Sort handout (attached; one per group of three students)
- Scissors (one per group of three students; optional)
- Pen/pencil

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Begin by displaying **slides 3** and **4** to review the essential question and learning objectives with students. Pass out the attached **Tip of the Iceberg** handout to each student, and move to **slide 5**. Explain to students that they will begin this lesson by using the Tip of the Iceberg strategy. Have students think about what they already know about how a person's behavior is learned. Ask students to write their thoughts on the handout above the water line. Encourage a few volunteers to share their thoughts.

20 minutes

Explore

Move to **slide 6,** and introduce students to the Stand Up, Sit Down strategy. Have students write down three things they have learned from observing other people or watching something on the back of their Tip of the Iceberg handout. After providing time for students to write down three things, have everyone stand up. Have each student share one thing from the list one by one as a class. Tell students that if they hear their classmate share one of the same items that they have written down, they should cross it off their paper. Also, as students are answering, make a list of items they came up with on the white board. Once students have heard all three of the items they have written down, ask them to sit down. Continue this process until all students have taken their seats. Take a moment to review the completed list with students.

20 minutes

Explain

Pass out the attached **T-Chart** handout to each student, and display **slide 7**. Tell students they are going to watch a video about observational learning. Ask them to look for what the researcher discovered about how people learn.

Embedded video

https://youtube.com/watch?v=XHIhkM1cAv4

After the video, move to **slide 8,** and provide time for students to write down what the study revealed about how people learn on the left side of the T-Chart. Next, move to **slide 9,** and provide time for students to consider what the limitations or flaws of the study might have been. Tell students to write down their thoughts on the right side of the T-chart. Place students into pairs, and have them compare what they have written down on the T-chart with one another. Ask several students to share what they have written down, and have a class discussion about the experiment, the results, and the flaws in the way the experiment was conducted. Have students write their definition for observational learning at the bottom of the T-Chart handout.

20 minutes

Extend

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, print the first page of the attached **Experiment Card Sort** handout. The second page is a list of sources and does not need to be printed. Make enough copies for students to complete the Card Sort in groups of three. The amount will vary depending on class size. If preferred, have the students cut out the cards during the lesson.

Place students into groups of three, and display **slide 10**. Briefly review the general requirements for an experiment to be considered ethical. Ensure that students understand the criteria before moving on. After placing students into groups of three, pass out the attached Experiment Card Sort handout to each group and a pair of scissors if the cards need to be cut out.

Move to **slide 11**. Provide time for students to read about each experiment, and then have them sort the cards according to whether they are ethical or unethical. Encourage students to discuss what makes the experiment ethical or unethical based on the conditions previously given. Ask for a group to share their reasoning for each experiment, and have a class discussion about the importance of ensuring that ethical standards are followed when conducting research.

10 minutes

Evaluate

Display **slide 12,** and have students return to their Tip of the Iceberg handout from the beginning of the lesson. Have students write everything they have now learned about the theory of observational learning under the water line. Collect students' Tip of the Iceberg handouts to assess understanding of the lesson content.

Resources

- K20 Center. (n.d.). Card Sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Stand up, sit down. Strategies. https://learn.k20center.ou.edu/strategy/1771
- K20 Center. (n.d.). T-chart. Strategies. https://learn.k20center.ou.edu/strategy/86
- K20 Center. (n.d.). Tip of the iceberg. Strategies. https://learn.k20center.ou.edu/strategy/67
- Sprouts. (2022, April 28). Social learning theory: Bandura's Bobo beatdown experiments [Video]. YouTube. https://www.youtube.com/watch?v=XHIhkM1cAv4