

Pavlov's Puppies

Classical Conditioning Learning Theory

Laura Halstied, Matthew McDonald, Sherry Franklin
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

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 reflect on how they respond to stimuli in their environment. Next, students work to identify stimuli and responses to common scenarios. Students then summarize a reading and a video on Pavlov's learning theory. Learning is extended by students through creating a classical conditioning example in groups. Finally, students illustrate their understanding of Pavlov's learning theory by creating a meme about classical conditioning.

Snapshot

Engage

Students reflect on how they behave when exposed to certain stimuli.

Explore

Students categorize stimuli and responses to certain scenarios.

Explain

Students summarize a video and a reading about classical conditioning.

Extend

Students create a classical conditioning scenario.

Evaluate

Students create a meme that demonstrates their understanding of classical conditioning.

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

- Conditioning Chart - Pavlov's Puppies - Spanish.docx
- Conditioning Chart - Pavlov's Puppies - Spanish.pdf
- Conditioning Chart - Pavlov's Puppies.docx
- Conditioning Chart - Pavlov's Puppies.pdf
- Conditioning Scenarios - Pavlov's Puppies - Spanish.docx
- Conditioning Scenarios - Pavlov's Puppies - Spanish.pdf
- Conditioning Scenarios - Pavlov's Puppies.docx
- Conditioning Scenarios - Pavlov's Puppies.pdf
- H-Chart - Pavlov's Puppies - Spanish.docx
- H-Chart - Pavlov's Puppies - Spanish.pdf
- H-Chart - Pavlov's Puppies.docx
- H-Chart - Pavlov's Puppies.pdf
- Lesson Slides - Pavlov's Puppies.pptx
- Pavlov Reading - Pavlov's Puppies - Spanish.docx
- Pavlov Reading - Pavlov's Puppies - Spanish.pdf
- Pavlov Reading - Pavlov's Puppies.docx
- Pavlov Reading - Pavlov's Puppies.pdf

Materials

- Lesson Slides (attached)
- Conditioning Scenarios handout (one scenario per group of three students; attached)
- H-Chart handout (one per student; attached)
- Pavlov Reading handout (one per student; attached)
- Conditioning Chart handout (one per group of three students; attached)
- Personal device with internet access
- Notebook paper
- Pen/pencil
- Colored pencils/markers

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Have students take out a piece of notebook paper and display **slide 3**. Using the Think, Pair, Share strategy, ask students to write down their thoughts to the questions on slide 3. The questions ask about students to think about what they do when they hear their phone ring, when the bell rings at the end of class, and what they do when someone sneezes. When students have completed the first task, ask them to pair up and discuss what they have written down with their partners. Invite several students to share their thoughts to the class.

Move through **slides 4** and **5** to review the essential question and lesson objectives with students.

15 minutes

Explore

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, print and cut the attached **Conditioning Scenarios** handout. There are five scenarios on the handout. Make enough copies so that there is one scenario per group of three students. For example, print 6 copies if you have a class of 27 students. Then cut the handout into strips of paper, separating the 5 scenarios.

Place students into groups of three. Display **slide 6** and review the definitions for an *unconditioned stimulus*, *unconditioned response*, *conditioned stimulus*, and *conditioned response*.

Provide each group with one of the Conditioning Scenarios and preview the activity with the students. Ask them to read over their given scenario, then work in their group to decide what the different stimuli and responses are for each part of the scenario.

Show **slide 7**, which has a scenario with the stimuli and responses designated. Share the example with students so they are clear on their task. Provide about ten minutes for students to break down their scenario in their groups.

Ask each group to share what they determined to be the stimuli and responses. **Slides 8** and **9** have the solutions to all five scenarios. Share these with students, if necessary.

25 minutes

Explain

Pass out the attached **H-Chart** handout and the **Pavlov Reading** handout 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 10** and have students first read the Pavlov Reading individually. Afterwards, have them summarize the main points on the left side of the H-Chart. Next, play the "Pavlov's Classical Conditional" video for students.

Embedded video
https://youtube.com/watch?v=jd7Jdug5SRc

After the video, provide a few minutes for students to add a summary to the right side of the H-Chart. Have students pair up to write a response to the question in the center of the H-Chart: *According to classical conditioning learning theory, how can behavior be influenced?* Ask for several volunteers to share what they wrote as a response.

20 minutes

Extend

Have students create the same groups of three from earlier in the lesson. Pass out the attached **Conditioning Chart** to each group and move to **slide 11**. Tell students to work together and develop their own classical conditioning example, one that has not been already presented. Have students write and illustrate their example on the Conditioning Chart. Use the example as a model. Consider displaying the completed charts in the classroom for students to view.

Teacher's Note: Conditioning Ideas

If students struggle to think of an idea, suggest they think about what their normal day activities consist of or how they react to occurrences around them.

10 minutes

Evaluate

Teacher's Note: Technology Integration

Students will need a way to share a created meme. Decide how students will share their meme prior to the activity. Consider creating a Padlet or a blank Google Slides and share the link with students so students can add their memes.

Display **slide 12** and use the What do you Meme? strategy to have students create a meme that represents classical conditioning. Students can individually create memes or make one in their group of three. Direct students to use their personal device to navigate to the meme generator website on slide 12. An example of a meme on classical conditioning is on the slide for students. Allow about ten minutes for students to create their meme. Have several students share their meme creations with the class.

Collect the completed H-Charts and Conditioning Charts to assess student understanding of the lesson content.

Resources

- K20 Center. (n.d.). Google slides. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2335
- K20 Center. (n.d.). Padlet. Tech tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Paired texts H-Chart. Strategies. https://learn.k20center.ou.edu/strategy/132
- K20 Center. (n.d.). Think-pair-share. Strategies. https://learn.k20center.ou.edu/strategy/139
- K20 Center. (n.d.). What do you meme? Strategies. https://learn.k20center.ou.edu/strategy/984
- Sprouts (2020). Pavlov's classical conditioning. [Video]. YouTube. Https://youtu.be/jd7Jdug5SRc