

## **Lesson Plan**

**Lesson: Latent Learning**

**Length: 50 minutes**

**Age or Grade Level Intended: 11<sup>th</sup>-12<sup>th</sup> Grade**

**Academic Standard(s): P.5.4- Describe factors that lead to conformity, obedience, and non-conformity. P.5.8- List and assess some methods used to change attitudes.**

**Performance Objective(s): A. The AP Psychology students will take a reading quiz with the ability to use their reading notes with the expectation that every student can get 5 out of 6 of the short-answer response questions correct. B. The AP Psychology students will take part in an open class discussion on latent learning, learned helplessness, and vicarious conditioning when presented with various topics in association with these terms and all students will be expected to be active participants. C. The AP Psychology students will watch a YouTube video on Albert Bandura's "Bobo" doll experiment and take notes on the video as a preparation for the next class session.**

**Assessment: A. To assess the first objective, I will have the students trade their reading quizzes and grade them for a total of 12 points, with each question being worth 2 points a piece. I expect every student to have taken time out of class to read and take notes on this section and to get at least 5 out of 6 questions correct. B. For the second objective, my job is to use the open discussion as a learning tool as we open a new chapter. I want to see how much my students know based off what they have read and use the discussion to stimulate their brains and add to the information gained from their readings. C. Objective three is simply a video used to invoke student thoughts for the lesson**

**in the upcoming class, but I will have the students take notes during the video to make sure they are focused on the information given by the video.**

**Advance Preparation by Teacher: Before teaching the class, I will need to create a reading quiz for the students to take at the beginning of class, create an outline of chapter material I want to highlight for class discussion, and preview a YouTube video on Albert Bandura's "Bobo" doll experiment.**

**Procedure:**

**Introduction/Motivation: I will introduce the lesson by enthusiastically saying "Sorry to break all of your hearts, but it's time to get out of your beautiful notes and take a delightful reading quiz!"**

**Step-by-Step Plan: Number these steps. Put in short directions to the instructor. Exact questions that you will ask the students must be included. Remember to identify Gardner's intelligences and Bloom's Questions. (i.e. Gardner: Musical/Rhythmic or Bloom: Analysis)**

**1. I will hand out reading quizzes to all of the students and go around the room while they are taking the quiz and mark each student's notes for a completion grade. Once the quiz is finished, the class will trade-and-grade the quiz, with each question being worth 2 points and the quiz being worth a total of 12 points.**

**2. Once all of the graded reading quizzes have been collected, I will begin going over material from the current chapter and open up a class discussion. I will define the terms learned helplessness, latent learning, and vicarious conditioning while also introducing two famous research studies by Edward Tolman and Albert Bandura. To allow student discussion, here are four topics to open the discussion. I am aiming to get 5-8**

minutes out of each topic on average. The discussion matches with Gardner's "Interpersonal" intelligence group.

A. Discuss examples of learned helplessness in everyday life based on personal experiences.

B. Discuss methods other than Edward Tolman's lab rat experiment that could be used to study latent learning.

C. Discuss childhood examples that allowed vicarious conditioning to come into play.

D. Discuss the "Bobo" doll experiment as a lead-up to the YouTube video to end class.

3. I will go to <http://www.youtube.com/watch?v=vdh7MngntnI> to show the "Bobo" doll experiment by Albert Bandura. Students will be expected to take notes while this video is playing. This will match with Gardner's "Visual/Spatial" intelligence group.

**Closure:** This lesson will serve as a stepping stone for a new chapter. By having a lengthy class discussion pertaining to what the students have read, I hope to help internalize the subject at hand and continue to build on what we learned in today's class.

**Self-Reflection:** Overall, my first lesson was a success. I had to deal with adversity right away, as I was informed just before I headed to Huntington North High School that the school was getting out on short dismissal, so I was forced to change my lesson plan up to an extent. I enjoyed hearing my students thoughts on latent learning, learned helplessness, and vicarious conditioning and it was apparent the class as a whole had an excellent grasp on the concepts presented in the reading homework. Clearly, the class was ready to move on to the next section of the chapter and I would have assigned more reading for the next night if my class had not been shortened. I felt like

**for my first lesson, I did a decent job, but I need to relax some and get rid of some of my nerves before I teach again and it'll be easier for me to do my job. I had a few issues with stumbling in my speech because of my nerves, but by the time we were halfway through the lesson, I was over that and felt much better about what I was doing.**