Lesson Plan

Subject: Psychology   **Class: 11**

Lesson: Learning   **Duration: 40Min.**

Topic: Classical Conditioning

Learning Outcomes:

➢ Students will understand the nature of conditioning.
➢ Students will understand the steps of classical conditioning.
➢ Students will identify the elements of classical conditioning.

Learning Objectives:

General Objectives:

➢ To develop knowledge and curiosity in students.
➢ To develop interest in psychology in students.
➢ To develop a self concept in the students.

Specific Objectives:

After completion of the lesson, the students will be able to :

➢ define conditioning.
➢ understand the relationship between the stages and operations of classical conditioning.
➢ use the acquired knowledge in their daily life.

Instructional Aids:

➢ NCERT Book
➢ Chalk Board
➢ Chalk and Duster
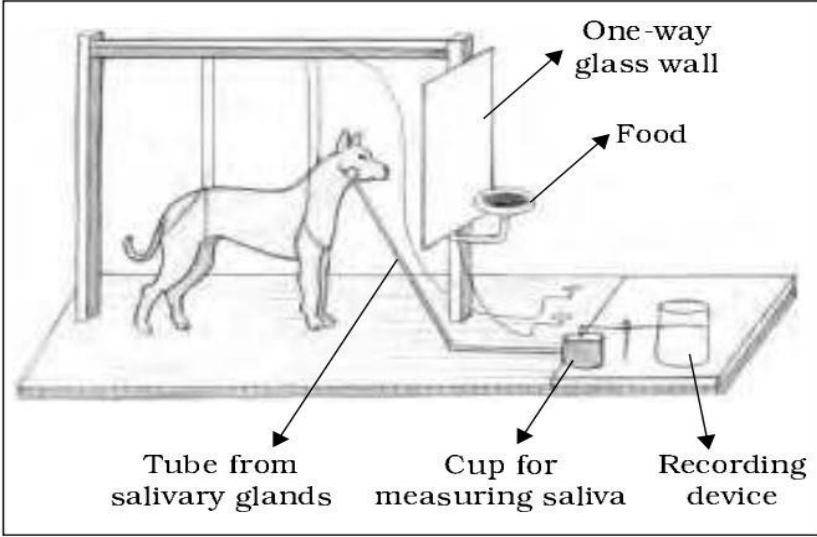➢ Picture or Chart related to topic

Teaching Methods:

➢ Question Answer Method
➢ Explaining Method
➢ Inductive Deductive Method

P.K. Assumed:

Students may have Knowledge of Learning**.**

Execution:

5E	Teacher Activity	Student Activity
Engage	The teacher will try to create curiosity among students by asking the following questions. • Name some pet animals. • Which of these animals can be trained? • Share your views if you have trained a pet for a particular task. Well students, today we will study about classical conditioning in which a dog is conditioned with neutral stimulus through practice and training.	Dog, cat cow, birds Dog, Parrot 3-4 minutes will be given to students to share their views.

Explore

• What do you see in this picture?

• How will a hungry dog react when shown food?

• Well done students.
  How will the dog react if the bell is heard before the food is given?

• If the same activity is repeated again and again i.e. the sound of a bell is given to the dog immediately before the food, then what kind of change will take place in its behaviour?

If the same action is repeated again and again, a relation is established between the food and the sound of the bell. This is known as classical conditioning. | Dog

Will try to eat food, will drool

startled

Students will try to give possible answer |
| Explain | Classical conditioning theory of learning was first investigated by Ivan P. Pavlov. In the first phase, a dog was placed in a box and harnessed. The dog was left in the box for some time. | Students will listen carefully and note down the |

| | In the second phase of the experiment, the dog was kept hungry and placed in harness with one end of the tube ending in the jaw and the other end in the glass jar. For the next few days, every time the meat powder was presented, it was preceded by the sound of a bell. After a number of such trials, a test trial was introduced in which everything was the same as the previous trials except that no food followed the sounding of the bell. The dog still salivated to the sound of the bell, expecting presentation of the meat powder as the sound of bell had come to be connected with it. This association between the bell and food resulted in acquisition of a new response by the dog, i.e. salivation to the sound of the bell A bell was Unconditioned Stimulus (US) and salivation which follows it, an Unconditioned Response (UR). After conditioning, salivation started to occur in the presence of the sound of the bell. The bell becomes a Conditioned Stimulus (CS) and saliva secretion a Conditioned Response (CR). This kind of conditioning is called classical conditioning.

It is obvious that the learning situation in classical conditioning is one of S–S learning in which one stimulus (e.g., sound of bell) becomes a signal for another stimulus (e.g., food). Here one stimulus signifies the possible occurrence of another stimulus. | main points. |

Elaborate		
	Table 6.1 Relationship of Stages of Conditioning and Operations	

Stages of Conditioning	Nature of Stimulus	Nature of Response
Before	Food (US) Sound of the Bell	Salivation (UR) Alertness (No Specific Response)
During	Sound of the Bell (CS) + Food (US)	Salivation (UR)
After	Sound of the Bell (CS)	Salivation (CR)

We can understand the process of classical conditioning with the help of a chart.

Examples of classical conditioning abound in everyday life.

- Imagine you have just finished your lunch and you are feeling satisfied. Then you see some sweet dish served on the adjoining table, how would you feel?

Right, this is also a conditioned response

- In which age someone is afraid of a loud noise?

- How does a small child react when he see an inflated balloon?

- In the early stages of childhood, one is naturally afraid of any loud noise. Suppose a small child catches an inflated balloon which bursts in her/his hands making a loud noise. How he/she would react?

Now the next time she/he is made to hold a balloon, it becomes a signal or cue for noise and elicits fear response. This happens because of contiguous

Right column notes:
Mouth Watering

In early childhood

Feels happy

The child becomes afraid.

	presentation of balloon as a conditioned stimulus (CS) and loud noise as an unconditioned stimulus (US).	
Evaluation	• Who proposed the theory of classical conditioning? • Define classical conditioning. Give any example of classical conditioning from your daily life.	Pavlov Classical conditioning theory states that behaviours are learned by connecting a neutral stimulus with a positive one. Students will try to give example related to their life.

Recapitulation:

Classical conditioning theory of learning was first investigated by Ivan P. Pavlov. Classical conditioning theory states that behaviors are learned by connecting a neutral stimulus with a positive one.

Home work:

➢ Explain Classical conditioning theory.
➢ Make a chart on relationship of stages of Conditioning and Operations.