

SAMPLE LESSON PLAN

SCHOOL: LEGACY GIRLS' COLLEGE

SUBJECT: PSYCHOLOGY

CLASS/FORM: SHS 2

DURATION: 70 MINUTES

DATE: _____

TOPIC: CLASSICAL CONDITIONING

SUB-TOPIC: PAVLOV'S EXPERIMENT AND APPLICATIONS

TEACHER: REDEEMER GBEWORDOH

I. GENERAL OBJECTIVES

By the end of the lesson, students will:

- Understand and explain how learning through association occurs.
- Appreciate how classical conditioning is applied in everyday life.

II. SPECIFIC OBJECTIVES (SMART)

By the end of the lesson, learners should be able to:

1. **Define** classical conditioning and associated terms (UCS, UCR, CS, CR).
2. **Explain** Ivan Pavlov's experiment and how it demonstrated classical conditioning.
3. **Apply** classical conditioning concepts to everyday scenarios such as phobias, and school anxiety.
4. **Distinguish** classical conditioning from operant conditioning using examples.

III. RELEVANT PREVIOUS KNOWLEDGE

Students:

- Have encountered cause-and-effect experiences in daily life.
- Are familiar with responses to stimuli (e.g., reactions to food smell, school bell, or exams).
- Have been taught Operant Conditioning and how it explains learning.
- May have learnt about basic stimulus-response behaviour in Integrated Science or Life Skills.

IV. TEACHING AND LEARNING MATERIALS

- Projector
- Laptop
- Short video of Pavlov's experiment (YouTube: e.g., Pavlov's Dog Experiment Explained)
- Whiteboard/Chalkboard and markers/chalk

V. TEACHING AND LEARNING ACTIVITIES

A. Introduction (Pre-Presentation) – 15 minutes

Teacher Activity:

1. Ask warm-up questions:
 - *What happens when you smell your favourite food?*
 - *What happens when you hear the school's closing bell?*
 - *Why do some students feel nervous at the mention of a quiz?*

Expected Learner Responses:

- *I feel hungry / excited / nervous / start packing up / I rush out / Exams bring pressure.*

Follow-up Scenario:

- *There is a guardian at home who always sends you on errands. Every time you go, they give you toffee or biscuit or let you keep the change. One day after school, the same person sends you again. What will you expect?*

Expected Response:

- *I'll expect a toffee / be happy to go / I think I'll get something.*

Teacher Transition:

- Explain this is a form of learning through association, called Classical Conditioning.
- State the lesson objectives clearly.

B. Presentation Stage – 40 minutes**Step 1: Introduction to Ivan Pavlov (5 mins)**

- Provide brief background of Ivan Pavlov, a Russian physiologist.
- State his interest in digestion and how he discovered classical conditioning by accident.

Step 2: Video Demonstration (5 mins)

- Play short video of Pavlov's experiment.

Step 3: Class Discussion on Video (5 mins)

Ask:

1. *What happened when the dog saw the food? → It salivated.*
2. *Did the bell make it salivate at first? → No.*
3. *What happened after the bell was paired with food many times? → The bell alone made it salivate.*

Step 4: Key Concepts Exploration (10 mins)

Using board, explain:

- **UCS** (Unconditioned Stimulus) – e.g., food
- **UCR** (Unconditioned Response) – e.g., salivation to food
- **NS** (Neutral Stimulus) – e.g., bell
- **CS** (Conditioned Stimulus) – bell after association
- **CR** (Conditioned Response) – salivation to bell

Step 5: Application and Brainstorming (15 mins)

Teacher asks students to give examples of classical conditioning in daily life:

- **Advertising** – pairing a product with attractive imagery.
- **Phobias** – fear of dogs after being bitten.
- **School anxiety** – nervousness at mention of exams.

Activity:

Present a scenario:

A child gets bitten by a dog near a red gate. Now, anytime they see a red gate, they cry.

Ask students to identify:

- UCS = Dog bite
- UCR = Crying in pain
- NS = Red gate
- CS = Red gate (after pairing)
- CR = Crying at sight of red gate

C. Comparison with Other Learning Types – 10 minutes**Teacher Explains:**

- *Operant Conditioning* (Skinner) involves learning through consequences (reward/punishment).
- *Classical Conditioning* involves associating two stimuli (no consequence required).

Activity:

Students complete a short matching exercise differentiating:

- Classical Conditioning: *Association-based*
- Operant Conditioning: *Reward-based*

VI. CONCLUSION – 5 minutes

Teacher:

- Revises key terms: UCS, UCR, CS, CR, NS.
- Summarises Pavlov's experiment in 3 steps.
- Reinforces how classical conditioning applies to real life (phobias, studies, school anxiety).

VII. EVALUATION**Task:**

Find one real-life scenario and explain how classical conditioning is used in it (Identify CS, CR, etc.).

VIII. ASSESSMENT / EVALUATION STRATEGIES**Formative:**

- Class discussion responses

Summative:

- Homework application

IX. REFERENCES

1. McLeod, S. (2018). *Classical Conditioning / Simply Psychology*. Retrieved from: <https://www.simplypsychology.org/classical-conditioning.html>
2. Cherry, K. (2023). *Classical Conditioning: How It Works With Examples*. Verywell Mind. <https://www.verywellmind.com/classical-conditioning-2794859>

3. OpenStax. (2020). *Introduction to Psychology*. Open Textbook Library. Retrieved from:
<https://openstax.org/books/psychology/pages/6-1-classical-conditioning>
4. Pavlov's Dog Experiment - YouTube: <https://www.youtube.com/watch?v=asmXyJaXBC8&t=18s>

X. TEACHER'S REFLECTION (To be completed after lesson)

- What went well?

- What could be improved?

- Did students meet the objectives?

- What adjustments should be made for future lessons?
