

# LESSON PLAN

**Activity Title:** Module 3 – Lesson 4 Processing the Simulation Activity

**Space Needed:** Classroom space with tables or desks and chairs.

**Time Required:** 15 minutes.

**Audience:** Indicate which grade levels : 3<sup>rd</sup>-8th

**Materials Needed:** Chart paper (2 sheets) and markers.

**Outcomes:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Safety and Structure            | <input type="checkbox"/> Self-Worth       | <input type="checkbox"/> Mastery and Future |
| <input type="checkbox"/> Career                          | <input type="checkbox"/> Physical Health  | <input type="checkbox"/> Mental Health      |
| <input checked="" type="checkbox"/> Intellectual         | <input type="checkbox"/> Civic and Social | <input type="checkbox"/> Responsibility     |
| <input type="checkbox"/> Spirituality and Self-Awareness |   | <input type="checkbox"/> Cultural           |
| <input type="checkbox"/> Belonging and Membership        |   |   |

**Opportunities:**

- Exploration, Practice, & Reflection
- Expression & Creativity
- Group Membership
- Contribution & Service

**Subject Area:**

- |                                     |   |   |   |                               |
|-------------------------------------|---|---|---|-------------------------------|
| <input type="checkbox"/> Literacy   | <input type="checkbox"/> Social Studies | <input checked="" type="checkbox"/> Character | <input type="checkbox"/> Science            | <input type="checkbox"/> Math |
| <input type="checkbox"/> Recreation | <input type="checkbox"/> Creative Arts  | <input type="checkbox"/> Technology           | <input type="checkbox"/> Health / Nutrition |                               |

**Skill / Concept Objective:**

To identify the similarities and differences between positive and negative reinforcement.

**Vocabulary Targeted:**

Similarities; Differences; Positive Reinforcement; Negative Reinforcement.

**Activity Description:**

Display both pieces of chart paper on the wall. Ask the students if they know the meaning of the words "Positive Reinforcement" and "Negative Reinforcement". Discuss student responses. At the top of one sheet, write the name of the student that received positive reinforcement. At the top of the other sheet, write the name of the student that received negative reinforcement. Ask the students to identify which student received positive reinforcement and which student received negative reinforcement. Write these on the lines next to the student names on the chart paper. Now, ask the group to identify things they noticed about the way you worked with the students while they did their drawings. Record student responses.

Point out the similarities and differences in their responses for the two students. Ask the students:

- Which way would you prefer to be taught something? Why?
- In the play, there is some discussion among the animals about training Midnight using positive vs. negative reinforcement. How would you prefer to train a dog? Why?
- Which method do you think works better, and achieves long-term learning?
- Give examples of positive and negative reinforcement, and have students identify them as positive or negative...for example, "Your dog goes to the bathroom on the living room carpet. Your dad starts yelling at the dog, and he roughly pushes the dog's nose into the mess on the floor. Is that positive or negative reinforcement? SECOND scenario...Your dog goes to the bathroom on the living room carpet. Your dad takes the dog outside to the yard, and tells him to go potty outside. When the dog does go to the restroom outside, he is praised heavily and petted before bringing him back inside the house. Is that positive or negative reinforcement?"
- Ask students which method they prefer and why.

**How will the impact on learning be measured?**

Learning will be measured by teacher observation of the quality and accuracy of student responses.