Social Learning Theory Activities

**Activity 1**

**Aim: To consolidate students’ knowledge of the procedures of Bandura’s study**

Recreate Bandura’s study in your classroom. Divide your students into three groups and choose 2 students (male and female) to act as the models and get them to act out the study. Use the abbreviated procedures below as a guide.

* 72 Children, 36 boys and 36 girls were divided into three groups.
* In the aggressive condition, an adult model entered the room and began to play with the toys. The model behaved aggressively to the Bobo doll, kicking it and hitting it with a mallet.
* In the non-aggressive condition the model played with the toys nicely and ignored the Bobo doll.
* In the control condition there was no adult model.
* The children were then taken into a room with attractive toys in it, but not allowed to play with them. This produced mild arousal (annoyance)
* Finally, the children were taken into a room with toys and a Bobo doll in it, allowed to play and their behaviour recorded.

Show the students the video clip of Bandura’s study.

Use the following questions to stimulate a classroom discussion: -

How did their behaviour differ? What do they think the reasons for this were? Do they think some people are more susceptible to the effects of Social Learning then others? If so, who and why? Were there any gender differences? Etc.

**Activity 2**

**Aim: To develop students’ skills of critical thinking.**

# Evaluation

Resources: - Text books and notes from previous lesson. Sugar paper and pens.

Put students into small groups 3-4. Ask each of them to concentrate on one evaluation point about Bandura’s study. (See table on PowerPoint presentation)

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| Strengths | **Weaknesses** |
| This is a classic study. | Ethics!!! |
| As a controlled experiment, it is reliable, as it can be replicated. | Lacks validity as the situation was artificial and the children were aware they were part of a study – this could have led to demand characteristics. |
| Has many important real world implications. | The presence of the mallet may have led to the weapons effect. |
|  | Many argue that even young children know the difference between play or fantasy violence and the real thing. |

Encourage them to go into depth. Try using the “so what” technique e.g. Bandura’s study lacks validity – So what?, It took place in an artificial setting – So what?, The children might have hit each other with the mallet – So what?

When your students have finished and made notes on sugar paper, ask each group to visit the other groups to ensure they have a full set of notes.

Demonstrate using a writing frame to show how this information would be used in an examination question.

**Activity 3**

**Aim: - To demonstrate that SLT has many important applications in the real world**

SLT has numerous real world applications, especially in the area of shaping behaviour through the provision of positive role models.

Ask to students to think of children’s TV programmes that try to model positive behaviour. (Many American teen programmes are especially good at this e.g. My Wife and Kids etc.)

SLT has been implicated in the development of eating disorders in young girls (size zero models). Place the students in small groups. Ask them to design a storyboard for a programme aimed at teenage girls, which would model a healthy approach to body image and eating habits.

e.g.

