CAMBRIDGE
International Education

Cambridge IGCSE™ Psychology 0266

Lesson 1: Prosocial behaviour 3.1 Key concepts	
Learning objective	To gain knowledge and understanding of key concepts in prosocial behaviour
Lesson objectives	By the end of the lesson, learners will be able to: • Define prosocial behaviour as positive action that benefits others • Describe the development of prosocial behaviour with age • Identify types of prosocial behaviour, including helping, sharing, and caring
Vocabulary	Prosocial behaviour: positive action that benefits others
Previous learning	Learners are likely to have covered the previous topics on Paper 1: Memory and forgetting / Sleep and dreams. They may also have covered some Research Methods in Psychology, but this is not essential prior knowledge for this lesson.

Plan	

Activities		Resources
Beginning (5 mins)	Give learners a copy of a short 'good news' article or video article which involves individual prosocial behaviour and ask them to read/watch it.	Example prosocial behaviour articles/videos:
Middle (50 mins)	• Once they have had time to read the article, ask learners to complete the reflection exercise. • Ask learners to share definitions, ideas and examples of prosocial behaviours they have experienced in a class discussion. • If learners are creating a Psychology glossary/writing notes of their own, ask them to note the key definition of 'Prosocial behaviour'. • Discuss as a class how prosocial behaviour develops with age and/or circumstance and complete the grid. • Introduce the three types of prosocial behaviour (helping, sharing, caring).	www.bbc.co.uk/news/articles/c8ew51yde6yo www.bbc.co.uk/news/articles/cvg1eyzx4wxo www.bbc.co.uk/news/av/uk-scotland-north-east-orkney-shetland-66853725

	• Ask learners in pairs to create their own scenarios for each type of prosocial behaviour. The pairs share one scenario each and then ask other learners to comment about the influence of age on prosocial behaviour in the scenario.	
End (5 mins)	Ask learners to identify the type(s) of prosocial behaviour in the example to check their understanding and explain the influence of the individual's age.	

Reflection and evaluation

Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?