CAMBRIDGE
International Education

Cambridge IGCSE™ Psychology 0266

Lesson 5: Prosocial behaviour 3.2 Biological explanation	
Learning objective	To gain knowledge and understanding of the biological explanation for prosocial behaviour
Lesson objectives	By the end of the lesson, learners will be able to: • Define heritability • Explain heritability of prosocial behaviour • Describe the similarities of monozygotic (MZ) and dizygotic (DZ) twins • Apply knowledge of heritability of prosocial behaviour to novel scenarios
Vocabulary	Heritability: a measure of the extent to which differences in a characteristic or behaviour can be explained by differences in genes
Previous learning	Learners have studied key concepts in prosocial behaviour, and the role of neurotransmitters, hormones and brain areas as part of the biological explanation for prosocial behaviour.

Plan		
Activities		**Resources**
Beginning (5 mins)	Ask learners to read the scenario in the starter activity and respond to the questions.	Twin studies video: www.youtube.com/watch?v=JMlJcOSRX-8
Middle (50 mins)	• Share responses as a class and ask what learners already know about twins. • Explain the genetic similarities between monozygotic and dizygotic twins and clarify any concepts/misunderstandings. • Learners can watch the video on twin studies and make notes. • Share the definition of heritability and explain its role in prosocial behaviour. • Ask learners to work in pairs to plan how researchers could investigate if there was any heritability of prosocial behaviour. • Share these ideas in a mind map on the board. • Facilitate a discussion on the different research methods that could be used by psychologists including family studies, twin studies and adoption studies.	

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End (5 mins)	• Ask learners to apply their knowledge of heritability and twins to identify the methods used in the scenarios.	

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?