



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 6: Prosocial behaviour 3.2 Biological explanation

<b>Learning objective</b>	To gain knowledge and understanding of the biological explanation for prosocial behaviour
<b>Lesson objectives</b>	<p>By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"><li>• Explain the argument for the biological explanation of prosocial behaviour</li><li>• Describe the results and conclusions of the named study: heritability of social responsibility (Rushton)</li><li>• Explain the argument against the biological explanation of prosocial behaviour</li><li>• Describe the role of environmental influences on prosocial behaviour, for example, social groups and roles</li></ul>
<b>Previous learning</b>	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. Learners have contextual knowledge of role of the heritability and use of twin studies from the previous lesson.

### Plan

Activities		Resources
<b>Beginning (5 mins)</b>	Starter activity: Think, pair, share task on research studies	Resources for creating flashcards: <a href="https://quizlet.com/create-set">https://quizlet.com/create-set</a> or <a href="http://www.kitzkikz.com/flashcards/">www.kitzkikz.com/flashcards/</a>
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Share the summary of the named study: Heritability of social responsibility (Rushton)'. </li><li>• Ask learners to create a template in their notes outlining the aim, the sample, the method, the results and conclusions.</li><li>• Learners create a set of flashcards for later use.</li><li>• In pairs, ask learners to list factors other than genetics that could account for/explain engagement in prosocial behaviour.</li><li>• Discuss learners' ideas, which may include situational factors from Lesson 2, as well as identifying factors yet to be studied (copying others i.e. social learning theory or helping friends/family/people we know i.e. social identity theory).</li></ul>	
<b>End (5 mins)</b>	<ul style="list-style-type: none"><li>• Learners can use their flashcards to self-assess their ability to verbalise the aim, the sample, the method, the results and conclusions.</li></ul>	

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### 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?

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