



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 7: Prosocial behaviour 3.3 Social identity theory lesson

Learning objective	To gain knowledge and understanding of the social identity theory of prosocial behaviour
Lesson objectives	By the end of the lesson, learners will be able to: • Define social identity • Describe Tajfel and Turner's stage theory of social identity, including the role of self-esteem, membership and dynamics of in-groups and out-groups • Explain Tajfel and Turner's social identity theory in understanding prosocial behaviour
Vocabulary	Social identity: part of a person's identity that that comes from belonging to social groups, such as family and ethnicity Ingroups: groups that a person is a member of Outgroups: groups that a person is not a member of
Previous learning	Learners have studied key concepts in prosocial behaviour, as well as the biological explanation for prosocial behaviour.

Plan

Activities		Resources
Beginning (5 mins)	Learners revisit the individual and situational explanations for prosocial behaviour from their previous learning in the starter activity.	Written exercise on group membership and self-esteem: https://docs.google.com/document/d/1NoVDePjrK4NE7myujGup2p_iv2AhOv5D/edit?usp=sharing&ouid=113405531117926988408&rtpof=true&sd=true Extension activity scenario:
Middle (50 mins)	• Share Tajfel and Turner's social identity theory (SIT). • Discuss the stages, the role of in-groups, out-groups and self-esteem. If appropriate, learners can share their own experiences of group membership. • Ask learners to complete the written exercise on group membership and self-esteem. • Learners can apply the principles of social identity theory to the novel scenarios.	
End (5 mins)	Learners check their understanding of social identity theory using a quiz and their notes.	

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<https://drive.google.com/file/d/1D7V6buq7HmVtWk2c2luwhRduNyd1OwZ9/view>

Quiz on social identity theory:

<https://quizlet.com/18069854/social-identity-theory-summary-flash-cards/>

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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