



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 8: Prosocial behaviour 3.3 Social identity theory

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: • Explain the argument for the social identity theory of prosocial behaviour • Describe the results and conclusions of the named study: helping behaviour (Levine et al., study 1 only). • Explain the argument against the social identity theory of prosocial behaviour • Describe the role of individual differences between members of the same social groups and cultural factors on prosocial behaviour
Previous learning	Learners have studied key concepts in prosocial behaviour, as well as the biological explanation for prosocial behaviour. Learners have also studied the principles of social identity theory and how it applied to explaining prosocial behaviour.

Plan

Activities		Resources
Beginning (5 mins)	Ask learners to read the quote and complete the task to refresh their memory of the social identity theory and introduce them to the named study context (English football)	Quizizz test: https://quizizz.com/admin/quiz/663f48da41a08af1f2cef12e?at=6788bfcea7fa3fd0904b3bba&MCQ_saved=true
Middle (50 mins)	• Share the summary of the named study: 'Helping behaviour (Levine et al., study 1 only)'. • Ask learners to create a template in their notes outlining the aim, the sample, the method, the results and conclusions. • Check understanding of key terms used and the aim, the sample, the method, the results and conclusions. • Facilitate the discussion using the questions to focus on possible individual differences, membership of other social groups, and cultural factors in helping • Share the example scenario to illustrate the role of SIT, individual differences and cultural factors.	

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- In small groups, learners generate different scenarios demonstrating the social identity theory of prosocial behaviour as well as individual differences and cultural factors.
- Learners rate each for originality and creativity. Reward the winning pair/group.

End (5 mins)

Learners self-assess their mastery of the research using the quiz resource.

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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