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International Education

Cambridge IGCSE™ Psychology 0266

Lesson 9: 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: • Describe the named study: helping behaviour (Levine et al., study 1 only) • Apply knowledge of the experimental method to novel scenarios • Apply knowledge of ethical guidelines in psychological research
Vocabulary	Independent variable: the variable that is manipulated; may have two or more conditions or levels Dependent variable: a variable that is measured Operationalised: defining a variable or behavioural category so it can be accurately measured or observed Experimental design: a way of assigning participants to different conditions or levels in an experiment Experimental groups: participants who experience the experimental condition(s) Control groups: participants who do not experience the experimental condition(s) and are used as a comparison group
Previous learning	Learners have studied the named study: helping behaviour (Levine et al., study 1 only) in the previous lesson. This lesson requires that they have also studied the Experimental research method and Ethical guidelines sections of the syllabus.

Plan

Activities		Resources
Beginning (5 mins)	Ask learners to review notes and perform a copy, cover, write and check.	
Middle (50 mins)	• Ask learners to work in pairs to identify the features of the named study experiment. • Individually, learners can work out the matching pairs ethical guidelines refresher task.	

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	• Assign learners to small groups to plan an experiment investigating social identity theory in prosocial behaviour. The study should be as ethical as possible. • Ask groups to feedback their ideas to the class and facilitate a reflective discussion on the ethics of the research and the design of the research.	
End (5 mins)	Learners can apply their knowledge of the argument against social identity theory to provide an alternative explanation for the possible findings of their study.	

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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