



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 11: Prosocial behaviour 3.4 Social learning theory

<b>Learning objective</b>	To gain knowledge and understanding of the social learning theory of 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>• Describe modelling of prosocial behaviour in the media</li><li>• Explain parental mediation of media use</li><li>• Explain the role of empathy in social learning theory and the media</li><li>• Apply knowledge of learning from prosocial behaviour in the media to novel scenarios</li></ul>
<b>Vocabulary</b>	<p>Modelling: learning by imitating or copying others (models)</p> <p>Parental mediation of media use: strategies parents use to check, control and discuss children's media use</p> <p>Empathy: ability to understand another's feelings and see things from their point of view</p>
<b>Previous learning</b>	Learners have studied key concepts, biological explanations and social identity theory of prosocial behaviour. They have studied the social learning theory including the stages, types of model and role of vicarious reinforcement in understanding prosocial behaviour.

## Plan

Activities		Resources
<b>Beginning (5 mins)</b>	Learners choose one media character and list examples of their prosocial behaviour.	
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Introduce key terms of modelling and empathy.</li><li>• In pairs, learners can apply principles of social learning theory to the media role models they chose in the starter activity.</li><li>• Introduce key term of parental mediation and ask learners to discuss parental strategies in small groups.</li><li>• Share the evidence of what works with parental mediation of media use.</li></ul>	

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- Learners can design posters demonstrating the application of the theory to a variety of media types for the classroom.

**End (5 mins)**

Learners to complete peer assessment of posters.

### 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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