



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 12: 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>• Explain the argument for the social learning theory of prosocial behaviour</li><li>• Describe the results and conclusions of the named study: prosocial media use (Prot et al.)</li><li>• Explain the argument against the social learning theory of prosocial behaviour</li><li>• Describe the role of biological factors in prosocial behaviour</li></ul>
<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 can complete the starter activity rating their own favourite media to introduce them to the context of the named study.	Flashcard creator: <a href="https://quizlet.com/create-set">https://quizlet.com/create-set</a>
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Share the summary of the named study: 'Prosocial media use (Prot et al.)'. Ask learners to create a template in their notes outlining the aim, the sample, the method, the results and conclusions.</li><li>• Discuss as a class how the results and conclusions support the argument for the social learning theory of prosocial behaviour.</li><li>• Share the example scenario and ask learners to complete the task. Facilitate discussion to focus on biological factors in prosocial behaviour as arguments against social learning theory.</li><li>• Allocate one or two of the different concepts of social learning theory to learners and ask them to create their own scenarios which demonstrate their allocated</li></ul>	

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	concept(s). Learners can then share with classmates to guess which concept was 'behind' the scenario shared.	
<b>End (5 mins)</b>	Learners create a set of flashcards to self-assess their ability to verbalise the named study aim, the sample, the method, the results and conclusions.	

### 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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