



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 12: Prosocial behaviour 3.4 Social learning theory

Learning objective	To gain knowledge and understanding of the social learning theory of prosocial behaviour.
Lesson objectives	By the end of the lesson, learners will be able to: • Explain the argument for the social learning theory of prosocial behaviour • Describe the results and conclusions of the named study: prosocial media use (Prot et al.) • Explain the argument against the social learning theory of prosocial behaviour • Describe the role of biological factors in prosocial behaviour
Previous learning	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
Beginning (5 mins)	Learners can complete the starter activity rating their own favourite media to introduce them to the context of the named study.	Flashcard creator: https://quizlet.com/create-set
Middle (50 mins)	• 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. • Discuss as a class how the results and conclusions support the argument for the social learning theory of prosocial behaviour. • 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. • 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	

Lesson 12: Prosocial behaviour 3.4 Social learning theory

	concept(s). Learners can then share with classmates to guess which concept was 'behind' the scenario shared.	
End (5 mins)	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?

We are committed to making the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.