



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 2: Prosocial behaviour 3.1 Key concepts

<b>Learning objective</b>	To gain knowledge and understanding of key concepts in 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>• Define individual factors and situational factors</li><li>• Explain the role of individual factors in prosocial behaviour</li><li>• Explain the role of situational factors in prosocial behaviour</li></ul>
<b>Vocabulary</b>	<p>Individual factors: unique features of a person which can affect prosocial behaviour (examples include personality, age, biological factors)</p> <p>Situational factors: factors external to a person which can affect prosocial behaviour (examples include location, proximity, environmental factors)</p>
<b>Previous learning</b>	Learners have been introduced to what is meant by prosocial behaviour, including the types of prosocial behaviour and the influence of age on prosocial behaviour. Age is an example of an individual factor that influence prosocial behaviour.

## Plan

Activities		Resources
<b>Beginning (5 mins)</b>	Share scenario and ask learners to individually write down as many reasons as they can for why each person behaves the way they do.	Worksheet: <a href="https://drive.google.com/file/d/1l7VVAHwKdhrE4g9HviKD_ukJflMC2h6d/view?usp=sharing">https://drive.google.com/file/d/1l7VVAHwKdhrE4g9HviKD_ukJflMC2h6d/view?usp=sharing</a>
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Share definitions of individual factors and situational factors.</li><li>• Ask learners to categorise their reasons from the starter activity into either individual or situational factors.</li><li>• Use the worksheet to reinforce the importance of the situational factors.</li><li>• Learners work in pairs to consider the individual factors that could counteract against them, the interaction between these factors.</li></ul>	

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**End (5 mins)**

Introduce homework activity, reminding learners of the examples of both types of factors.  
Address any questions or misunderstandings the learners have about the task.

### 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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