



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 4: Prosocial behaviour 3.2 Biological explanation

Learning objective	To gain knowledge and understanding of the biological explanation for prosocial behaviour
Lesson objectives	By the end of the lesson, learners will be able to: • Explain the role of the amygdala in prosocial behaviour • Explain the role of the prefrontal cortex in prosocial behaviour • Apply knowledge of the role of brain areas in prosocial behaviour to novel scenarios
Vocabulary	Amygdala: part of the limbic system active in empathetic responses Prefrontal cortex: part of the cerebral cortex involved in attention, emotional expression and social behaviours
Previous learning	Learners have studied key concepts in prosocial behaviour, and the role of neurotransmitters and hormones as part of the biological explanation for prosocial behaviour. Learners will be able to define what is meant by the 'amygdala' from previous study of Topic 1: Memory and forgetting and Topic 2: Sleep and dreams.

Plan

Activities		Resources
Beginning (5 mins)	Ask learners to complete the starter activity to refresh themselves on what is meant by the amygdala.	Function of the prefrontal cortex video:
Middle (50 mins)	• Remind learners of the function of the amygdala from Topic 1: Memory and forgetting and Topic 2: Sleep and dreams. • Share the definition of the amygdala and its role in prosocial behaviour with the class. • Ask learners to watch the video (suggest from 0:32 seconds onwards) on the function of the prefrontal cortex and make notes. • Share the definition of the prefrontal cortex and its role in prosocial behaviour with the class. • As a group, discuss the example of the role of both brain areas in the given scenario.	www.youtube.com/watch?v=i47_jiCsBMs

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End (5 mins)

Ask learners to work in pairs to complete their own responses to other scenarios, to check their understanding of the role of each area in prosocial behaviour.

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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