



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 6: Motivation and needs 5.3 Positive reinforcement in education

Learning objective	To gain knowledge and understanding of positive reinforcement in education
Lesson objectives	By the end of the lesson, learners will be able to: • Identify environmental factors which influence learner motivation • Identify individual factors which influence learner motivation • Explain the argument against the use of positive reinforcement to motivate learners • Apply knowledge of positive reinforcement to motivate learners
Vocabulary	n/a
Previous learning	Learners have gained knowledge of positive reinforcement, the influence of external rewards, shaping behaviour, types of positive reinforcement in education and the named study: classroom token economy (Boniecki and Moore) in the previous lessons.

Plan

Activities		Resources
Beginning (5 mins)	Learners use the starter activity to refresh their memories of the three types of positive reinforcement in education from previous lesson (token economy, peer feedback, verbal / non-verbal praise).	
Middle (50 mins)	• Check learner responses to the starter activity and help fill the gaps in understanding. • Individually, learners read the scenario about Natalie and give a written explanation of why positive reinforcement might not always be effective. • Think, pair, share on factors which affect the effectiveness of positive reinforcement in education. As a class, indicate which factors are individual, and which are situational.	

Lesson 6: Motivation and needs 5.3 Positive reinforcement in education

- Challenge learners to list these in their order of impact as arguments against the use of positive reinforcement to motivate learners in education.
- Refer back to Maslow's hierarchy of needs, e.g. students who have deficit needs unmet will be less responsive to positive reinforcement.

End (5 mins)

Learners complete the formative assessment questions. They can check their responses against the suggested answers provided.

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.