



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 1: Visual perception 4.1 Key concepts

Learning objective	To gain knowledge and understanding of visual perception
Lesson objectives	By the end of the lesson, learners will be able to: • Define sensation • Define perception • Identify the five senses and give examples of each
Vocabulary	Sensation: the physical detection of stimuli using the senses Perception: the interpretation and conscious experience of sensory information
Previous learning	Learners have some knowledge of brain structure from topics including memory and forgetting and sleep and dreams. This is the first lesson introducing them to the key concepts of visual perception.

Plan

Activities		Resources
Beginning (5 mins)	Learners can complete the hands-on activity to prompt thinking about perception and sensation. Use a small bag and add one item at a time e.g. a rubber ball, a piece of fruit, a pencil for learners to feel without looking.	
Middle (50 mins)	Introduce the distinction between sensation and perception and share definitions with learners. Learners can add definitions to glossaries or notes. Address any questions or misunderstanding. Ask learners to predict what this topic might cover and discuss as a whole class. In small groups, learners can rotate to the five sensation stations and see, hear, smell, touch and taste the stimuli. Items could include a visual image, sound clip, textured paper, e.g. sandpaper, a scented piece of card, something to eat e.g. fruit or a sweet. Learners can address the question in their groups.	

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	Learners work in pairs to write four scenarios for sensation, and four scenarios for perception. Ask them to pair up with another set of learners and check each other's judgments and explanations of the differences between sensation and perception. Learners can work independently to complete the practice assessment question, using the sentence frames if required.	
End (5 mins)	Learners can peer assess the response to the question using the mark scheme 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?

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