



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 2: 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: • Identify the role of the occipital lobe in visual perception • Explain the three visual constancies • Identify the five depth cues
Vocabulary	Occipital lobe: part of the cerebral cortex involved in processing visual stimuli
Previous learning	Learners have studied the definition of sensation and perception, using examples of each along with studying the five senses.

Plan

Activities		Resources
Beginning (5 mins)	Display a photo of a door open at an angle or point to your own open classroom door. Ask learners to state whether the shape is a rectangle or trapezoid.	Location of occipital lobe: www.ezmedlearning.com/blog/cerebral-cortex-lobe-anatomy
Middle (50 mins)	Discuss responses as a class and introduce the idea of visual constancies. Explain that our brains transform visual input as part of perception, to help us make sense of the world. Use a blank diagram of the brain. Ask learners to work in pairs to locate and label and occipital lobe and cerebral cortex. Learners can answer the question and compare responses. Model the visual constancies to the learners and ask them to make notes and illustrate with your examples / their own ideas. Use a larger more complex image to illustrate each of the five depth cues. Learners can annotate their own copies and follow up by researching and labelling their own examples.	Location of cerebral cortex: https://quizlet.com/ca/268598265/primary-visual-cortex-5th-diagram/ Resource on role of occipital lobe: https://my.clevelandclinic.org/health/body/24498-occipital-lobe

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End (5 mins)

Learners can complete the exit ticket exercise to assess understanding and areas for consolidation.

Complex photo with depth cues can be found on Slide 5:

https://docs.google.com/presentation/d/14LedGP0xBnR6JRxKd_oOG7NLxNUXBdtFtKze4efxA8Q/edit?slide=id.g321582721ff_0_40#slide=id.g321582721ff_0_40

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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