



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 4: Visual perception 4.2 Gibson's direct theory of perception

Learning objective	To gain knowledge and understanding of visual perception
Lesson objectives	By the end of the lesson, learners will be able to: - Describe Gibson's direct theory of perception as a bottom-up, nature-based approach - Explain optic flow, motion parallax, invariants and affordances
Vocabulary	Optic flow: appearance of objects as the observer moves past the objects Motion parallax: closer objects appear to move faster than objects further away Invariants: aspects of the environment that do not change when the observer moves Affordance: the possible actions we perceive our environment to offer
Previous learning	Learners have studied the key concepts in visual perception.

Plan

Activities		Resources
Beginning (5 mins)	Learners can watch the short video of a person running on loop and respond to the questions.	Example of short running video: www.google.com/search?q=youtu.be+person+running+short+clip&oq=youtu.be+person+running+short+clip&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigAdIBCDQyMzIqMGo3qAIAAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:5c9b6375,vid:W8yPFnHmAbl,st:0 Gibson's direct theory of perception:
Middle (50 mins)	Discuss responses to starter activity as a whole class. Introduce Gibson's direct theory of perception and the idea that all the information needed for perception is available to us in the world. Learners can illustrate Gibson's direct theory as bottom-up using a diagram, adding key words to each arrow based on the resource. Share key definitions and ensure learners have a comprehensive set of notes. Working individually, learners can create information cards on one of the features of Gibson's theory. Group learners so they can share a one-minute explanation of their feature, with an example.	

Lesson 4: Visual perception 4.2 Gibson's direct theory of perception

	In small groups, learners can explore the classroom or research examples of affordances in their environment. Discuss as a class and think about how affordances support survival.	www.slideshare.net/slideshow/perception-35743185/35743185#14
End (5 mins)	Learners can complete the timed summary challenge to summarise Gibson's direct theory of perception, using notes to support if required.	

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.