



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 9: Visual perception 4.4 Visual illusions and culture

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 five types of 2D visual illusion • Explain the five types of 2D visual illusion • Give the named example of each type
Vocabulary	n/a
Previous learning	Learners have studied key concepts including Gestalt principles, Gibson's direct theory and Gregory's constructivist theory of perception.

Plan

Activities		Resources
Beginning (5 mins)	Learners can complete the starter activity assessing prior knowledge of visual illusions.	Visual illusions resource: https://docs.google.com/presentation/d/1No6NzaBp7-JGqgaLKpLyIQ1OesT4gQE1bYQRYtUmDSI/edit?usp=sharing
Middle (50 mins)	Discuss responses as a class and explain the objectives of the lesson. Use question and answer to encourage recall of Gestalt principles of perception. Explain that these will be relevant to understanding how visual illusions work. Ask learners to work through the resource to familiarise themselves with the named illusions. They can then identify the type of illusion and explain how it works in the grid provided. Check learner notes are accurate and complete. Learners can have a go at drawing the Müller-Lyer illusion using the instructions provided. This can be used outside of class for stretch and challenge or as part of a homework task. In pairs, learners can create an AO1 and AO2 assessment question. Suitable examples might include Name the illusion shown [image of illusion] (1 AO1 mark), or Sarah looks at	

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	a picture, and she can see an object looks like a duck, and a rabbit, but not at the same time. Explain the visual illusion Sarah experiences. [2 AO2 marks]	
End (5 mins)	Learners can check their understanding by swapping assessment questions and practising responses in pairs.	

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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