

Topic & specification ref: Perception 10 – Evaluating Gibson’s and Gregory’s theories			
Lesson aim: to stimulate critical thinking by using evidence to evaluate theories of perception			
Material to be learned:			
Concepts	Facts	Skills	Metacognitive
Evaluation	Research findings and observations of perception	Interpreting and commenting on evidence Using evidence to evaluate theories	Strategies for organising evidence
Assessment strategies		Details as appropriate	
Question and answer	Throughout. Assertive. AfL. Scaffolding.		
Self assessment			
Peer assessment			
Individual learner review			
Group presentation			
Observation of skill			
Assignment/homework			
Summative test			
Teaching and learning techniques (tick as applicable):			
Whole class teaching	✓	Presentations	
Coaching and instruction		Discussion	✓
Working in small groups	✓	Practical exercises	✓
Individual project work		Practical demonstrations	
Role-playing exercises		Copying notes	
Case study		Comprehension questions	
Inclusion:			
SEN			
G&T			
Other			
Health & safety: see departmental risk assessment			
Lesson sequence:			
Timing:	Content:		
0-15	<b>Peer assessment task.</b> Swap essays from previous lesson. Annotate using key from slide. Ask questions to stimulate critical thinking about writing. Prompt students to recognise features in peers’ writing that they may wish to avoid/import into their own. Introduce <b>session aims</b> .		
15-25	<b>Question:</b> how do we decide between competing theories? Allow discussion and take ideas. <b>Explain</b> evaluation strategy.		
25-50	<b>Activity:</b> use the perception evidence cards to assess the strengths and weaknesses of Gibson’s and Gregory’s theory. Organise ideas on evaluation sheet. Circulate & coach during.		
50-60	Explain <b>homework</b> . Give out essay criteria sheets. Invite questions and discuss strategies.		
Resources:			
Perception 10 slides Perception evidence cards Evaluation organiser sheets Essay criteria sheets			