**Class Activities**

Chapter 3: Perception

**Activity #1: Assumptions in Perception**

For this assignment, students are divided into groups of 4. They are given the following images (within each group, 2 students get one image and 2 students get the other). Each student should describe what is happening in the image without showing it to the rest of the group. The images are ambiguous and can be viewed from multiple perspectives. After each student describes the image, they all rotate the images and talk about what else they see. Many are surprised at how much they missed! (There is a cow and a dog in the following images.) Next, have the class discuss the assumptions we use in perception.

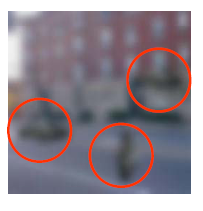




**Activity #2: Top-Down Guidance in Perception**

For this assignment, students are divided into groups of 4. They are given the following images (one image per student) and each of them is instructed to describe what is happening in that image without showing it to the rest of the group. They should pay special attention to describing the item/object in the red circle. All the items are actually the same actual object, but our brain constructs an object based on the surrounding scene/context. Top-down guidance of perception is discussed.

* This is from Oliva & Torralba, 2007: Multiple Personalities of a Blob.



**Activity #3: Cues used in perception/ Affordances**

For this assignment, ask students to work in pairs. Show the class this image via PowerPoint and ask them to quickly identify the scene. Then students should write down what each object is and what it is made out of.

This can be used to demonstrate a few things:

* Unconscious inferences (we are able to recognize the kitchen easily)
* Our brain filling in information about the identity of the objects (acorn is a chicken)
* Affordances (functional fixedness- we can use different objects for a specific function).

This type of image is found under Joan Steiner look-alike images.

