**Part I – Activity 1: Visual Explorations**

**Question: How do the eyes work?**

**Procedures:**
1. Perform as many Visual Perception Tests as you can & record your observations and results in the table below. Try to identify which eye structure/component is involved in each test!

2. Spend only 1-2 minutes per test! You may not get to all the tests – and that’s OK!

<table>
<thead>
<tr>
<th>Test</th>
<th>Materials Needed</th>
<th>Results/Observations/Questions</th>
<th>ID relevant eye structure/vision component</th>
</tr>
</thead>
</table>
| **1** Depth Perception| Two sharpened pencils | *Left eye closed:*  
*Right eye closed:*  
*Two eyes open:* | |
| **2** Seeing in 3D    | Paper tube         | *What did you see for the 3D paper tube test?*                                                    | |
| **3** Blind Spot      | Blind spot card, ruler, pencil | *Did you “find” your blind spot for at least one eye?*  
*What did you notice about the line (in step 6)?* | |
| **4** After images    | Black/white circle image, White surface (paper/wall), Stopwatch | *After you looked at the white paper/wall and blinked a few times – what did you notice?* | |
| **5** Dominant Eye    | Your thumb!        | *Circle one: Is one of your eyes dominant?*  
yes – right  
yes – left  
No | |

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Title of document/Name of author here  
Professional Learning Day: March 3, 2017
Part 1 – Activity 2: Visual Field Test and Analysis

**Visual Field Test**

1. Assign initial roles (per group of four):
   A. Cue receiver (person being tested)
   B. Cue sender (person walking around the semi-circle)
   C. Cue recorder (also reads instructions out loud)
   D. The “Sheriff” and Data Transferor

2. Follow the instructions for the “Visual Field Test”.

3. Transfer data from poster to the image, below:

   ![Visual Field Test Diagram](image)

   **KEY:**
   - [ ]
   - [ ]

4. Analyze data.

**Visual Field Test – Instructions**

1. Student A: stand on Poster (at the “x”), look straight ahead.
   Student B: hold up a random shape, walk slowly around the outside of the semi-circle. Start BEHIND the line of peripheral vision!
   Student C: will record results on the poster.
   Student D: make sure Student A is only looking ahead.

2. Student A: announce when you first see movement, close your eyes.
   Student B: should stop moving briefly, do not move cue card.
   Student C: record result (mark a line on the poster with the appropriate letter (see below) directly below the cue card held by student B).
   Student D: make sure student A keeps his/her eyes closed, transfer data.

   **Letters that will represent each cue:**
   - M for "motion"
   - C for "color"
   - L for "letter"
   - S for "shape"

3. Student B: resume moving around the semi-circle.
   Student A: open eyes, keep looking straight ahead until you first see the Shape, Color, and/or Letter (say what you see and close your eyes).
   Student D: make sure student A keeps his/her head facing forward & is looking straight ahead.
   Student C: Records result onto the poster.

4. Continue until Student A has FOUR markings on the poster (M, L, C, and S – see above). Testing is over when Student B is directly in front of Student A.

5. Shift roles (A become B and so on). Repeat steps 1-4 until each student gets tested. Every time a new student is tested, use a different shape and different colored marker to record result (make a key so you know which color goes with each student).

6. Compare your group’s result. Consider each person in the group!