

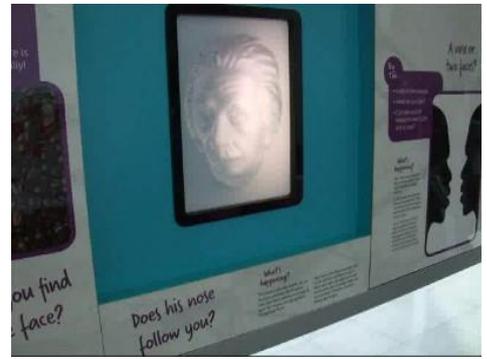
Funny faces

Location

Ground floor, All About Us exhibition

In a nutshell

Are you a face expert? We have evolved to see faces as convex, seeing a concave face has an interesting effect on our brain.



What to do

Students view a variety of illusions involving faces. Can they see a nose following them?

Time Required

KS1 & KS2 1-2 minutes per student.

What's happening?

Your brain uses shortcuts to help it analyse and make sense of all the data coming from the senses, in this case it uses the knowledge that noses stick out to make sense of what your eyes are looking at. But in this case the face is concave so gets it wrong.

When we rely on what is familiar, we don't always get it right. However the amazing thing about our brains is how few times they get it wrong. Think about the number of illusions you have seen and compare it to everything else you have ever looked at! The hollow face is just one of many optical illusions that involve our ability to recognise faces.

Curriculum links

KS1/2	<p>Science - Animals, including humans</p> <ul style="list-style-type: none"> - (Yr 1) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Science - Light</p> <ul style="list-style-type: none"> - (Yr 3) recognise that they need light in order to see things and that dark is the absence of light - (Yr 3) notice that light is reflected from surfaces - (Yr 6) recognise that light appears to travel in straight lines - (Yr 6) use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - (Yr 6) explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes <p>English - Spoken language</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - articulate and justify answers, arguments and opinions - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - consider and evaluate different viewpoints, attending to and building on the contributions of others
--------------	---

Relates to:

Workshops & Theme Days	Shows	Trails	Other exhibits
<ul style="list-style-type: none"> • Body basics (KS1) • Digest this! (KS2) • Brain and body theme day (KS1 & KS2 lower) 	<ul style="list-style-type: none"> • Brain works (KS1 & KS2 lower) • Boggling Brains (KS2 upper) • How my body works (KS2) 		<ul style="list-style-type: none"> • Eye witness • Motion disabled • Divided self • In a spin • Push over

