

# Mirror Me - Levels A & B

STAY ACTIVE

To support early empathy and connection by helping students notice and gently respond to another person's movement. Through simple mirroring, students experience shared attention and calm interaction. Linked to the Neptune theme from The Playful Astronaut, this activity reinforces that slowing down and noticing others helps us feel safe and connected.



## Learning Intentions

Students aim to notice another person during a shared movement.

Students aim to experience gentle movement alongside others.

Students aim to participate in a calm routine that supports connection and safety.



## Success Criteria

I can take part by watching, copying, or staying still.

I can respond to another person's movement with support.

I can stay with the activity for part or all of the time.



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**Duration:** 8 - 12 minutes

## **Objective**

To support early empathy and connection by helping students notice and gently respond to another person's movement. Through simple mirroring, students experience shared attention and calm interaction. Linked to the Neptune theme from The Playful Astronaut, this activity reinforces that slowing down and noticing others helps us feel safe and connected.

## **Players**

Adult-student pairs, student pairs, or small groups  
Suitable for 2 - 16 students

## **What You Need**

Clear open space where pairs can face each other safely  
Optional: soft, calm background music  
AAC devices, switches, or communication boards as required

## **Setup**

Arrange students so they can comfortably see a partner or adult.

Students may sit on the floor, chairs, or remain in wheelchairs.

Introduce the activity using simple, concrete language:

"We will be moving slowly."

"We will copy each other."

Link gently to the Neptune theme:

"Neptune reminds us to slow down."

"When we slow down, we can notice others."

Model calm posture and slow movement.

Confirm AAC devices are switched on and open to simple words such as copy, slow, stop, together.



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## Gameplay

### Step 1: Adult Models First

The teacher models the activity with another adult or student. Stand or sit facing each other.

Make one slow, gentle movement, such as:

- Lifting one hand
- Opening and closing hands
- Tilting head slightly

Narrate simply:

“Watch how we move together.”

“Watch how we try to copy each other.”

### Step 2: Mirroring Together

Students work one-to-one with an adult or peer.

One person moves slowly.

The other person copies if they can.

Participation may include:

- Copying the movement
- Copying part of the movement
- Watching closely
- Remaining still while attending

Adults support by narrating calmly:

“Slow movements are important.”

“Try to work together.”

“There you are, great copying.”

Keep each mirroring moment short, around 20–30 seconds.

### Step 3: Pause and Repeat

Pause between rounds.

Say clearly:

“Stop.”

“Let’s try again.”

Repeat the same movement or a new simple movement. Rotate partners if you feel the students are up to it.

There is no expectation to swap roles at this level, adults may remain the leader throughout.



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## Debrief / Reflection

Keep reflection brief and concrete.

Ask one simple prompt with wait time:

“Was it fun to copy your partner?”

“What movement did you like the most?”

Accept responses through gestures, AAC, eye gaze, facial expression, or stillness.

Reinforce:

“Moving together helps us feel calm.”

## Winning the Game

There are no winners or losers.

Success is shown through shared attention and calm participation.

## Sensory-Specific Learner Variation

Purpose: To support regulation and emotional safety.

Adjustments may include:

Using very small movements only (fingers, eyes).

Remaining seated for the whole activity.

Removing music if sound is distracting.

Allowing observation-only participation.

Repeating the same movement each time for predictability.

## AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: copy, stop, slow, together, finished.

Single-message switches (copy, again) are appropriate.

Model AAC Consistently

Adults activate AAC while narrating:

“Copy.”

“Together.”



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## Accessibility and Inclusion Notes

Mirroring can be done seated, standing, or in wheelchairs.

Respect personal space at all times.

Accept small movements, eye gaze, or stillness as valid participation.

Do not require eye contact or verbal responses.

End the activity before fatigue or overload occurs.

## Teacher Notes

“Mirror Me – Levels A & B” introduces empathy as a shared, sensory experience, not a concept to explain. The slow pace and predictable structure support regulation, trust, and joint attention. Linked to the Neptune theme, the activity reinforces that understanding others begins with slowing down, noticing, and being together.

