

Mirror Me - Levels C - D

STAY ACTIVE

To support the life skill of empathy by using movement and stillness to tune into another person. Through mirroring, students practise noticing, slowing down, and responding thoughtfully. Inspired by Neptune, this activity emphasises calm connection, gentle awareness, and understanding others without words.



Learning Intentions

Students aim to watch and attend closely to another person's body movements.



Students aim to practise gentle movement that shows care and awareness of others.

Students aim to take turns leading and following to understand different perspectives.



Success Criteria

I can copy another person's movements using my body or face.

I can move slowly and carefully so my partner feels safe.



I can take turns being the leader and the mirror.



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Duration: 10 - 15 minutes

Objective

To support the life skill of empathy by using movement and stillness to tune into another person. Through mirroring, students practise noticing, slowing down, and responding thoughtfully. Inspired by Neptune, this activity emphasises calm connection, gentle awareness, and understanding others without words.

Players

Played in pairs

Suitable for 4 - 26 students

Whole-class reflection at the end

What You Need

Open space where pairs can face each other safely

Optional: calm background music

Optional: emotion cards or visual emotion symbols

AAC devices or communication supports as required

Setup

1. Revisit the Neptune page from *The Playful Astronauts*.
2. Use simple, concrete language:
 - “Neptune reminds us to slow down.”
 - “Empathy means noticing how someone else feels.”
3. Ask short guiding questions with wait time:
 - “How can we show someone we are listening?”
 - “What does gentle movement look like?”
4. Explain the activity clearly:
 - “One person moves.”
 - “The other person copies, like a mirror.”
5. Model a short example with another adult or student before starting.



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Gameplay

Step 1: Partner Up

1. Students form pairs and stand or sit facing each other.
2. Clearly identify roles:
 - “This person is the leader.”
 - “This person is the mirror.”

Step 2: Mirror the Movements

1. The leader begins slow, gentle movements such as:
 - Raising arms
 - Waving hands
 - Tilting head side to side
 - Making calm facial expressions
2. The mirror copies the movements as closely as they can.
3. Remind leaders:
 - “Move slowly.”
 - “Help your partner follow.”
4. Continue for 1 minute.

Step 3: Swap Roles

1. Clearly cue the change:
 - “Stop.”
 - “Now swap roles.”
2. Repeat the mirroring process.
3. Complete 2 - 3 short rounds.
4. Rotate to new partners and play again if you feel this is the right move.

Debrief / Reflection

Gather students together and ask one or two simple questions:

- “How did it feel to be the mirror?”
- “How did it feel to lead?”

Reinforce:

“When we slow down and watch carefully, we understand others better.”



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Winning the Game

There is no winner.

Students are successful when they try to connect, copy, and take turns with care.

Sensory-Specific Learner Variation

Purpose: Support regulation, comfort, and engagement.

Adjustments may include:

- Using very small movements only (fingers, hands, eyes)
- Remaining seated for the whole activity
- Reducing music volume or removing music entirely
- Allowing students to observe before participating
- Shortening mirroring time to 20–30 seconds per round

Students may participate through observation, imitation, or stillness.

AAC-Specific Supports

1. Pre-teach Vocabulary on Devices:

- copy, stop, turn, happy, calm, slow, together

2. Model AAC Use:

- Teacher models “copy” or “my turn”

3. Student Expression Options:

- Selecting “my turn” to indicate readiness
- Using emotion symbols during reflection
- Partner-assisted scanning for role choice

4. Non-verbal Mirroring:

- Eye gaze
- Head movement
- Facial expression

All communication methods are valid.

Accessibility and Inclusion Notes

- Pair students thoughtfully to ensure comfort and safety.
- Respect personal space at all times.
- Mirroring can be done seated, standing, or using wheelchairs.
- Emphasise that copying small movements is just as successful as big ones.
- Participation may be active or observational.

Teacher Notes

“Mirror Me – Levels C & D” helps students experience empathy through movement rather than words. The activity slows the pace of the classroom and builds awareness, trust, and connection. Linked to Neptune, it reinforces that understanding others begins with noticing, waiting, and responding gently.

