

# Mirror Me - Levels F-3

# STAY ACTIVE

To help students practise empathy through physical mimicry, matching the movements and energy of a peer. Neptune, with its calm blue atmosphere and gentle swirling winds, inspires us to tune into each other with softness and care.



## Learning Intentions

Students will learn to watch and listen closely to another student. This builds focus and empathy through non-verbal communication.

Students will practise copying movements gently and kindly. This supports social awareness and emotional regulation.

Students will learn to take turns being both the leader and the follower. This develops cooperation and perspective-taking.



## Success Criteria

I can mirror someone else's movements carefully.  
This strengthens attention and connection.

I can move slowly and gently to make it easy for my partner.  
This shows consideration and thoughtfulness.

I can swap roles and enjoy learning from someone else.  
This supports mutual respect and kindness.



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## Objective:

To help students practise empathy through physical mimicry, matching the movements and energy of a peer. Neptune, with its calm blue atmosphere and gentle swirling winds, inspires us to tune into each other with softness and care.

## Players:

Ideal for students in pairs, with whole-class sharing

## Materials:

- Calm music (optional)
- Open space with room for pairs to move
- Optional: emotion cards for facial expressions to mirror (can brainstorm emotions as a whole class prior to the activity).

## Time Required:

10–15 minutes

## Setup:

Begin by reading the Neptune page from *The Playful Astronauts* and asking:

- “What does it mean to understand how someone else feels?”
- “Can we use our eyes and bodies to show we’re listening?”

Explain that this activity is about becoming someone’s “mirror” and showing that we’re paying full attention to them, just like kind astronauts tuning into their space crew.

## Gameplay:

### Step 1 – Partner Up:

Students form pairs and face each other.

One student becomes the **leader**, and the other becomes the **mirror**.

### Step 2 – Mirror Movements:

The leader slowly performs gentle movements, like waving, stretching arms, tilting side to side, or making calm faces.

The mirror copies the actions as if they are a reflection.

Encourage leaders to move slowly so their partner can follow easily.

### Step 3 – Swap Roles:

After 1–2 minutes, students swap roles and repeat.

Continue for 2–3 rounds, then come together to reflect.

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## Winning the Game:

Everyone who tries to understand and follow their partner's movements is a winner. Neptune reminds us that empathy is about tuning in, slowing down, and truly connecting with another person.

## Variations:

### Whole-Class Mirror:

Choose one student (or teacher) as the leader while the entire class mirrors their movements. Rotate the leader each round to build confidence and unity.

### Emotion Mirror:

Use emotion cards (e.g., happy, worried, tired, excited). The leader acts out a facial expression or small movement that matches the feeling, and the mirror reflects it. Discuss afterward how it felt to copy different emotions.

### Silent Story:

Pairs create a short "mirror story" without speaking, for example, "waking up on Neptune" or "helping a friend on a space walk."

Then share their stories with the group through movement only.

### Musical Flow:

Add calm background music (e.g., gentle piano, space sounds) to guide the pace of movement.

Encourage fluid, slow actions that match the rhythm, helping students focus and breathe calmly.

### Family or Home Version:

Encourage families to try this at home. Parent and child can take turns being the leader and the mirror, learning to move together in sync while connecting emotionally.

## For Wheelchair Users / Accessibility:

- Ensure partners are paired thoughtfully so all students can face each other comfortably.
- Focus on *upper-body* or *facial expression* mirroring, waving arms, nodding, smiling, or gentle hand movements.
- Students using wheelchairs can also lead by guiding hand, head, or eye gestures.
- Encourage use of adaptive devices or communication aids to express emotions if needed.
- The emphasis is on *connection*, not physical movement range, every form of mirroring counts.



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## Notes for Inclusion:

- Reinforce the value of *slow movement*, it gives everyone time to observe and respond.
- Pair students thoughtfully (e.g., confident movers with those who need more support).
- Remind students to respect personal space and move safely around mobility aids or chairs.
- Model the activity with gentle humour and warmth, laughter helps release tension and deepen connection.
- Use affirmations such as:
  - “You were really focused on your partner, that’s empathy!”
  - “You showed kindness through calm, careful movement.”
- Close with a whole-class affirmation inspired by Neptune:
  - “When we move together with kindness and care, we help everyone feel seen and supported.”

## Additional Notes:

*Mirror Me* is a beautiful blend of mindfulness, movement, and emotional connection. It reinforces the idea that empathy isn’t just about words, it’s also about presence, attention, and care. In the quiet stillness of Neptune, students learn that reflecting someone else’s actions helps us see what they feel.

