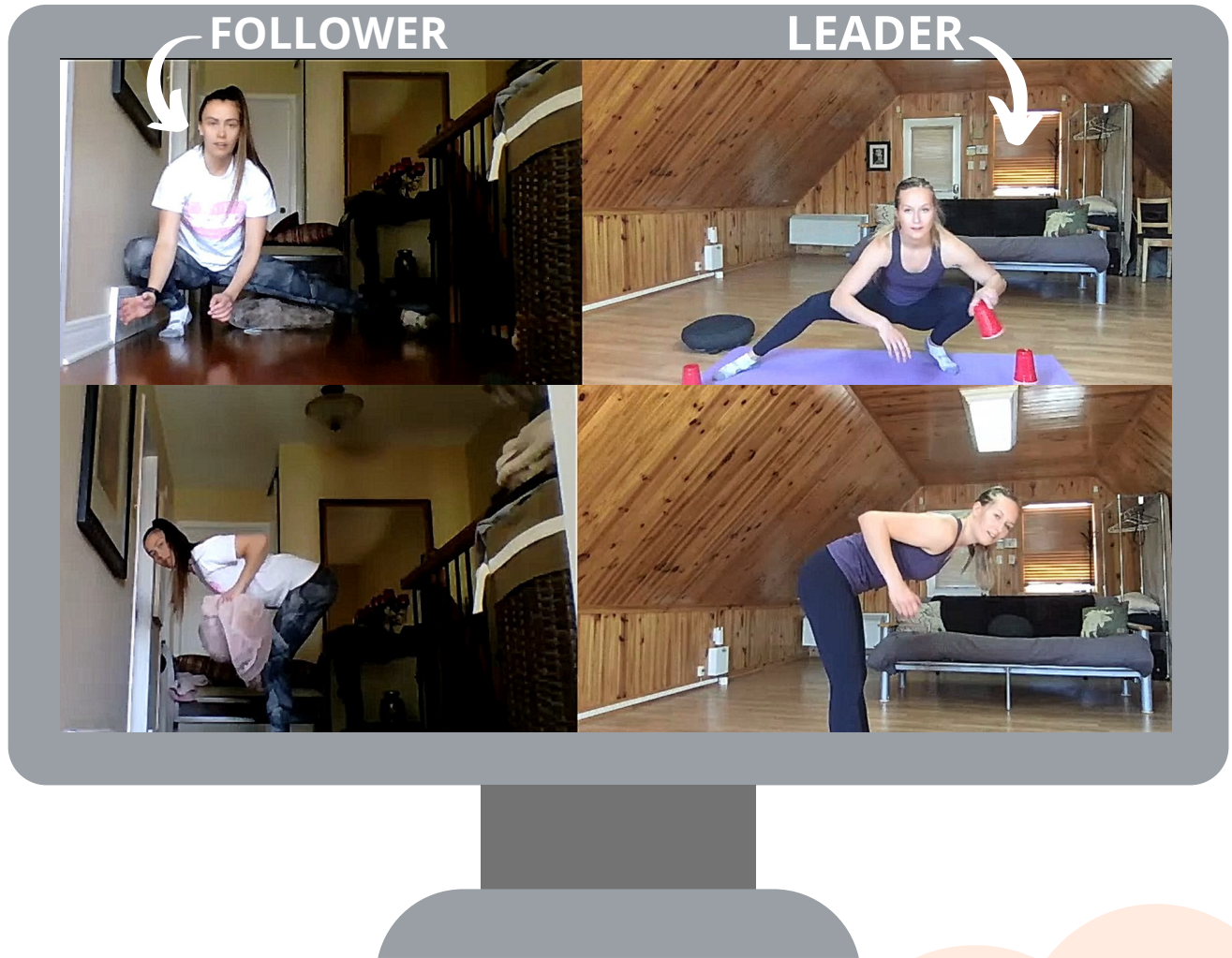




# Mirror Movement

## INTERACTIVITY IN A SNAP SHOT



Gather 2-3 items you have around the house that could be used to substitute for exercise equipment.

The leader will manipulate their object and move their body to perform various exercises. The follower will attempt to mirror the leader's object manipulation and movement.

### ELEMENTS TO CONSIDER

- Balance
- Coordination
- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Flexibility
- Agility
- Power
- Speed





# Mirror Movement

InterActive4Life

## FITNESS INTERACTIVITIES

### Student Targets



#### Movement Competence

Develop locomotor movements and manipulation skills in combination in a variety of exercises exploring different levels, planes and speeds.



#### SEL

Apply skills that help them to be aware of their feelings and the feelings of their partners as they work cooperatively to perform synchronous fitness and respond by making adjustments to their pace.



#### Relationship

Build capacity to connect in a synchronous way by matching their partners movements. Progress from leading and following to moving in unison. Learn to interact creatively with objects (over, under, beside, in front, behind...etc.) and the environment (terrain) to create fitness movements.



#### Physical Distance

This InterActivity can be performed at a 2 meter distance.



#### Online

This game can be played online using visual educational technology.



[CLICK HERE](#) to watch this InterActivity in action!

### Activity Overview

With a piece of equipment, students participate in a mirror-like follow the leader game. Students take turns as leader and follower and play with the sense of matching the shape, force, and effort of movement between themselves.



# Mirror Movement

## FITNESS INTERACTIVITIES

### Getting Started:

With family members, friends or classmates:

- Decide who will be the leader and who will be the follower. The leader will decide on a piece of equipment to use as part of the fitness activities.
- The leading partner will take their piece of equipment (i.e., a ball or hoop) and attempt to move it in various positions (i.e., standing, kneeling, sitting, laying down on side, back, or front, or in controlled exercise movements). To promote creative thinking, impose the enabling constraint of not moving the selected object in a predictable way, i.e., you can do anything with a ball except bounce it, you can do anything with a hoop except spin it around your waist.
- The goal of this game is to build synchronous connections and to follow each other in unison.
- The partners may change roles spontaneously as they deem fit by passing the object.

### Modifications to the Game:

- **Speed:** Participants can play with the speed of movement by making slow motion movements only, super fast movements only, or transitioning between different speeds.
- **Locomotor movement:** Change the level/plane of movement by performing the exercises lying down, seated or on a single arm or leg.
- **Group size:** Option to work in larger groups to increase the difficulty of the interactivity.
- **Use of Manipulative:** Option to eliminate the manipulative and perform synchronous exercises with only body movements.
- **Music:** Participants may choose to perform their exercise movements to the beat of a song.

### Adaptations to Rules of the Game:

- **Cooperative Rally:** See how fast or how slow you can complete exercises while maintaining a synchronous connection.
- **Competitive Score:** See Partner Balance Game.
- **Simon Says:** Play a game of Simon Says with the whole class where each instruction is exercise based.
- Have students apply this idea to a warm-up specific to their sport or combine each pair's creative moves into a whole class fitness routine.



# Mirror Movement

## FITNESS INTERACTIVITIES

InterActive Function2Flow Assessment:

|   |  |
|---|--|
| <p><b>InterActive Function</b><br/>(Connecting Postures)</p>                        | <ul style="list-style-type: none"><li>• How does changing your postures, i.e., sitting, lying, standing, affect your ability to move in synchronicity?</li></ul>   |
| <p><b>InterActive Form</b><br/>(Connecting Positions)</p>                           | <ul style="list-style-type: none"><li>• As the leader, what are the indications that the movement is safe and in good form follower, what leader?</li></ul>  |
| <p><b>InterActive Feeling</b><br/>(Connecting Sensations of Timing &amp; Force)</p> | <ul style="list-style-type: none"><li>• As the leader, how does the connection change when with changes in speed or force (i.e., the strength of your movements or how softly or strongly you gesture)?</li></ul>  |
| <p><b>InterActive Flow</b><br/>(Connecting Energies)</p>                            | <ul style="list-style-type: none"><li>• Are partners moving in such a way that a third person could not tell who is the leader and who is the follower?</li><li>• How do unpredictable moments of surprise take you into a deeper relational flow?</li></ul> |