

Mirroring Technique

Mirroring is a Drama strategy that engages cooperation, concentration, imagination and both sides of the brain. This technique can be used for:

- Math topics such as symmetry, patterns, transformations, probability, and cause and effect.
- Language arts topics such as cause and effect, prediction, fluency.
- 21st century skills such as creativity, collaboration, problem-solving, critical thinking, flexibility and adaptability, leadership, and initiative.

The Mirroring Technique

- 1.) Have two students stand across from each other.
- 2.) Tell students that one student will be the leader and the other will be the follower. The leader can do any motion that they wish, but they may not talk. The follower must do whatever motion the leader is doing as if they were the mirror of the leader.
- 3.) Have students decide which one will be the leader and which will be the follower. Then, have the students perform the activity. After a minute or so, have students switch roles.
- 4.) Explain to the students that they will do the activity again, but this time, the students need to switch who is the leader and who is the follower, without telling each other when to switch. The trade-off should happen naturally; the follower should decide when they will take over and the leader must be prepared to recognize when that happens and become the follower. Have students begin by choosing the leader and the follower. Perform the activity for 1-2 minutes and then do it again, switching who begins as the leader.
- 5.) Reflect with the students what was easy and difficult about that last activity and what they noticed about their concentration, their senses, and their connection with their partner.
- 6.) Repeat step 4, but this time, tell students that they will not tell each other who is the leader and who is the follower at the beginning. They must begin in a mirrored pose with each other and when you say begin, the students must begin to move and figure out who is the leader and the follower. Then, they must trade roles just like in step 4. They may trade roles as often as they wish in this final part of the technique.
- 7.) Reflect with students about how this technique relates or conveys the chosen objective that you are studying in the subject area class.