**Title of Activity: “**Mirrors”

**Grade Level:** 9-12

**Creative Art:** Drama

**Duration:** 30 minutes

**ASCA National Standards:**

C:A1.4 Learn how to interact and work cooperatively in teams

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:C1.10 Learn techniques for managing stress and conflict

**NYS Common Core Competencies:**

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Classroom Set-Up and Behavior Management:** In a classroom, the chairs should be arranged against the walls or all to one side of the room, allowing room for students to stand and move around the room.

**Goals:** Students will learn to express themselves and relate to others through nonverbal communication, building empathy and conflict resolution skills.

**Materials needed:**

* ample room for movement - a large classroom or schoolyard

**Instructions:**

1. Ask participants to pair up and decide who is “A” and who is “B.” Tell them that they will be acting out several dramatic scenarios, switching off as the “leader” when you call their letter.

2. Explain that this is a non-verbal acting game that involves showing feelings. When they are not the actor, or leader, they will be the “mirror,” observing their partner and “mirroring” or “reflecting back” with their bodies the assigned leader’s emotions, movements, and facial expressions.

3. Explain that after you describe each scenario and say ACTION, the leaders should continue with their performance until you call FREEZE. Allow 30 seconds for leaders to respond to each scenario, and for observers to mirror what they see. In between each scenario, provide partners with a short time to debrief.

4. Before each scenario, ask participants to stand facing each other in a neutral position (feet planted, arms relaxed and hanging by sides, head and eyes looking straight forward), in order that they are ready to begin. Once done, indicate the letter that is leading and call ACTION.

Scenarios:

* (“A”) **You have just won a million dollars in the lottery.** (Call ACTION (30 seconds), FREEZE, DEBRIEF, SWITCH. (“B” reacts to same scenario)…(Call ACTION, FREEZE, DEBRIEF).
* (“B”) **You are standing at the top of the Grand Canyon, feeling a beautiful breeze and peering over the edge into the huge space below.** (Call ACTION (30 seconds), FREEZE, DEBRIEF, SWITCH.
* (“A” reacts to same scenario)…(Call ACTION, FREEZE, DEBRIEF). • (“A”) You are cradling a newborn baby. (Call FREEZE, DEBRIEF, SWITCH) (“B” reacts to same scenario) -(Call ACTION, FREEZE, DEBRIEF).

**Debrief:**

Lead a discussion by asking the following questions:

• What feelings or messages did you convey or observe in each scenario?

• Any differences between you and your partner’s interpretations?

• Anything easy or hard in doing this activity? Why?

• How do you think this activity relates to “active listening?”

**Assessment/Evaluation:**

Ask students to take out a sheet of paper, to be turned in, and respond to the following prompts. Read aloud the following:

1. How did it feel to mirror your partner?
2. How did you feel when your partner was mirroring you?
3. What was the hardest part of this activity?
4. What was the most valuable thing you learned from this activity?
5. Rate how helpful this activity was in building your nonverbal communication from 1-10. 1 means “not helpful at all” and 10 means “extremely helpful.”
6. Rate how much you enjoyed this activity from 1-10. 1 means “did not enjoy at all” and 10 means “extremely enjoyed.”
7. What did you enjoy the most about this activity?
8. Would you do this activity again in the future?

**Adapted from:**

Conte, Z., Brunson, R., & Masar, S. (2002). *The art in peacemaking a guide to integrating*

*conflict resolution education into youth arts programs*. Diane Publishing.