

**LEARNING EXCHANGE PROTOCOL**  
**Rhythms of Leading and Following**  
**Mirroring and Colombian Hypnosis**

*Note: All protocols have multiple origins. The strength of a protocol is in the ability of facilitators or planners to adjust/revise for use in your context. <http://www.nsrffharmony.org/free-resources/protocols/a-z> is a good source of multiple protocols for school, district, community and organizational use. See Augusto Boal Games for Actors and NonActors*

**SET ONE: Mirroring**

Step 1: Find a partner and stand about 18-24" apart. Person one starts and does facial movements first. Person two responds by making the same movement.

This may be in response to question or prompt.

Step 2: Without words, person one hands off the responsibility for directing the movement to person two and person two becomes the person who makes the facial movement while the original person one mirrors.

Step 3: Person two starts the movement of any part of the body and person one mirrors.

An additional prompt may be added to start Step 3

Step 4: Without words, person two hands off the responsibility for directing the movement to person two

Reflection: How did the "hand-off" work? What was your experience in directing movement? Mirroring movement? What application does this have for leadership?

**SET TWO: Colombian Hypnosis**

**Set-up:** One person (leader) holds her/his hand forward, fingers upright about 8-12" away from the face of the second person (follower), who then as if hypnotized, must keep his face the same distance away from the other's hand no matter how that person moves.

Step 1: Person one (leader) does movement up and down and backward and forward so that person two (follower) can get the feel of following and moving with the hand.

(Note: Person one should not raise the hand higher than the person can actually follow).

Step 2: Person one (leader) should transition to movements that are more complex, but should always be aware of moving slowly enough for person two (follower) to keep up. However, person one (leader) can force person two (follower) into multiple contortionist-like moves that requires him/her to use odd muscles to keep her/his head parallel and 12" from the hand of person one (leader)

Step 3: Change roles and do Step 1.

Step 4: Transition to Step 2 above

Variation: Can do one leader and two followers.

Reflection: What did you feel and think as leader and follower? What analogy could you draw to school or district?