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These activities introduce students to visualization. I point out to my own students that athletes often engage in visualization. It is a way of increasing their ability.

Although the common term is “visualization”, these are not simply visual activities. In addition to imagining and experiencing what they see, the students are also using their auditory (hearing) and haptic (movement and touch, also called “tactile/kinesthetic” senses.”

I use them with my EFL (English as a Foreign Language) students for several reasons. They are a good metaphor for how important imagination can be. They are also good for confidence building. These particular activities practice giving instructions (grammar point: *the imperative*) in an interesting way.

The one called “That’s the point” is the one I used to introduce the power of mental imagery. It can be done with a large group.

Then I divide the group in half. 1/2 learns “firehose” and 1/2 learns “corkscrew”. They practice with each other. Then they teach a person from the other group.

“Pine tree” is really the same task as “corkscrew” (I just modified it when I was going to be presenting in a Muslim country where I thought corkscrew would be both unappreciated and would not give a strong mental image). If you are teaching children, you might want to use this as they aren’t likely to understand “corkscrew.”

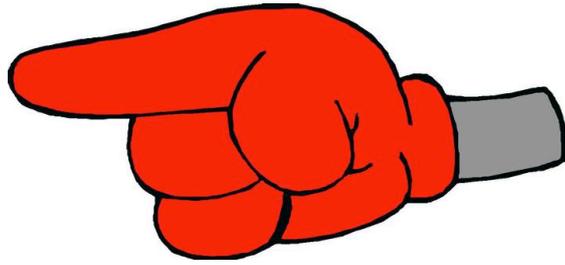
These are based on activities I learned from Charles Adamson and Richard Bolstad.

I hope your students find these interesting and useful.

Marc Helgesen



Visualization: *That's the point*



Hint: Explain and demonstrate (with yourself) all the steps in part one before having the learners try them.

❶ This is an imagination activity.

Stand with your feet about 45 centimeters* apart. (*45cm = 1 1/2 feet)

Hold your dominant arm straight out in front of you.

If you are right handed, your dominant arm is your right one.

When I say go, spin your body as far as you can easily go.

Notice what your hand is pointing to.

In your mind, take a mental picture ("click!") of what you are pointing to.

In your mind, you can remember what you are pointing to.

❷ (Now repeat the script above. Have people do the actions.

Change "When I say go, spin..." to "Now, spin..."

❸ Now come back. Put your hand at your side.

In your mind, you can remember what you were pointing to.

Now, in your mind, imagine a point 30 centimeters* farther. (30 cm = 1 foot)

You can imagine your hand pointing to that place 30 centimeters farther that you pointed to before.

In your mind, you can see your hand pointing at that place.

And now, imagine a point another 20 centimeters farther.

So now, you can see your hand pointing 50 centimeters farther than the first point.

Imagine that point.

❹ Again stand with your feet about 45 centimeters* apart. (*45cm = 1 1/2 feet)

Hold your dominant arm straight out in front of you.

Now, spin your body as far as you can easily go.

Notice what your hand is pointing to now.

Note: I often use this to introduce the power of mental imagery.

Then students do fire hose/corkscrew with each other.

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Visualization: *fire hose*

A



Work with a partner. You are *A*. Your partner is *B*.
You will guide *B* through an imagination exercise.
This is your script. Read it to *B*.
The underlined words are things you (*A*) should do.

- 1 **A:** This is an imagination activity.
You might want to close your eyes so you can imagine easily.
Stand with your feet about 45 centimeters* apart. (*45cm = 1 1/2 feet)
Hold your dominant arm straight out to the side. (dominant = main, strongest),
(If you are right handed, your dominant arm is your right one).
Make your arm as stiff as you can.
I will push down on your arm.
Hold your arm steady.

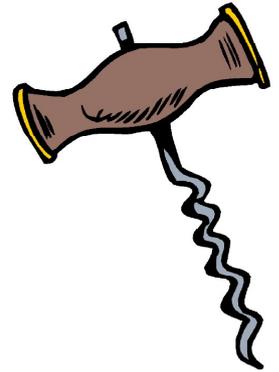
(Push down on *B*'s arm. Notice how strong *B*'s arm seems.

- 2 **A:** Now imagine that your arm is a fire hose.
It is the kind of hose a fire fighter uses.
You can imagine the water rushing through your body.
You can imagine the power of that water rushing through your arm.
You feel the strength and the power of the water.
I will push down on your arm again.
Hold your arm steady. It's a fire hose.
(Push down on *B*'s arm again. Notice how strong *B*'s arm seems now.



Visualization: corkscrew

B



Work with a partner. You are *B*. Your partner is *A*.
You will guide *A* through an imagination exercise.
This is your script. Read it to *A*.
The underlined words are things you (*B*) should do.

❶ *B*: This is an imagination activity.

You might want to close your eyes so you can imagine easily.

Stand with your feet about 45 centimeters* apart. (*45 cm = 1 1/2 feet)

Your arms are at your side.

Your feet are flat on the floor.

Stand as firmly as you can.

(firmly = strongly, so

I will push against your arm and shoulder.

you don't move)

Don't move. Hold your body steady.

(Stand beside *A*. Push against *A*'s arm and shoulder.

Notice how strongly *A* can resist.)

❷ *B*: Now imagine that your leg is a corkscrew.

In your mind, imagine the corkscrew going into the floor.

As it turns around, into the floor, your leg – your whole body --
is connected to the floor.

You can imagine your leg being completely connected to the floor.

Now, I'll push your arm and shoulder again.

Don't move. Hold your body steady. Your leg is a corkscrew.

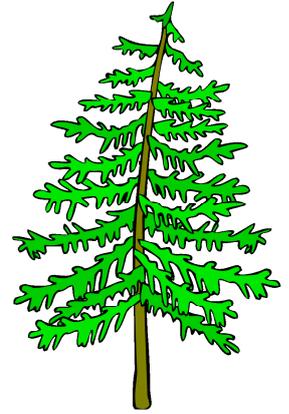
(Stand beside *A*. Push against *A*'s arm and shoulder again.

Notice how strongly *A*'s can resist.)



Visualization: *pine tree*

B



Work with a partner. You are *B*. Your partner is *A*.
You will guide *A* through an imagination exercise.
This is your script. Read it to *A*.
The underlined words are things you (*B*) should do.

❶ *B*: This is an imagination activity.

You might want to close your eyes so you can imagine easily.

Stand with your feet about 45 centimeters* apart. (*45 cm = 1 1/2 feet)

Your arms are at your side.

Your feet are flat on the floor.

Stand as firmly as you can.

(firmly = strongly, so

I will push against your arm and shoulder.

you don't move)

Don't move. Hold your body steady.

(Stand beside *A*. Push against *A*'s arm and shoulder.

Notice how strongly *A* can resist.)

❷ *B*: Now imagine that your body is a pine tree.

Your arms are the branches. Your legs are the roots.

In your mind, imagine the roots – your legs -- going deep into the ground.

The roots are deep in the ground. Your whole body – the tree -- is connected to the ground. You are strongly connected.

You can imagine your leg being completely connected to the floor.

Now, I'll push your arm and shoulder again.

Don't move. Hold your body steady. You are a strong pine tree.

(Stand beside *A*. Push against *A*'s arm and shoulder again.

Notice how strongly *A*'s can resist.)