Imagery Exercise 1
Teaching Activity

The theory of functional equivalence proposes that imagery activates similar areas of the brain which become active when we physically perform a movement. As a result, an image of an action or movement can have temporal characteristics which reflect those of the actual performance.

Learning Outcomes:

After completing this activity, students should be able to:

1. Understand movement imagery can have temporal characteristic which reflect actual performance
2. Provide an example to support the notion that imagery can have temporal characteristics reflective of actual performance

Classroom Imagery Exercise (Timing of Imaged Movements)
This exercise can be employed as a teacher lead class demonstration or as a small group activity.

Equipment and facilities needed

1. 1 x stopwatch
2. 1 x rucksack
3. 3-4 small (1-2 kg) weights to put in rucksack
4. Distinct location for an individual to image walking towards

Procedure (for teacher lead class demonstration)

- Ask for a student volunteer (it is important that this person feels they are able to image fairly well)

- Ask the student to image themselves walking from one specific location in the classroom to another

    o Provide the student with a stopwatch and ask them to press start when they begin walking in their image and stop the stopwatch when during the image they reach their destination

- If working in a class group, record the time it took them to image on the large white/blackboard for all to see (if working in small groups use a score sheet for each group- see provided example below)

- Ask the student to put on a heavy rucksack and then image themselves walking to the same location as they did previously

    o Again ask them to start the stopwatch when they begin walking during the image and then stop the watch when they arrive at the destination during the image

- Record the time it took them to image the second walk and compare it to the first one.

- The condition which takes longer in the actual scenario should also take longer during the imaged scenario. Consequently the second image should take slightly longer as the participant is wearing a heavy rucksack which would slow the speed they would actually walk to the location.

Variations

1. This activity can also be done with different movements which vary in speed, e.g.
   - Crawling
   - Hopping
   - Running
   - Walking

   When comparing the various times, these should reflect the actual times. For example, an image of running to the location should be quicker than an image of walking to the same location which should be quicker than crawling to the location.

2. This activity can also be done comparing actual movement as well. For example getting the participant to physically perform the tasks and image the tasks and then comparing.

Example Score Sheet

	Imagery Activity	Duration (sec)
1	Walking with no rucksack	
2	Walking with weighted rucksack	