Kinesthetic Learners

Process info through touch and movement.

They like:
- √ Doing activities with someone
- √ Stretch breaks
- √ Question time
- √ Hands-on activities
- √ Stretch breaks
- √ Using tools
- √ Touching/manipulating materials
- √ Having someone as an audience
- √ Stretch breaks
- √ Movement
- √ Inventing
- √ Doodling while listening
- √ Interacting with the space around them to remember and process

Teaching Techniques:
- √ Acting/dramatizing
- √ Moving – dancing/exercising
- √ Crafts and puzzles
- √ Games involving motor skills
- √ Learning through unit studies
- √ Constructing / building things
- √ Assembling
- √ Manipulating
- √ Using models
- √ Drawing/coloring
- √ Note-taking with picture clues
- √ Taking field trips
- √ Cooking (reading and math)
- √ Gardening
- √ Science experiments / dissecting
- √ Sign Language (spelling practice)
- √ Tap into their interests
- √ Consider learning environment

Programs/Publishers to consider:

Language Arts –
- √ Rocket Phonics (PK-3+)
- √ Zoo-phonics (PK-3+)
- √ Handwriting Without Tears, with
  - o wooden pieces (K-5)
- √ Literature-based thematic learning opportunities such as:
  - o Moving Beyond the Page
  - o Trail Guide Series
    - (research-based, from GeoMatters, K-12)

Math –
- √ Math-U-See (K-12)
- √ Saxon Math (K-3)
- √ Moving With Math (PK-9)
- √ Miquon Math (real world, 1-3)
- √ RightStart Math (K-8)
- √ Touch Math (K-3)
- √ Math On the Level (K-8)
- √ Remedial:
  - o TransMath (5-10)
- √ Supplemental:
  - o Hands On Equations (3-8)
  - o Math Trek (Nectar Foundation, K-3)

Other -
- √ Exploration Education (physical science, 4-10)
- √ Ring of Fire (geology: DVDs & rock kits, K-12)
- √ Geology Rocks! (fun experiments, 2-8)
- √ TOPS (science topics based on experiments, K-12)
- √ History Pockets (1-6+)
- √ TRISMS (research-based self-exploration, 6-12)
- √ Little Professor Science Kits (1-8)
Has limited attention to details
May have poor handwriting
Learns by DOING
Needs to be directly involved
Appears impulsive
Likes to be up and moving around during study time
Does not attend to order & Neatness
Clothing may be hanging haphazardly out – may not match
Hair may need combed & they will not realize that it looks bad
Shows emotions through actions
Looses work
Unorganized desk & room
Seem to have a short attention Span
Touch everything that is in their Environment
Will take things apart

**STUDY TIPS – HOME**

- Take notes; allow muscles to “feel” the words
- Write notes in the air while studying use large movements
- Go on field trips
- Act out the lesson
- Role play to “feel” the message of the material
- Point your finger at the material as you read. This anchors the information for your.
- Trace pictures or illustrations with your finger
- Use felt pens when taking notes. They provide texture.
- Use math manipulative (aids) such as straws, blocks, etc. to work problems
- Use your sense of touch and muscle movement whenever possible
- Consider on-the-job training
- Study in sort periods; move around then return to studying
- Volunteer to help with class activities that allow for movement
- Join the drama club or a community theater

**STUDY TIPS - TEACHER**

- Integrate and-on projects that permit students to be involved in what they’re learning.
- Use small group activities
- Have students trace new words they are learning
- Encourage writing, drawing, & sculpting
- Use tapes that accompany text
- Present illustrated lectures
- Assign projects that involve making models, dioramas, illustrations, charts, graphs, posters, collages, etc.
- Provide role-playing situations
- Let them take part in plays
- Provide essay type tests and other written work
- Likes ACTION stories

**KINESTHETIC LEARNER**
Tactile Learners

Learns by touching or feeling sensation on their skin, by using their hands & fingers, and connecting what they learn to their sense of touch or their emotions.

Can recall a subject in detail IF they can associate it on an emotional level.

Visual and auditory info can be recalled if tied to emotions.

Benefit from cooperative games/teams/learning.

Learn sequentially

Hold a pen or pencil and write to help them think & listen better.

If pen is put away they will find something else to touch.

Sensitive to language coupled with nonverbal communications – such as a speaker’s facial gestures, body language, tone of voice, & mood – which makes them doubly aware of other people’s messages.

They maintain eye contact mostly to read the speaker’s expression.

Can articulate their own feelings well and can easily empathize with others.

Think with their hearts.

Learning material needs to be tied to a physical or emotional sensation for meaning to happen.

 Spend time working out relationships.

Need to use paper, notebooks, blank books, journals, diaries, stationery, pencils, pens, markers, crayons, paints, sculpting materials, arts & crafts, board games, computers, sports equipment that involves the hands, musical instruments, and other hand-on materials.

Sequential computer programs that allow them to type, interact on an emotional level and communicate with others are ideal.

When memorizing material for a test, best recall the material they learned by touching, writing, dreaming, or experiencing it on an emotional level.

Study Tips – Home

Learning language is directly tied to the love of their home adults expressed through words that helps the word sink in.

Do well in a peaceful environment –

Need to be comfortable while studying – many like to stretch out on the floor, recline on a chair or couch.

Maybe able to study with music – if music they like – NO WORDS – because they focus on the feelings. The good feelings of their favorite music brings them helps tune out other negative stimuli.

Positive feelings or they shut down. Cannot concentrate when they feel others don’t like them.

Study Tips – Teacher

Need to give student the big picture using short sensory language.

Allow students to draw, or do hands-on projects (mind map in creative global manner).

Need a written copy of notes or readings complete with illustrations.

They should convert each word at their own pace into a mental movie, colorful, artistic, and creative.

Use color words, action descriptors.

Use real-life demonstrations and draw a mind map that gives the big picture.