

# 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
  - wooden pieces (K-5)
- ✓ Literature-based thematic learning opportunities such as:
  - Moving Beyond the Page
  - 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:
  - TransMath (5-10)
- ✓ Supplemental:
  - Hands On Equations (3-8)
  - 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

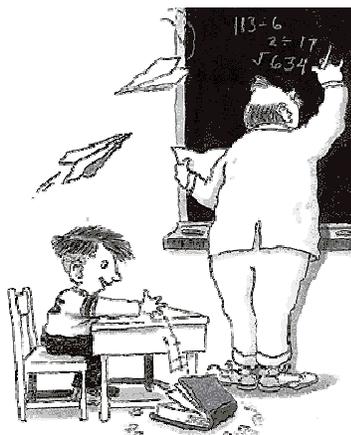
Shows emotions through actions  
Looses work

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 you.

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 short 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**

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, computes, 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.

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



## 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.

