



KINESTHETIC INTELLIGENCE EDUCATION (KIE)

Kinesthetic Intelligence Education (KIE) focuses on developing a range of competencies that align with the unique strengths and learning styles of kinesthetic learners. These competencies go beyond traditional academic skills and emphasize the integration of movement, sensory experiences, and hands-on activities into the learning process. The correlation between Social Emotional Learning (SEL) and Kinesthetic Intelligence Education (KIE) forms a powerful nexus that empowers learners to develop not only cognitive skills but also all the five competencies of emotional intelligence through physical engagement. These two educational approaches complement each other, fostering a holistic learning experience that nurtures the mind, body, will, and heart.

NO.	COMPETENCIES	SEL THEME	DEFINITION
1	Responsible Decision Making	Flexibility	I modify my thinking in the face of new reality.
2	Self-Management	Determination	I never give up when I face challenges.
3	Self-Management	Adaptability	I accept new challenges and adjust to change.
4	Self-Management	Grit	I am focus and make progress during challenges.
5	Self-Management	Endurance	I stay calm under high stress challenges.
6	Relationship Skills	Teamwork	I am good at teamwork and create a friendly atmosphere that inspires us all.
7	Self-Awareness	Positivity	I see the positive even in negative situations.
8	Relationship Skills	Collaboration	I build relationship with members of different groups.
9	Responsible Decision Making	Problem-Solving	I find useful and different ways to overcome the challenge.
10	Self-Awareness	Self-Control	I can manage my emotions and make them useful.
11	Relationship Skills	Communication	I chat with others and support conversations among people.
12	Self-Awareness	Self-Confidence	I believe I can handle every challenge
13	Self-Management	Optimism	I believe that efforts will improve my future and I stay motivated.
14	Self-Management	Curiosity	I early explore new things and ask probing questions



15	Social-Awareness	Empathy	I have the ability to understand and share the feelings of others.
16	Social-Awareness	Gratitude	I recognize what other people do for me and appreciate.
17	Responsible Decision Making	Proactivity	I take initiative and look for better ways of doing things
18	Responsible Decision Making	Decision Making	I choose wisely and make sure my risks are worth the rewards they could deliver.
19	Social-Awareness	Kindness	I pay attention to what other people need and try to help.
20	Social-Awareness	Honesty	I tell the truth even if others are cheating, I follow the rules.
21	Self-Awareness	Growth Mindset	I believe I can always improve my abilities and skills.
22	Social-Awareness	Purpose	I am committed to make a meaningful contribution to the world
23	Self-Awareness	No Failure	I believe there is no such thing as failure, only feedback.
24	Relationship Skills	Experience	I believe my present experience is just one interpretation of reality.

PROJECT OVERVIEW

Prior to the introduction of KIE, the established programs of Open Mind Africa included summer camps, campus club meetings, and educator summits. These initiatives were purposefully designed to engage senior high school students and educators. The current program redirects its emphasis toward the operations and programs of KIE, particularly catering to students from pre-kindergarten to grade 9, with a specific focus on those attending our partner schools. The primary objective proposal is to provide a comprehensive overview of our ongoing efforts while underscoring the potential accomplishments that could be realized through the injection of supplementary funding into the project.

PARTNER SCHOOLS



The Kinesthetic Intelligence Education (KIE) initiative functions by establishing collaborative relationships with educational institutions across diverse districts. The program's emphasis lies in outdoor educational activities, necessitating prospective partner schools to possess adequate outdoor infrastructure. The preferred configuration comprises either a verdant soccer field or an area surfaced with synthetic turf.

Regrettably, certain instances have arisen wherein we've regrettably had to decline solicitations from schools expressing keen interest in our program, due to the presence of gravel and rocky substrates within their outdoor spaces. To address this, in cases where schools possess exclusively cemented compounds devoid of natural grass, we extend the provision of a complimentary 3x3 meter area of artificial turf.

Upon onboarding, each partner school is expected to formalize its participation through a comprehensive partnership agreement. This contractual document serves as a delineation of roles, obligations, and anticipations for both the educational institution and the KIE program. While the existing operational framework with our partnered schools has yielded satisfactory outcomes, our commitment to continuous refinement endures as we endeavor to foster an ever more productive collaboration.