



# Kinesthetic Strategies

## Key words:

senses, practical exercises, experiences, examples, case studies, trial and error.

## Description:

This preference uses your experiences and the things that are real even when they are shown as images and on screens.

## People with a Kinesthetic preference prefer:

- autobiographies and documentaries
- applications before theories
- demonstrations followed by applying what they have learned
- talking about *real* things in their life.
- their own experiences over the experiences of others
- doing things with others; action; making things happen
- physicality
- practical problems and problem solving techniques
- finishing tasks
- outcomes that can be measured
- being part of a team
- being valued for their experiences
- people who can apply their ideas
- people who are *concrete, relevant, down-to-earth*

## To take in information:

- use all your senses – sight, touch, taste, smell, hearing...
- use hands-on approaches
- read case studies
- watch videos, especially those that show real things
- look at exhibits, samples, photographs....
- attend laboratory and practical sessions
- use surveys, field trips and interviews
- use recipes and solutions to problems

- take notice of real-life examples and personal stories
- look for examples of principles
- learn by trial and error
- look for opportunities to apply what you have learned
- use actions to help your understanding

## To present information to others:

- Focus on the “*real*” things that happened; reality is what is important.
- Use plenty of examples when you talk, discuss, present or write.
- Use your previous experience as the basis for any decision-making.
- Use case studies and applications to help with difficult principles and abstract concepts.
- Get others to focus on the detail. Use detail to argue against principles or abstract ideas.
- Stay in *this world* and in *this time*. **Now** is where you want to be.
- Be aware that others may NOT have a Kinesthetic preference like you, so respect their differences. Find the preferences of those you are presenting to, and learn to be multimodal and deliver something in their preferred modes.

## In education:

- Your notes may be poor because the topics were not “*concrete*” or “*relevant*”. So expand them into a learnable package. Then reduce them from three pages down to one page.
- Put plenty of examples into your notes and answers.
- Remember the “*real*” things that happened. Search for the reality and the applications of ideas.
- Go back to the laboratory or your laboratory manual or your practical notes. Recall the experiments and field visits where you learned.
- Find pictures and photographs that illustrate an abstract idea, theory or principle.
- Talk about your notes with another person with a Kinesthetic preference.
- Use previous exam, assessment and test papers.
- Role-play the test situation in your own study room.
- You want to experience the exam so that you can understand it; recall previous examinations, especially those where you did well.

## In the workplace:

- Use role-plays to get your ideas across.
- Use simulation techniques.
- Recall past examples and performances.
- Recall the exact things that happened; the experiment, the journey, the incident, the client, the customer and the facts.
- Emphasize: *Practice, Practice, Practice*.
- Review videos and demonstrations of practical action.
- Base your ideas on your experience and your examples and applications.
- Demonstrate the “*How*”
- Use trial and error as a way to show others.

**Your Quote:** “*The very first priority is to apply it, practice it and make it work.*”

**Your Style:** You want more experiences so you can understand things. The ideas on this page are only valuable if they sound practical, real and relevant to you. You need to do things to understand.

**Your Leadership:** is based on action, personal examples and role modelling. *"Follow me and I will show you what we can achieve."*

**Feedback:** is based on face-to-face discussions with examples of projects showing success or failure.

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