



BODY-KINESTHETIC WAYS OF KNOWING

Adapted by Leslie Wessman from the work of Howard Gardner, Thomas Armstrong, Linda Campbell, and David Lazaer.

DEFINITION

BK intelligence enables a person to manipulate objects and fine-tune physical skills. This intelligence promotes the ability to use the body to express emotion, to play a sport, and to create a new invention. “Learning by Doing” has long been recognized as an important part of education. Our bodies know things our minds don’t and can’t know in any other way; for example, how to ride a bike, park a car, type, catch an object, or maintain balance while walking.

BRAIN CONNECTION

Our BK capacities for learning comprise a complex, intricate, highly integrated network of brain/body operations. The motor cortex of the brain executes specific muscular movements; with each side of the brain controlling the opposite side of the body. The cerebral cortex acts as a perceptual feedback mechanism, which both feeds information to the spinal cord and receives input from the rest of the

body through the spinal cord.

In essence, we have more connections for gathering information from the world around us than there are telephone connections in the entire world! This is a powerful way of knowing!



LEARNING CAPACITIES

- Explores the environment and objects through touch and movement
- Develops coordination & a sense of timing
- Learns most clearly when what was done, rather than what was said or observed.
- Uses Mind-Body Connection
- Demonstrates balance, grace, dexterity, and precision
- Is sensitive and responsive to physical environments and physical systems.
- Uses body language/hand signals to communicate.

CLASSROOM TOOLS

- Drama/Mime/Charades
- Creative Movement/Dance
- Manipulatives
- Classroom Games
- Exercise Breaks/PE
- Relaxation Exercises
- Crafts
- Field Trips
- Kinesthetic Forms of Technology-High Touch

ASSESSMENT INSTRUMENTS

Includes the above and:

- Lab Experiments
- Dramatization
- Invention Projects
- Skill Demonstrations
- Illustrations Using Body Language and Gestures
- Creating games
- Original and Classic Dance
- Impersonations

CAREER POSSIBILITIES

- Dancers
- Athletes
- Surgeons
- Woodworkers
- Builder
- Seamstress



Bodily Kinesthetic Capacities Developmental Journey

Basic Skill Level	Complex Skill Level	Coherence Level
<i>(involves learning and developing basic motor skills that range from automatic reflexes to intentional movement for the purpose of attaining certain individual goals)</i>	<i>(involves development of more complex levels of physical movement along with progressive degrees of coordinated body movement)</i>	<i>(involves learning to use the body as a vehicle of expression of ideas, feelings, beliefs, and values as well as developing genuine skill in the physical use of the self)</i>
<ul style="list-style-type: none"> • Executions of various automatic physical reflexes such as sucking, reaching, turning head • Performance of simple motor skills such as turning over, standing, sitting • Doing a variety of activities to gain physical independence such as crawling and walking • Performance of various actions to achieve control of the environment • Implementation of a variety of goal-oriented actions to get what one wants 	<ul style="list-style-type: none"> • Utilization of various appropriate expressive gestures and body language • Development of coordinated motor skills (dance, roller skating, riding a bike, and so on) • Ability to role-play or perform charades to communicate various situations • Enjoyment of physical challenges, sports games, and body exercise routines • Successful performance of hands-on creation tasks or projects 	<ul style="list-style-type: none"> • Ability to perform in a variety of creative invention activities or to make something new • Creative and expressive body movements (for example, “refined body language,” drama) • Enactment of complex scenes that show ideas, values and concepts (for example, mime, role-play) • Execution of complex physical movement routines (for example, gymnastics, dance) • Skilled execution of goal-oriented physical movements (for example, sports games)

FURTHER READING

Armstrong, Thomas. Multiple Intelligences in the Classroom, 1994.