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

<table>
<thead>
<tr>
<th>Basic Skill Level</th>
<th>Complex Skill Level</th>
<th>Coherence Level</th>
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</thead>
<tbody>
<tr>
<td>(involves learning and developing basic motor skills that range from automatic reflexes to intentional movement for the purpose of attaining certain individual goals)</td>
<td>(involves development of more complex levels of physical movement along with progressive degrees of coordinated body movement)</td>
<td>(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)</td>
</tr>
<tr>
<td>• Executions of various automatic physical reflexes such as sucking, reaching, turning head</td>
<td>• Utilization of various appropriate expressive gestures and body language</td>
<td>• Ability to perform in a variety of creative invention activities or to make something new</td>
</tr>
<tr>
<td>• Performance of simple motor skills such as turning over, standing, sitting</td>
<td>• Development of coordinated motor skills (dance, roller skating, riding a bike, and so on)</td>
<td>• Creative and expressive body movements (for example, “refined body language,” drama)</td>
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<tr>
<td>• Doing a variety of activities to gain physical independence such as crawling and walking</td>
<td>• Ability to role-play or perform charades to communicate various situations</td>
<td>• Enactment of complex scenes that show ideas, values and concepts (for example, mime, role-play)</td>
</tr>
<tr>
<td>• Performance of various actions to achieve control of the environment</td>
<td>• Enjoyment of physical challenges, sports games, and body exercise routines</td>
<td>• Execution of complex physical movement routines (for example, gymnastics, dance)</td>
</tr>
<tr>
<td>• Implementation of a variety of goal-oriented actions to get what one wants</td>
<td>• Successful performance of hands-on creation tasks or projects</td>
<td>• Skilled execution of goal-oriented physical movements (for example, sports games)</td>
</tr>
</tbody>
</table>

**FURTHER READING**