## LEFT BRAIN/RIGHT BRAIN ACTIVITY

For this activity, have students line up one behind the other in a large area like the cafeteria or the gym. Tell them you are going to read two statements and they should listen to both before moving. If they agree with the first statement they will take a step to the left, and if they agree with the second statement, they will take a step to the right. As statements are read, some students will move farther and farther from that point where they started. Others may remain close to the origin. After you have read several pairs of statements (always read the odd first, then the even), you may choose to skip around and not do all 100. When you stop, point out that students who have moved to their left are left-brained. Students will show varying degrees of this. Students who are right (their right) of where they started are right-brained. Read the characteristics of each and have students decide if they fit the description.

1. I remember names best.

2. I remember faces best.

3. I prefer to have things explained to me with words.

4. I prefer to have things explained by showing them to me.

5. I prefer classes with one assignment at a time.

6. I prefer classes where I work on many things at once.

7. I prefer multiple choice tests.

8. I prefer essay tests.

9. I am not good at body language; I prefer to listen to what people say.

10. I am good at body language.

11. I am not good at thinking of funny things to say and do.

12. I am good at thinking of funny things to say and do.

13. I prefer classes where I listen to experts.

14. I prefer classes where I move around and try things.

15. I decide what I think about things by looking at the facts.

16. I decide what I think about things based on my experience.

17. I tend to solve problems with a serious, business-like approach.

18. I tend to solve problems with a playful approach.

19. I like to use proper materials to get jobs accomplished.

20. I like to use whatever is available to get jobs accomplished.

21. I like my classes to be planned so I know exactly what to do.

22. I like my classes to be open with opportunities for changes as I go along.

23. I am neither imaginative nor inventive.

24. I am very imaginative and inventive.

25. I prefer classes when I am expected to learn about things I can use in the future.

26. I prefer classes when I am expected to learn things I can use right away.

27. I would rather not guess or play hunches.

28. I like to play hunches and guess.

29. I like to express feelings and ideas in plain language.

30. I like to express feelings and ideas in poetry, song, dance, and/or art.

31. I rarely get insights from poetry or symbols.

32. I usually get insights from poetry or symbols.

33. I prefer solving one problem at a time.

34. I prefer solving more than one problem at a time.

35. I respond more to people when they appeal to my logical side or my intellect.

36. I respond more to people when they appeal to my emotional side or my feelings.

37. I prefer to learn the well-established parts of a subject.

38. I prefer to learn about the unclear parts of a subject.

39. I prefer analytical reading, taking ideas apart and thinking about them separately.

40. I prefer creative reading, putting a lot of ideas together.

41. I prefer to use logic in solving problems.

42. I prefer to use intuition in solving problems.

43. I prefer to analyze problems by reading and listening to experts.

44. I prefer to see and imagine things when I solve problems.

45. I am very good at explaining things with words.

46. I am very good at explaining things with hand movements and actions.

47. I learn best from teachers who explain with words.

48.I learn best from teachers who explain with movements and actions.

49. When I remember or think about things, I do best with words.

50. When I remember or think about things, I do best with pictures and images.

51. I prefer to examine something that is finished and complete.

52. I prefer to organize and complete something that is unfinished.

53. I enjoy talking and writing.

54. I enjoy drawing and manipulating things.

55. I am easily lost in finding directions.

56. I am good at finding directions.

57. I am intellectual.

58. I am intuitive.

59. I prefer to learn details and specific facts.

60. I prefer to learn from a general overview and look at the whole picture.

61. I read for specific details and facts.

62. I read for main ideas.

63. I learn and remember only those things specifically studied.

64. I learn and remember details and facts in the environment, not specifically studied.

65. I like to read realistic stories.

66. I like to read fantasy stories.

67. It is more fun to plan realistically.

68. It is more fun to dream.

69. I prefer total quiet when reading and studying.

70. I prefer music while reading and studying.

71. I would like to write nonfiction books.

72. I would like to write fiction books.

73. I prefer individual counseling.

74. I prefer group counseling.

75. I enjoy copying and filling in details.

76. I enjoy drawing my own images and ideas.

77. It is exciting to improve things.

78. It is exciting to invent things.

79. I prefer to learn by examining.

80. I prefer to learn by exploring.

81. I am skilled in sequencing ideas.

82. I am skilled in showing relationships among ideas.

83. I prefer dogs.

84. I prefer cats.

85. I use time to organize my personal activities and myself.

86. I have difficulty in pacing my personal activities and myself.

87. I am strong in recalling names and dates.

88. I am strong in recalling spatial material.

89. I am skilled in the statistical, scientific prediction of outcomes.

90. I am skilled in the intuitive prediction of outcomes.

91. I prefer outlining to summarizing.

92. I prefer summarizing to outlining.

93. I prefer verbal instructions.

94. I prefer demonstrations.

**LEFT BRAIN**

### Characteristics and Functions

Logical Thinking

Solves Problems by Breaking Them Apart

Sequential

Thinks Concretely

Talks to Think and Learn

Analytical

Serious Ideas/Logical Ideas

Critical Thinking

Parts/Segmented

Structured/Planned

Ordering/Sequencing

Objective Processing of Ideas

Prefers to Write and Talk

Auditory/Visual Learner

Follows Spoken Directions/Verbal Instructions

Verbal

Remembers Names

Convergent Thinking

Takes Few Risks

Looks for Differences

Math (Algebra)

Rational

Receptive

Evaluative Thinking

Thinks of One Thing at a Time

Focal Thinking

Linear

Verbal Memory

Controlled Experimenting

Abstract Math Computation

Reading/Phonics

Nonfiction

Writing

Interpreting Behavior

Verifying

Duplication and Application

Reality

Improving Known

Intellectual

Controls Feelings

Time-oriented

Prefers Objective Tests

Controls Right Side of the Body

Language Abilities

Dislikes Improvising

Little Use of Metaphors and Analogies

### Implications for Learning

Encourage logical, step-by-step problem solving.

Break down concepts into smaller, sequential parts.

Use concrete examples to make abstract concepts understandable.

Discuss the role of organized concrete thinking.

Learn various strategies to analyze problems.

Understand solution steps in logical thinking.

Use games, toys, materials with specific purposes.

Break major concepts into parts and subgroups.

Use materials that help organize (binders, planners).

Use graphic organizers to illustrate parts of whole.

Use manipulatives that demonstrate a process.

Discuss or repeat orally while writing.

Use verbal and written directions.

Students repeat directions orally.

Talk aloud while studying when appropriate.

Discuss specific facts and details.

Organize brainstorming ideas into a conclusion.

Play games that minimize risk taking.

Play games that encourage finding differences.

Encourage involvement in math and science.

Encourage talking through problems.

Use or create humor.

# RIGHT BRAIN

**Characteristics and Functions**

Prefers to Draw and Handle Objects

Imaginations

More Likely to Act on Emotions

Self-acting

Inventing

Solves Problems by Looking at the Whole

Visual/Spatial

Spatially Oriented

Kinesthetic Learner

Visual Analysis

Pictures Things to Think and Learn

Playful/Loose Experimenting

Random Exploration

Follows Written or Demonstrated Directions

Visual/Kinesthetic Instructions

Creative Thinking/Synthesizing

Relational Concepts

Divergent Thinking

Takes Risks

Looks for Similar Qualities

Musical Abilities

Lets Feelings Go - Emotional

Simultaneity

Holistic/Gestalten

Intuitive Thinking

Evaluative Thinking

Abstract

Responsive

Nonlinear

Tonal Memory

Humorous Ideas

Math (Geometry)

Subjective Processing of Ideas

Simple Math Computation

Diffuse Thinking

Sight Reading

Singing

Dreaming

Assuming

Fantasy

Fiction

Affective Interaction

Spontaneous

Remembers Faces

Prefers Essay Tests

Controls Left Side of the Body

Likes Improvising

Use of Metaphors and Analogies

#### Implications for Learning

Discuss, draw, write the concept before learning it.

Encourage use of imaginations through creativity.

Discuss the role of feelings in decision making.

Use role-playing activities.

Use creative craft materials for inventive projects.

Use graphic organizers to illustrate whole concept.

Use manipulatives to demonstrate spatial relationships.

Use touch and movement activities.

Use illustrations whenever possible.

When in doubt, draw it out.

Conduct experiments.

Apply brainstorming strategies.

Use written instructions.

Have students create their own instructions.

Demonstrate how to build or make something.

Make collage pictures.

Utilize open-ended discussions.

Play games that encourage risk taking.

Play games that encourage finding similarities.

Encourage involvement in musical activities.

Discuss acceptable outlets for emotions.

Encourage simultaneous thinking.

Observe completion of task before trying.

Encourage students to create own problem solving systems.

Use abstract materials.

Encourage self-improvement.

Devise methods to help with organizational skills.

Use spelling aids and visual memory strategies.

Use or create humor.