

## PERSPECTIVE ARTICLE

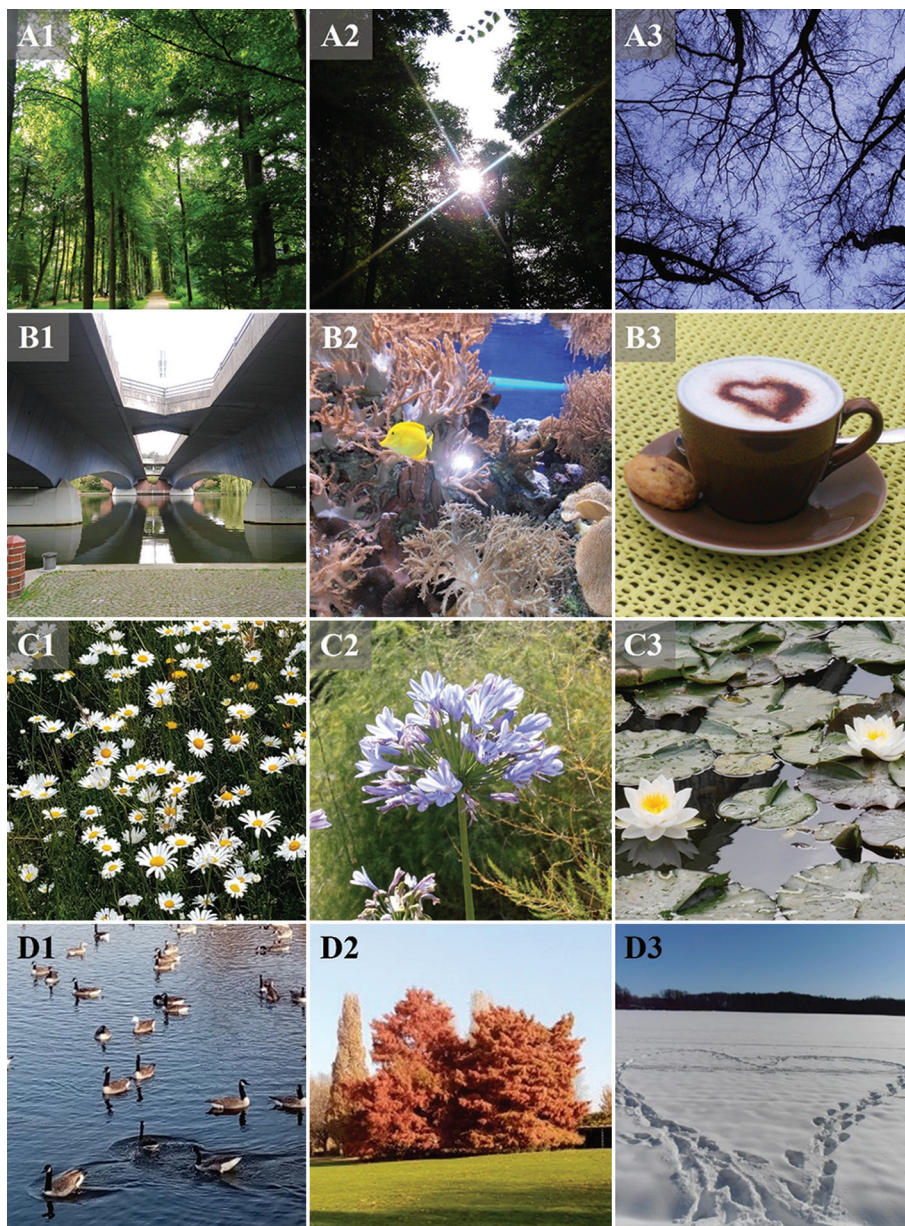
## Synthetic kinesthetic education

### Supplementary File

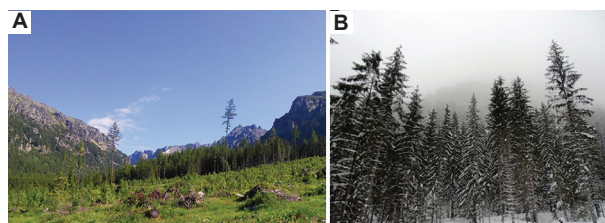
**Table S1. Examples of synthetic kinesthetic education (SKE)**

	Figure S1	Figure S2	Figure S3	Music Link
Task 1	Compare Figure S1 to Figure 1 and associate/analyze common and different features.	Compare Figure S2 images to Figure 1 and associate/analyze common and different features.	Compare Figure S3 images to Figure 1 and associate/analyze common and different features.	Analyze/associate sounds (as well as induced emotions) and compare them to emotions induced by Figure 1.
Task 2	Identify new words (subjects/objects) in images. Discuss various meanings of those words.	Identify new words (subjects/objects) in images. Discuss various meanings of those words.	Identify new words (subjects/objects) in images. Discuss various meanings of those words.	Identify those sounds representing new induced emotions (comparing to Figure 1); discuss their meanings.
Task 3	Find linguistic origins of new words identified in Task 2.	Find linguistic origins of new words identified in Task 2.	Find linguistic origins of new words identified in Task 2.	Find linguistic origins of new words (new induced emotions) identified in Task 2.
Task 4	Write homophones (if possible) to new words/new word subparts identified in Task 2.	Write homophones (if possible) to new words/new word subparts identified in Task 2.	Write homophones (if possible) to new words/new word subparts identified in Task 2.	Write homophones (if possible) to new words (new emotions) or new word subparts identified in Task 2.
Task 5	Find the linguistic origins of the homophones identified in Task 4.	Find the linguistic origins of the homophones identified in Task 4.	Find the linguistic origins of the homophones identified in Task 4.	Find the linguistic origins of the homophones identified in Task 4.
Task 6	Compare Figure S1 images to poems in Table 1 and associate/analyze common and different features.	Compare Figure S2 images to poems in Table 1 and associate/analyze common and different features.	Compare Figure S3 images to poems in Table 1 and associate/analyze common and different features.	Analyze/associate sounds (induced emotions) and compare them to emotions expressed in poems in Table 1.
Task 7	Write new poems using new words identified in Task 2 and Task 4.	Write new poems using new words identified in Task 2 and Task 4.	Write new poems using new words identified in Task 2 and Task 4.	Write new poems using new words (new emotions) identified in Task 2 and Task 4.
Task 8	Select Figure S1 images that you think could precede the creation of Figure 1 and/or poems in Table 1. Discuss it.	Select Figure S2 images that you think could precede the creation of Figure 1 and/or poems in Table 1. Discuss it.	Select Figure S3 images that you think could precede the creation of Figure 1 and/or poems in Table 1. Discuss it.	Select the sounds (a few musical bars) that you think could precede the creation of Figure 1 and/or poems in Table 1. Discuss it.

Note: Numbered tasks (1–8) are given to be fulfilled for Figures S1–S3 and Supplementary Link. Tasks are aimed at the next-level SKE, including associative, analytical, perceptive/sensory, and other neuroscientific as well as creative thinking.



**Figure S1.** Photographs were taken in the city of Münster (Germany) and its surroundings. (A1 and A2) Botanical garden/park near the Schloss (2017), (A3) Forest park Am Rohrbach (2020), (B1) Bridge/Lake Aa (Aasee, 2017), (B2) Aquarium (2012), (B3) Coffee break near Haus Rüschaus (2017), (C1) Park near Mecklenbecker Str. (2020), (C2) Botanical Garden (2011), (C3) Mühlenhof area (2011), (D1 and D2) Lake Aa and its surroundings (2021), (D3) A field near the park Am Rohrbach (2021). Photographer: Author (digital camera and smartphone).



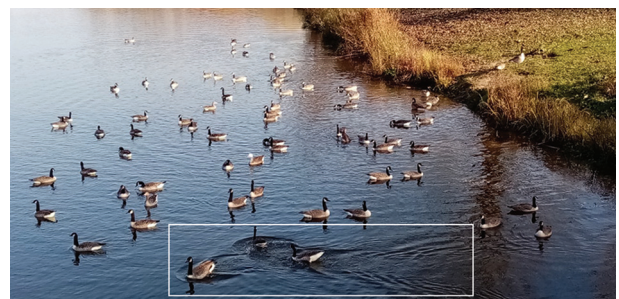
**Figure S2.** Photographs were taken in the mountains of Slovakia: (A) the High Tatras (2015) and (B) the Western Tatras (2011)  
 Source: Photographs by the author using a smartphone and a digital camera.



**Figure S3.** Photographs were taken on the same day in the city of Salzburg: Mirabelle Gardens (A-D; 2023), Mönchsberg and its surroundings (E; 2023). Chalk art credit: BafeP, Salzburg. Source: Photographs by the author using a smartphone.



**Figure S4.** Photograph of moving ducks creating a similar pattern (framed) is seen in Figures S1D1 and S5. The High Tatras (Slovakia, 2009). Source: Photograph by the author using a digital camera.



**Figure S5.** Photograph (original format; square crop shown in Figure S1) of moving geese creating a specific pattern (framed). The Aasee (Germany, 2021). Source: Photographs by the author using a smartphone.