

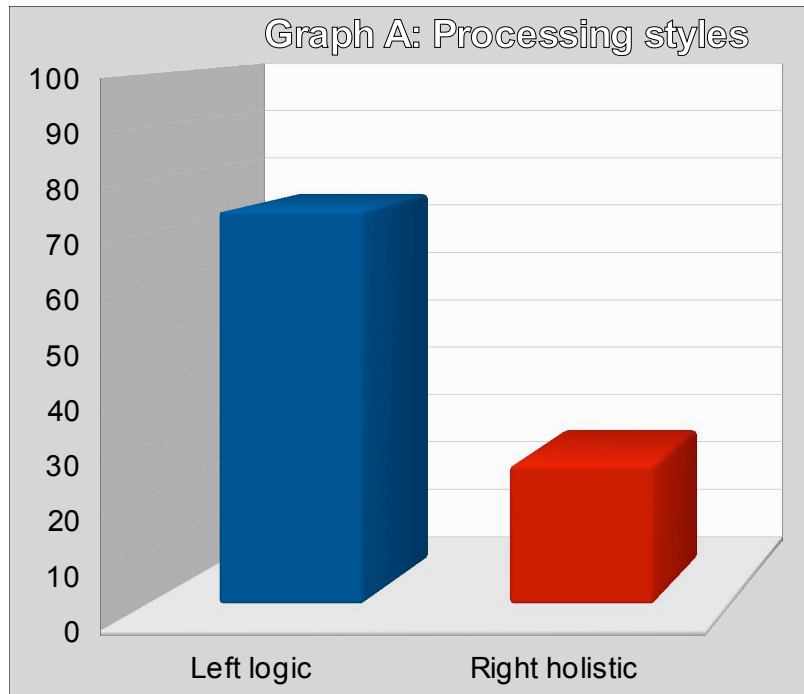


**Welcome to your ILP Go! report.** This report serves as your group overview. It identifies at a glance the predominant learning styles, strengths and weaknesses in your group, based on the data from each person's Individual Learning Profile.

This at-a-glance group overview assists in choosing a teaching style best suited to the majority of learners in any class or group. Using the ILP Go! report in conjunction with the ILP individual reports will assist in moving between the needs of the many and the few.

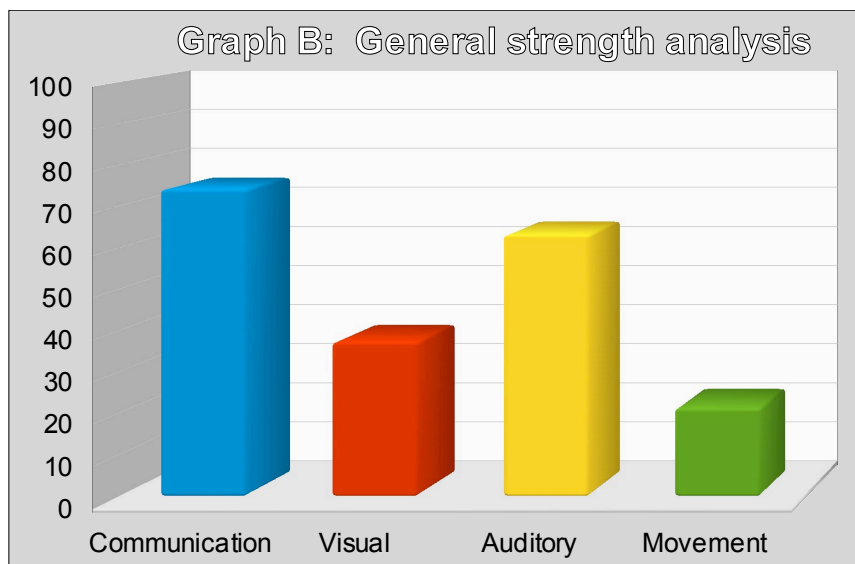
## Left and right brain processing styles

**Graph A: Processing styles** is an indicator of the overall teaching approach best suited to the majority of the learners.

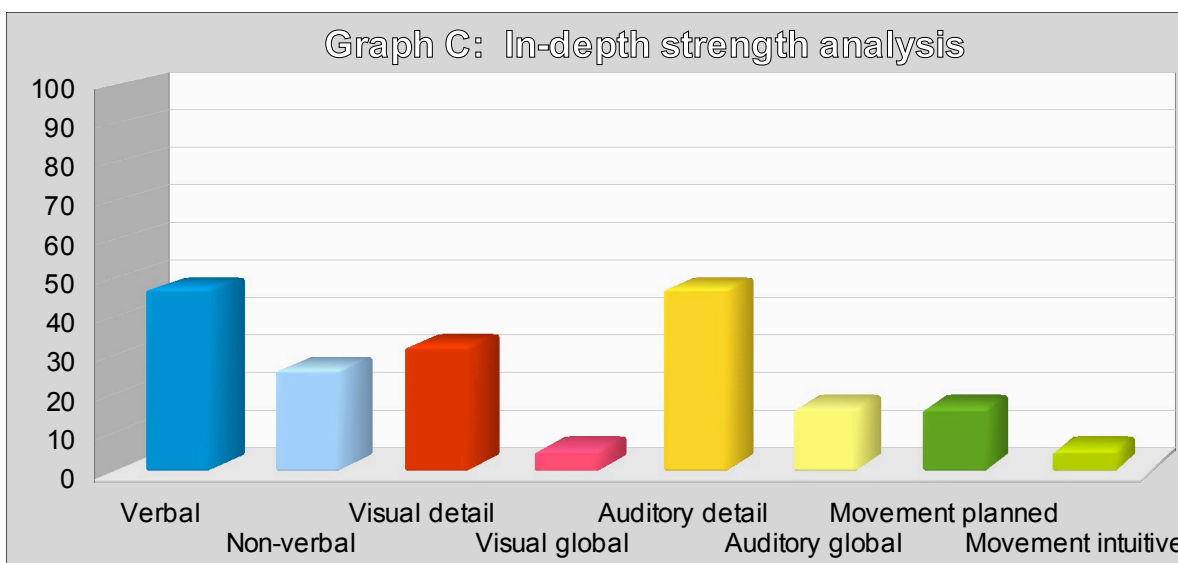


## Natural learning strengths

**Graph B: General strength analysis** shows the ratio of basic learning styles, based on the incidence of natural learning strengths in the group. A natural learning strength occurs when a dominant sensory organ (i.e. the eye, ear, hand or foot) is on the opposite side of the body to the dominant brain hemisphere.

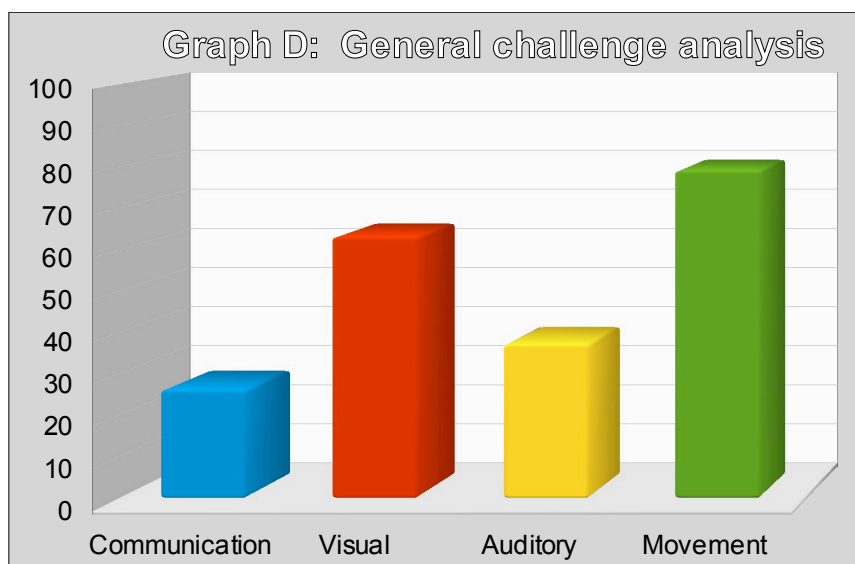


**Graph C: In-depth strength analysis** identifies the left-to-right breakdown amongst the natural learning strengths. For example: even amongst visual learners, there can be vast differences in the learning style and needs. This relates to the difference in mental processing between a right brain-left eye dominant learner, and a left brain-right eye dominant learner. Both have vision as a natural learning strength, but both are fundamentally different learners.

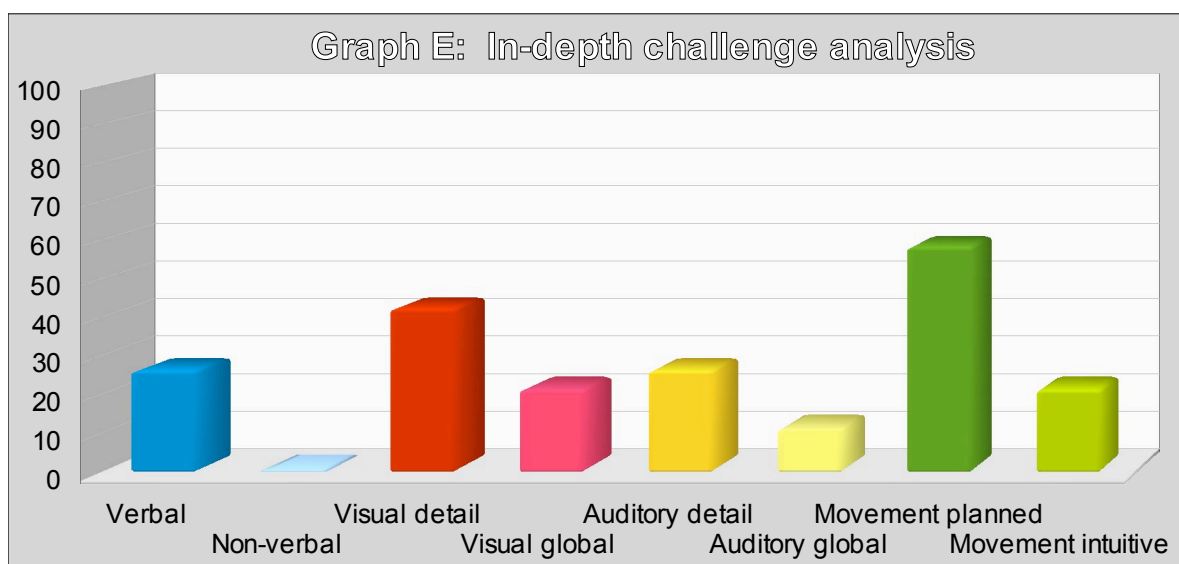


## Qualities inhibited under stress

**Graph D: General challenge analysis** shows the ratio of learning challenges, based on the incidence of natural learning weaknesses within the group. A natural learning weakness occurs when a lead/dominant sense organ (i.e. hand, eye, ear or foot) is on the same side of the body as the dominant brain hemisphere.

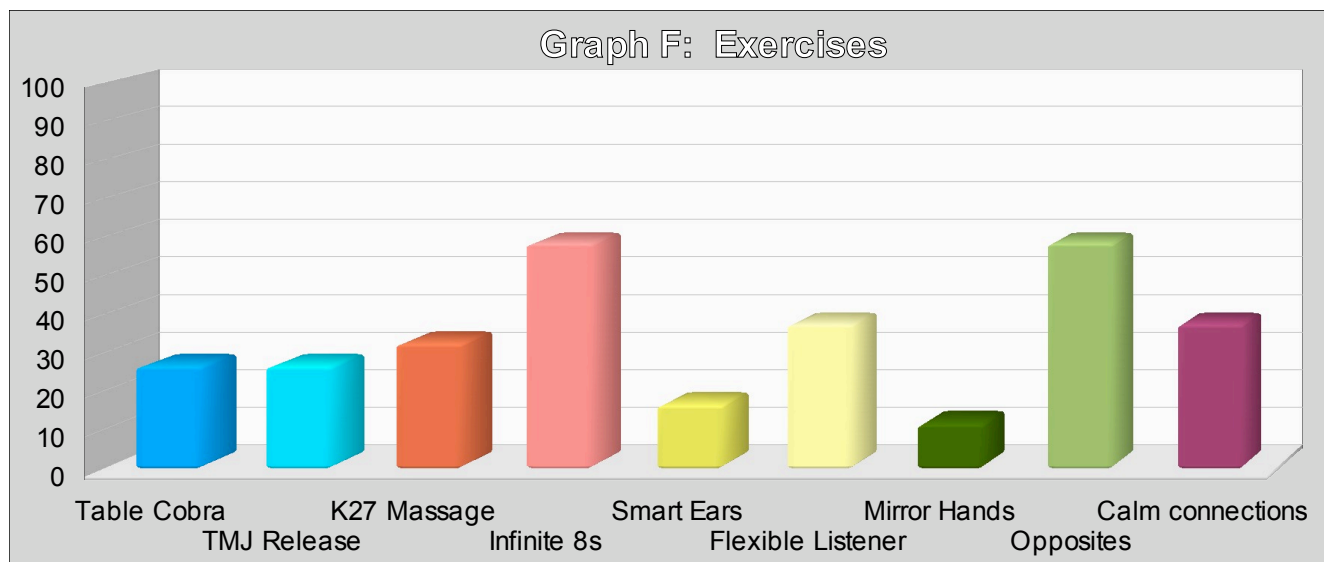


**Graph E: In-depth challenge analysis** identifies the left-right breakdown among the natural learning weaknesses. For example: your ILP Go! report may indicate that a large section of your group are challenged when it comes to visual learning, but your session may require a strong visual component. You may then learn from the in-depth report that the visually inhibited learners are less stressed by broad, global visuals, but challenged by fine visual detail. This allows you to teach to the stronger style first, thus helping to 'switch on' visual learning modes, de-stress the learner, and make learning easier.



## Exercises to reduce stress and increase whole brain processing

**Graph F: Exercises** identifies the ratio of exercises recommended to the individual within the group. Use the top three recommended exercises for the group, individual's ILP recommendations, or select your exercises for the task ahead. Use the key overleaf to help plan your movement strategy.



## Summary: Putting your ILP Go! report into action

We hope you enjoy using your ILP Go! reports and that they help to increase a sense of ease, flow and fun in your classroom. To review the theory behind the ILP system, refer back to your ILP manuals and films or book yourself onto one of our training programmes. In the meantime, the following steps can help maximize the effectiveness of your learning sessions:

1. **Plan for success** - Seat the class for receptivity.
2. **Aim to engage** - Be aware of the left and right brain preferences in the class.
3. **Switch on and de-stress** - Use the exercises to wake up the right skills.
4. **Expand the session** - Present to the group's strongest modality.
5. **Reaffirm** - Use your deeper understanding of challenge areas to present to the stronger aspects.