

Tool: Evaluating Learning Styles of Tasks

Activity/Task	What are students doing?	How will they get information?	How will they work?
Examples	Writing a story, drawing a picture, working equations, etc.	Reading, watching a video, listening to a lecture, doing an experiment, etc.	In partners, in groups, individually, as a whole class
Procedures in this activity/task			
Types of intelligence students draw from			

Discussion Questions for Analyzing Activities for Multiple Intelligences

Verbal/Linguistic and Mathematical/Logical are the types of intelligence most commonly emphasized in schools. Are there ways to address your teaching objectives for your chosen activity while emphasizing other areas?

How many intelligences does the activity drawn on? While activities that emphasize only one or two styles may be appropriate, emphasizing the same styles in each lesson may put some children at a disadvantage. For a form about looking at intelligences across a unit, [click here](#).

What standards will students be expected to meet for the activity? Would you expect all children to produce the same quality of work on a picture, on a set of problems, on a story? Why or why not? Try a thought experiment: what would a classroom look like that expected all children to show kinesthetic, visual or musical expertise? What would learning disabled children look like in a school that expected students to draw accurately, to compose melodies, to dance well?