

Choice Boards

A Strategy for Engaging All Students

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Agenda

- What are choice boards?
- Why are they useful?
- Questions to Consider in Advance
- Examples
- Howard Gardner's Theory of Multiple Intelligences (1980s)
- Tasks











What are choice boards?

- Emphasize student choice in learning
- Customizable by students for independence
- Adaptable for individuals and classrooms

Choice Boards – English Language Arts

To Kill A Mockingbird

My Hero's Journey

	Letter Write a letter to your future or past self about the steps you took or will take in order to complete your 12 steps of your journey. (linguistic-verbal)	Movie Poster Design a movie poster displaying the 12 steps of your hero's journey. (visual-spatial)	Photographs Take pictures representing the 12 steps of your hero's journey. Give descriptions of the pictures and what they mean for you. (visual-spatial)	Figure Construct a figure. The figure should display you as a hero. The figure can be made out of diverse things such as Lego, clay. You will need to provide a short description of the figure. (bodily-kinesthetic)	Vlog Film a video blog of your 12 steps of your hero's journey. (bodily-kinesthetic)	
	Journal/Diary Entry Write journal entries of the 12 steps of your hero's journey. (linguistic-verbal)	Drawing Draw a picture of your hero's journey. Write an explanation of your picture. (visual-spatial)	Slideshow Create a slideshow presenting the 12 steps of your hero's journey. (visual-spatial)	Movie/Video Film a movie/video about the 12 steps of your hero's journey. (visual-spatial, bodily-kinesthetic)	Tweets Write 12 tweets. Each step should display one step of your hero's journey. (linguistic-verbal)	
	Epic Poem Write an epic poem about the 12 steps of your hero's journey. (linguistic-verbal)	Book Cover Design a book cover. It should represent your hero's journey. You will need to write a book blurb (the description of the book on the back cover of the book). (visual-spatial)	Mind Map Design a mind map showing the 12 steps of your hero's journey. (visual-spatial)	Audio Recording Create an audio recording of the 12 steps of your hero's journey. (interpersonal)	Google Docs Sites Set up a portfolio displaying the 12 steps of your hero's journey. You can implement multimedia such as photos, a short video, text etc. (visual-spatial, linguistic-verbal)	
	Newspaper Article Write a newspaper article about your hero's journey. (linguistic-verbal)	Board Game Design a board game of the 12 steps of your hero's journey. (visual-spatial)	Timeline Display the 12 steps of your hero's journey as a timeline. (logical-mathematical)	Video/Computer Game Develop a video/computer game of the 12 steps of your hero's journey. (logical-mathematical, visual-spatial)	Blog Write a blog of the 12 steps of your hero's journey. (linguistic-verbal)	
	Short Story Write a short story about your hero's journey. (linguistic-verbal)	Comic Create a comic of the 12 steps of your hero's journey. (visual-spatial)	Map Create a map of the 12 steps of your hero's journey. (visual-spatial)	Song Compose a song about the 12 steps of your hero's journey. (musical)	Your Idea If you have an idea of a project you would like to do, please, let me know.	

Letter Write a letter as your character to another character. - linguistic-verbal	Movie Poster Design a movie poster displaying your character or character of choice or details for the movie. You will need to write a short description of what you drew. - visual-spatial	Photographs Take pictures representing the story To Kill A Mockingbird. Give descriptions of the pictures and what they mean for you. - visual-spatial	Figure Construct a figure. The figure should display a character from the book. The figure can be made out of diverse things such as Lego, clay. You will need to provide a short description of the figure. - bodily-kinesthetic	Vlog Film a video blog of your character or a character of your choice about the events happening in the book. - bodily-kinesthetic
Journal/Diary Entry Write several journal entries as one of the characters explaining the events in the book. You should have at least three journal entries. - linguistic-verbal	Drawing Draw a picture of a character. Write an explanation of your picture. - visual-spatial	Slideshow Create a slideshow presenting the events in the book. - visual-spatial	Movie/Video Film a movie/video about the events in the book. - visual-spatial - bodily-kinesthetic	Tweets Write at least three tweets. Each tweet should capture the events in the book. - linguistic-verbal
(Epic) Poem Write an (epic) poem about the events in the book. - linguistic-verbal	Book Cover Design a new book cover for To Kill A Mockingbird. You will need to write a book blurb (the description of the book on the back cover of the book). - visual-spatial	Mind Map Design a mind map showing the characters' relationships and interactions. - visual-spatial	Audio Recording Create an audio recording for one of the characters. - interpersonal	Google Docs Sites Set up a portfolio displaying one of the characters. You can implement multimedia such as pictures, a short video, text etc. - visual-spatial - linguistic-verbal
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Educational Endorsement

- Endorsed by the North Carolina Department of Public Instruction (2007–2022)
- Widely used in English Language Arts and other subjects

Differentiated Instruction

- Support individual talents and needs
- Enable personalized learning paths
- Encourage diverse ways to demonstrate understanding
- (Tomlinson, 2008; Subban, 2006; Smale-Jacobse et al., 2019)

Student-Centered Learning

- Promote project-based learning
- Students apply unique skills
- Teachers act as facilitators, not lecturers
- (Overby, 2011; Felder & Brent, 1996; Froyd & Simpson, 2008)

Motivation and Autonomy

- Students choose tasks that resonate with them
 - Boost motivation (Garbe, 2020)
 - Strengthen self-determination (Martinek, Zumbach & Carmignola, 2022)

Versatility and Application

- Suitable for all subjects and grade levels
- Useful for small assignments or major projects
- Primarily classroom-based, but flexible for individual use

Questions to Consider in Advance

1. Why are choices needed?

- Choice boards motivate students by offering options, increasing engagement and personal responsibility through self-selected tasks.

Questions to Consider in Advance

2. What skills and/or knowledge should the students have?

- Tasks must match students' competencies to avoid under- or over-challenging them.

Questions to Consider in Advance

3. What competencies, educational standards and goals are represented with the Choice Board?

- Choices should align with the curriculum and education standards.

Questions to Consider in Advance

4. What choices should and can be given?

- Teachers determine the choices, ensuring variety based on students' skills, available materials (e.g., paper, clay, tablets), and time constraints.

Questions to Consider in Advance

5. What is the time frame for developing the tasks or project?

- A clear time frame should be established in advance, as it affects task selection and depth.

Questions to Consider in Advance

6. How should the evaluation rubric be structured?

- An evaluation rubric should be created beforehand, aligned with learning objectives and standards, and shared with students to guide their work.

Choice Of An Essay Style/Type Or Choice Of A Short Story

Choice of an essay style/type

Narrative essay	Descriptive essay	Expository essay
Definition essays	Process essay	Compare and contrast essay
Cause and effect essay	Argumentative essay	Persuasive essay

Choice of a short story

"The Tell-Tale Heart" by Edgar Allan Poe	"The Most Dangerous Game" by Richard Connell	"The Monkey's Paw" by W.W. Jacobs	"The Scarlet Ibis" by James Hurst
"The Sniper" by Liam O'Flaherty	"Thank You, Ma'am" by Langston Hughes	"The Yellow Wallpaper" by Charlotte Perkins Gilman	"All Summer in a Day" by Ray Bradbury
"The Lottery" by Shirley Jackson	"The Gift of the Magi" by O. Henry	"Lamb to the Slaughter" by Roald Dahl	"Everyday Use" by Alice Walker

Choice Boards – English Language Arts

1. Project Plan
2. Project & Presentation
3. Self-Reflection

To Kill A Mockingbird

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Creating Inclusive Choice Boards: Considering Learner Diversity

- Different learners have different strengths — these should be reflected in the choice board.
- One helpful framework: Howard Gardner's Theory of Multiple Intelligences (1980s) (Davis et al., 2011)
- Use Intelligences to Diversify Tasks:
 - Linguistic – reading, writing, storytelling
 - Logical-Mathematical – problem-solving, data analysis
 - Musical-Rhythmic – creating songs, rhythm-based activities
 - Visual-Spatial – drawing, designing, mapping
 - Physical-Kinesthetic – building, acting, hands-on tasks
 - Naturalistic – exploring nature, classifying, observing
 - Interpersonal – group work, discussions, peer feedback
 - Intrapersonal – reflection, journaling, goal-setting

Mini Gallery Walk at Your Seat

Objective:

- Analyze and discuss sample Choice Boards to explore different approaches and get inspiration for creating your own.

Instructions:

- Locate the printed samples of 3 Choice Boards placed in envelopes or clipboards. You will receive one set per pair or group of 3.
- Review the Sample Choice Boards
- In pairs/groups: Take 5–6 minutes to carefully review the sample Choice Boards.

Mini Gallery Walk at Your Seat

Analyze the following:

- What is the overall theme or topic of the Choice Board?
- What types of tasks are included?
- Which Multiple Intelligences are represented?
- How do the tasks promote social education, inclusivity, or community-building?

In your pair/group, discuss your thoughts on the Choice Boards:

- Which tasks do you think would work best in your classroom?
- Which tasks seem most engaging or effective for promoting social education?
- How would you adapt the Choice Board to your students' needs?

Prepare for the Whole-Group Discussion:

- Which Choice Board (or tasks) stood out to you and why?
- What aspects of the Choice Boards would you use in your own teaching?
- How can Choice Boards be adapted to suit different learning styles and social education goals?

Time Limit: You have 10 minutes for this analysis and discussion before the whole-group share-out.

Social Education – Student Choice Tasks

Building a Positive and Inclusive Community

My Role in the Community Essay <i>(Intrapersonal)</i> Write an essay about your personal role in promoting inclusivity and respect within your community. Reflect on your strengths, challenges, and what you aim to achieve in fostering a supportive environment.	Ecosystem Analysis for Inclusion <i>(Naturalistic)</i> Choose an ecosystem (forest, ocean, garden, etc.) and create a diagram showing how different elements work together. Relate this to the importance of each person's role in a community.	Personal Inclusion Journal <i>(Intrapersonal)</i> Write a journal entry reflecting on how you personally contribute to building a positive community. Set one goal for yourself on how you can further improve your role in making others feel included.	Nature as a Community Metaphor <i>(Naturalistic)</i> Take a walk outside or observe your surroundings in nature. Write a reflection on how the behaviors of nature (cooperation among animals, balance in ecosystems) mirror the values of an inclusive community.
Peer Support Reflection <i>(Interpersonal)</i> Reflect on a time you helped a peer or group member feel included or supported. Write a brief journal entry about the situation, your feelings during it, and what you learned about empathy and teamwork.	Sculpture <i>(Physical-Kinesthetic)</i> Create a small sculpture (out of materials like clay, paper, or recycled items) that symbolizes inclusivity and community. Afterward, write a brief explanation of how the sculpture represents these values.	Advice Column for Inclusivity <i>(Interpersonal)</i> Write a fictional advice column where you answer a letter from a student who feels excluded at school. Offer practical and compassionate suggestions for building relationships and feeling more included.	Role-Play Scenario <i>(Physical-Kinesthetic)</i> Write a script for a short role-play scenario where students work together to resolve a situation of exclusion or misunderstanding. Act out the scenario and reflect on how collaboration and empathy were key.
Inclusive Community Poster <i>(Visual-Spatial)</i> Design a poster that promotes inclusion and kindness within your school community. Use visual elements like symbols, colors, and imagery to convey the importance of respect and teamwork.	Inclusion Anthem <i>(Musical-Rhythmic)</i> Write the lyrics to a song, jingle, or rap that celebrates diversity, kindness, and inclusion. Optionally, create a melody or rhythm to go along with it.	Community Map <i>(Visual-Spatial)</i> Create a map of your school or neighborhood, marking areas that represent inclusivity and kindness. Include spaces where students can gather, support each other, and collaborate.	Rhythm for Respect <i>(Musical-Rhythmic)</i> Create a rhythmic chant or beat that conveys a message about kindness and community. Record the sound or perform it, and explain how it helps spread a message of inclusion.
Community Sentiment Survey & Analysis <i>(Logical-Mathematical)</i> Design a survey to assess how students feel about inclusion and respect in their community. After gathering responses, analyze the results and write a report with suggestions for improvement.	Community Story <i>(Linguistic)</i> Write a short story (1–2 pages) about a character who works to make their community more inclusive. Focus on how they overcome challenges and encourage others to be kind and respectful.	Problem-Solving Flowchart <i>(Logical-Mathematical)</i> Create a flowchart that maps out the steps for resolving an issue of exclusion or bullying in the school. Include different possible outcomes based on how people react, and suggest ways to ensure positive resolution.	Inclusive Newsletter Article <i>(Linguistic)</i> Write an article for a fictional school newsletter on how students can contribute to building an inclusive and supportive community. Offer concrete examples, strategies, or advice for peers.

Social Education – Student Choice Tasks

Empathy

Personal Narrative (<i>Linguistic</i>) Write a short story based on a real or imagined situation where someone shows empathy or stands up for another person.	Empathy Circle (<i>Interpersonal</i>) In small groups, share a time when you needed support. Practice active listening and offer kind, respectful feedback or encouragement.	Personal Values Journal (<i>Intrapersonal</i>) Write about your top three personal values and how they influence your choices. Include examples from your life or things you want to improve.	Inclusion Challenge (<i>Interpersonal</i>) Work with a team to come up with ways to include someone new or left out. Act on your plan and reflect on how it affected the group dynamic.
Nature & Empathy Walk (<i>Naturalistic</i>) Go on a walk and observe how nature demonstrates cooperation or balance (e.g., animals sharing space, ecosystems working together). Reflect on how this relates to human behavior.	Social Values Word Wall (<i>Linguistic</i>) Research and define key social-emotional terms (e.g., integrity, inclusion, courage). Create a class word wall with examples and student-written definitions or sentences.	Social Values in Nature Journal (<i>Naturalistic</i>) Keep a mini journal where you relate natural phenomena (like weather, animal behavior, or plant growth) to social values (like patience, resilience, or collaboration).	Social Growth Goal Tracker (<i>Intrapersonal</i>) Set a personal social-emotional goal (e.g., being more patient, speaking up kindly). Track your progress for a week and reflect on your growth.
Survey and Graph (<i>Logical-Mathematical</i>) Create a short survey about how students feel supported at school. Collect responses and present the data using graphs or charts, then suggest improvements based on your findings.	Kindness Chain (<i>Physical-Kinesthetic</i>) Use strips of paper to create a paper chain, with each link showing an act of kindness you or a peer has done. Hang it in the classroom as a growing symbol of positive action.	Conflict Resolution Chart (<i>Logical-Mathematical</i>) Analyze a fictional or real-life conflict by mapping out the causes, choices, and possible outcomes. Propose a logical solution and explain your reasoning.	Body Language Skit (<i>Physical-Kinesthetic</i>) Create and act out short skits that demonstrate how body language affects communication in social settings. Discuss how to recognize and respond to non-verbal cues.
Respect Map (<i>Visual-Spatial</i>) Design a classroom or school map that highlights areas where respectful behavior is especially important. Add icons or color codes to show positive behavior examples.	Emotion Beat Activity (<i>Musical-Rhythmic</i>) Create rhythms or sound patterns that represent different emotions (e.g., fast for anger, soft for sadness). Share how recognizing these "emotional beats" can help in real situations.	Social Situation Comic Strip (<i>Visual-Spatial</i>) Draw a comic strip showing a positive resolution to a challenging social situation (like peer pressure or exclusion). Include speech bubbles and expressions.	Empathy Song (<i>Musical-Rhythmic</i>) Write and perform a short song or rap that encourages kindness, understanding, or acceptance of differences.

Social Education – Student Choice Tasks

Inclusion and Community

My Role in the Community Essay <i>(Intrapersonal)</i> Write an essay about your role in promoting inclusion and respect. Reflect on your strengths, challenges, and goals.	Personal Inclusion Journal <i>(Intrapersonal)</i> Write a journal entry about how you help build a positive community. Set one goal for further growth.	Advice Column for Inclusivity <i>(Interpersonal)</i> Write a fictional advice column to help a student who feels excluded. Give kind, practical advice.	Community Story <i>(Linguistic)</i> Write a short story about someone who helps make their community inclusive. Show how they grow and help others.
Inclusive Newsletter Article <i>(Linguistic)</i> Write a school newsletter article about how to build an inclusive community. Give tips and examples.	Ecosystem Analogy for Inclusion <i>(Naturalistic)</i> Choose a natural system (e.g., garden) and show how its parts work together. Connect it to how people build inclusive communities.	Nature as a Community Metaphor <i>(Naturalistic)</i> Observe nature (or remember a scene) and write a reflection on how nature models inclusion and cooperation.	Symbolic Drawing or Collage <i>(Visual-Spatial / Physical-Kinesthetic)</i> Create a drawing or collage that represents inclusion. Write a few lines explaining your design.
Script: Resolving Exclusion <i>(Linguistic / Physical-Kinesthetic)</i> Write a short script about students resolving exclusion using empathy and teamwork.	Community Map <i>(Visual-Spatial)</i> Draw a map of your school or neighborhood. Mark spaces where inclusion happens and describe each.	Problem-Solving Flowchart <i>(Logical-Mathematical)</i> Create a step-by-step flowchart to resolve an exclusion issue. Include choices and possible outcomes.	Survey Data Analysis <i>(Logical-Mathematical)</i> Analyze fictional survey results on inclusion. Write a short report suggesting ways to improve.
Inclusion Anthem Lyrics <i>(Musical-Rhythmic)</i> Write lyrics for a song or rap that celebrates inclusion and diversity. A melody is optional.	Rhythm for Respect <i>(Musical-Rhythmic)</i> Create a chant, beat, or rhythm that promotes kindness and respect. Add a brief explanation.	Inclusion Origami <i>(Physical-Kinesthetic / Visual-Spatial)</i> Create a simple origami symbol or shape that represents inclusion. Write a short essay.	Empathy Timeline <i>(Logical-Mathematical / Intrapersonal)</i> Create a personal timeline showing moments when you experienced or showed empathy. Add short notes about what you learned.

Create Your Own Choice Board

Instructions:

- Work in groups of 2–3.
- Choose a relevant social education topic (e.g., empathy, communication, community engagement).
- Use the 16-square template to design a Choice Board.
- Include a variety of tasks that reflect different Multiple Intelligences (e.g., linguistic, visual-spatial, interpersonal, logical).
- Balance task types: creative, reflective, physical, and analytical.
- Adapt to your students' level, needs, and classroom context.
- Connect tasks to real-life situations to enhance relevance and meaning.
- Ensure a range of difficulty to support different learners.
- Review and refine your board for clarity and engagement.

Time Limit: You have 10 minutes for this analysis and discussion before the whole-group share-out.

References

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Thank you!

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