**Praxis Paper**

**Element Clap Game**

The periodic table of elements is essential learning for all students as it helps us to be aware of the different elements that are available for our survival. However, students have always found it a daunting task to memorize or grasp understanding of these elements and they need a tool that not only allows them to remember the elements but to understand their function.

Many theories suggest that contemporary students learn best with multimodal approaches such as visuals, music, and movement to help them with the memorization process. With the recent development in technologies, it is becoming more prevalent in classroom settings. Many students have access to devices such as smartphones, laptops, tablets, etc., and they are becoming increasingly reliant on them. As Vacca (2011) states, “[b]eing literate a literate person in today’s society involves more than being able to construct meaning from a printed text. A literate person needs to be able to ‘read’ and ‘write’ and learn with texts that have multimodal elements” (Vacca, 2011, pp. 33). A multimodal approach is more beneficial in helping students learn, especially students whom find it difficult to grasp different literacies, such as scientific literacy. With a more hands on approach, while working with other students in a group, allows them to learn more fully and may in turn also help them with how to pronounce the elements correctly as well, since they have both teacher and peer feedback. Students today need to be consistently motivated, engaged, and challenged if not, they will lose their focus and even get bored. Therefore, since there are so many different approaches to learning the periodic table of elements in science, our group took on the task of turning something that many students may find mundane into a fun and engaging lesson where students may learn the required curriculum expectations in a way that allows them to retain knowledge while also developing teamwork skills.

Our group’s main endeavour was to make the periodic table of elements accessible to everyone, regardless of their science interest or prior knowledge. As such, we decided to incorporate music and dance as a teaching strategy since it allows everyone to contribute equally. The activity allows students to move around by use of physicality and movement and essentially distance them from the traditional approach to learning where the student sits in a chair tries to memorize something as scientific as the periodic table. To incorporate physicality means the student is freed from imposed barriers, their sense of creativity surged, and their desire to learn expanded. As teachers, it is imperative to take the diversity of our students into consideration.

Not all students have the required skills when it comes to science but the aptitude in working in a group is a great way of keeping the student engaged. The students who are more comfortable or have skills in the performing arts can help those students who tend to be more shy and reserved. Howard Gardner’s Multiple Intelligence theory addresses that students may be intelligent in one field than another, thus with a multimodal approach, students that excel in one area can help their peers. In conclusion this multimodal approach to teaching is a way that our group believes to be beneficial for all students.

**Reference**

Vacca, R., Vacca, J., & Mraz, M. (2014). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.).