Praxis Paper

 As high school educators of physical education, it is imperative that mental and physical health be taught to students as they develop as adolescents. Given that society is continuously evolving through the use of social media and technology, many students may have the resources to access any desired information, however specific topics and issues should be brought to the surface by educators, to dive further in depth and bring light to these subjects. The goal of our Multiliteracies Project was to provide the teachers with a tool to address students on the topic of eating disorders, while being able to do so in a manner that promotes student engagement. While keeping in mind that not all students learn at the same pace, it was important to consider how to provide an effective tool that will benefit all the students and not just a select few. One way in which we implemented this was via the use of differentiated instruction, which involves the way a teacher anticipates and responds to a variety of student needs in the classroom (modifying content, process and product), which ultimately allows for students to develop a greater understanding of information as well as an inclusive environment is created (Vacca, Vacca & Mraz, 2014)

 In using an educational board-game that allows for many students and one time to be involved, continuous stimulus of the brain is being implemented as students are listening to questions and answers throughout the whole game. The unique factor of using a board-game as an educational tool is that it allows for both "hands-on" and "minds-on" learning. It is hands-on in the sense that the activity engages students in applying some of the ideas that they have studied (you need to answer a question on the subject correctly in order to advance) and minds-on based on the premise that the activity engages the students in thinking more deeply about some of the important ideas they've studied (also trying to answer other player's questions in one's own head)(Vacca, Vacca & Mraz, 2014).

 While the need to teach adolescent students the seriousness of eating disorders is obligatory, it is the responsibility of the educator to try to facilitate the topic by presenting it in an exciting manner. Thus utilizing a board-game allows the opportunity to encourage classroom engagement, increases the potential for discussion, as well as incorporates the need to be continuously learning throughout the duration of the activity. By accommodating to the needs of all students, this is an effective, proficient manner in which to deliver a lesson based on a topic that is serious, and in all likelihood a sensitive subject to many students.

Reference

Vacca,, R., Vacca, J., & Mraz, M. (2014). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed., p. xxii, 12). Pearson.