Praxis

 This multiliteracies project combines various learning tools to help students understand important and major social issues in society. This project dives into social issues such as sexism, racism, poverty, privilege and stereotypes. The aim for this project is to engage students with complicated information in ways that will be conducive to their learning in a familiar fashion. Sensoy and DiAngelo state, “understanding social justice means that we must be able to recognize that relations of unequal social power are constantly being negotiated at both the micro and macro levels. We must understand our own positions within these relations of unequal power” (2012, p.145).

Our project is a document that contains all of the tools, instructions and questions that are needed for the circuit. This circuit contains five different tools that students are able to use and learn from as they work in groups to break down major social issues. At the first station students are given the trailer of Jean Kilbourne’s *Killing Us Softly.* The second station contains a bit strip cartoon resembling poverty. The third station is an audio station that contains a song by Tupac that deals with racism. Lyrics are also provided so the students are able to follow along. The fourth station has the students engaged in an activity that resembles privilege in society. Students will have to attempt to pick up pennies however some will have handicaps such as wearing oven mitts or a blindfold. During this activity students should be able to see how those who are privileged can have an advantage in society. The last station of the circuit contains multiple images that portray various stereotypes. Students are to analyze the images and determine the stereotype that is being portrayed. Provided after each station are follow up questions that the students will complete and hand in at the end. Teachers are also able to provide their own questions or expand on the questions provided. For each station students are to try and determine which social issue is being resembled.

 This multiliteracy tool can be used as a lesson itself. It can be incorporated as either a review after a few lessons or as an introductory activity to the unit. Since it contains a variety of social issues this tool can be placed in any point of a lesson. In our project we decided to put it as the main activity of the lesson. Prior to this activity we would have a lesson on prejudice and discrimination then move into the activity. After completion of the activity we would move into a reflection period where the students would be able to connect what they already know about these social issues to what they learned at each station.

 In summary, our multiliteracy tool provides a good multimodal learning atmosphere that is conducive to student's learning. The combination of the different learning tools provided are a good way for students to be engaged and stay engaged with the information as they rotate from station to station. Multiliteracies are tools that provide multimodal learning and our project has a variety of ways to relay information in a way that is understandable for the students. Throughout the stations students are developing theoretical and practical knowledge about major social issues that may be complicated if taught through a lecture Connecting theory to practice this tool can be adapted to work in any subject. . The knowledge the students gain can be applied in their everyday lives to try and better society.