**Praxis Paper**

When our group first got together to brainstorm ideas for our Multiliteracies project, we knew that, of course, our project fundamentally needed to embody a multiliteracies pedagogy. We began by breaking down some of the fundamental ideas of the theory to see how we could incorporate these concepts in meaningful and intentional ways. Our key takeaways from the New London Group’s *A Pedagogy of Multiliteracies: Designing Social Futures* were “overcoming the limitations of traditional approaches,” “fostering critical engagement,” and “account[ing] for [a] variety of text forms associated with information and multimedia technologies” (p. 60-61). We decided that we wanted to lean into an atypical idea: something untraditional for us as teachers but accessible, relevant, and exciting for our students. We put ourselves into the position of our students. We considered how we would have enjoyed learning in high school and what would have piqued our interest. Keira had the fabulous idea to utilize a video game! The Sims 4 is a life simulation game that allows you to create characters with unique appearances and personalities. The “select traits” feature on the game provided us with a great opportunity to help our students visualize how the combination of different characteristics produces different character archetypes. Recently, the game was made free to download, meaning that this resource is accessible to students both inside and outside of the classroom. It was important to us to choose a contemporary approach for our instructional tool so that we were engaging with our learners in a way that was familiar to them.

We recognize that multimodality is a necessity when considering the “how” of teaching. We incorporated different learning styles into our lesson plan as much as possible. For visual learners, there is the written component of the Mentimeter responses, closed captions on videos, writing on chart paper for their historical research, and writing a brief summary of their character’s backstory. Visual learners will view the results of the Mentimeter popping up in real-time, watch the “What is an Archetype” video, watch the instructional tool video, and be able to design their character on their computer screen. Music lovers will appreciate the background music in the YouTube video and instructional video and can choose to create their own summary video with added music. Movement is incorporated during our “gallery walk” when students are able to tour the room to look at their classmates’ work. Auditory learners will value the video components as well as the option to create a podcast for their summary paragraph. There are opportunities for independent work, group work, and whole-class discussions. We hope to have created an instructional tool and lesson plan that promotes remembering, understanding, application, analysis, evaluation, and creation.