

Reflection #1

This project doesn't seem to be going as well as I'd hoped at this point, but I do hope it will get better as we start practicing the presentation. I will say that my group had little decision in the topic for the project, and that my group leader chose without discussing with the group, but that could have been due to a time constraint. The lesson plan, once the group had come together through Zoom meetings and a group chat, was created rather easily, as explaining why a DNA helix looks like a ladder is not too difficult, especially with our biology backgrounds. However, it was definitely an interesting experience to take the information the group had and turn it into something an elementary schooler would understand. I will say, though, that it's a wonderful way to make sure I understood the information as much as possible, because if I didn't know what I was talking about, I wouldn't be able to explain it.

Our group decided to explain things in parts, each person taking a topic and expanding on it within the Power Point. This chosen topic will also be what we present to the kids, so by splitting the information up like this we are able to make sure we know exactly what we want to say and what we want to expand on, rather than reading right off the slide. My chosen topic was about the shape of the DNA helix, and what made the helix twist the way it does. It's not too difficult of an explanation but making sure I got the intent of the information down without overwhelming it was an experience. It was fun though, trying to explain what makes the DNA twist and how the rungs of the 'ladder' are nucleotides. Being able to explain this information in such a broad way is a skill I think I'll keep working on for long while, especially if I ever have to explain anything to a boss that might not work hands-on the way I do. I believe this project will give me a skill that I can cultivate and keep using long after my college career is complete.

On the lesson plan itself, we took a little while to understand what was being asked of us, because there is quite a bit of information that goes into explaining not only why we see the DNA helix as a ladder, but how we see the DNA itself with microscopes and also the chemical makeup of DNA that leads itself to the 'ladder with rungs' shape. It took a little while to word the information correctly, and I've even used my little brother as a test subject, because he's in the age range for the kids we'll be presenting to. By asking him if he knew what a phosphate group was, I realized that I was probably making it a bit too science heavy, and that I should reword my slides, or make sure that I explain it using a periodic table. This not only helped me understand what types of words I should use, but now I should focus on the information itself, because I can make sure a child understands me without overloading them with scientific jargon.