

## Brody Scholar Summer Enrichment Program | Summer 2021

This summer I decided to bring an exciting and enriching experience to elementary kids that had to complete summer school at Robbins Elementary. The children in the north-end of Moore County that attended the summer school sessions at Robbins Elementary are from low socioeconomic families and English is not typically the first language in the home. As a previous student from the north-end of Moore County, I had a desire to ensure these students would not be left even further behind educationally. While there are often private funds and lots of parent support for the schools in the south-end of Moore County, there isn't usually much financial help for the schools in the north-end especially at Robbins Elementary. Through the help of the Brody Family and the opportunity they give us with the summer project, I was able to coordinate with The Discovery Place in Charlotte, NC. The museum was able to help bring tools and supplies to provide the children with an incredible in-school field trip experience.

I decided it would be both educational and fun for the children to be little engineers for the day. Therefore, the museum and I decided to build an experience around building catapults. The kids were taught critical knowledge about kinetic energy, potential energy, Newton's laws of motion, speed, velocity, and projectiles. I was able to help teach the kids about the law of conservation of energy and show them basic engineering design principles. The first goal of the session was for the kids to learn how to design, build, and test a simple catapult. We worked with the kids more directly during this part of their experience to show them how a simple catapult is built and the basic parts of a catapult. The kids were then given more freedom to choose from several tables of materials to make a better more complex catapult that could shoot the projectile further and/or higher.

It was awesome to get to work with the kids one-on-one and see how the catapults grew in complexity with the different age groups. The kids learned how to not only create a functioning catapult but how to analyze and correct problems with their designs. Once their catapults were made, they were able to test them and enjoy watching their designs come to life. Afterwards, the kids were allowed to keep their creations as long as they didn't use them in class or aim that any living thing! Over the course of a week, I spent my days building catapults, teaching kids about physics, and laughing with them about projectiles flying through the air! Please see the photos of the kids below!

This summer I also had the incredible opportunity to be involved in the 4-day Summer Bioethics Program with Yale University. The program

offered a packed four days of learning about a variety of topics and issues. Topics that ranged from death and the meaning of mortality to common arguments in bioethics. We heard from incredible speakers like Dr. Stephen Latham and Dr. Lori Bruce amongst several others. One of the seemingly simplest discussions we had that week was about the classic “Trolley Problem.” Discussing this classic ethical dilemma after my first year of medical school and within the context of this course was eye-opening. I surprised myself at how much I had grown over the year and how my thought about this issue had changed so much compared to my other exposures to it in undergraduate and graduate school. The discussion forms were intriguing to see everyone’s perspective on the problem, and it was interesting to see some of my past answers within the forum by other students. Likewise, it was exciting to see other students who once answered this problem in a similar manner to my past self, but now saw the problem within very different contexts. Overall, the program was eye-opening on many accounts, and a great way to improve my knowledge about such an integral part of medicine.







