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Writing for the Sciences

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Children's Book Self Reflection

While writing the children's book, I looked at books designed for different age groups. Being a reader of Dr. Seuss, I looked back at some of his pieces and got inspired by his approach in writing. I was rereading them before I started coming up with ideas for the children's book and looked into the specifics of his writing. For example, I was carefully looking at how his visuals were and how he made them relatable to the scenarios in the story. Since Dr. Seuss was a cartoonist aside from being a writer, it was easy for him to include his drawings which he had in mind. However, while writing this piece I had to depend entirely on the online content for visuals and set up the scenarios by combining multiple pictures. His books also inspired me to follow his way of approaching the audience. What I found interesting about his way of reaching the young audience is the use of repetitions. When I was reading "The Cat in the Hat," the repetitions in the sentences popped out to me and I could tell that repeating sentences would be a way to make a distinction for kids between academic books and storybooks. Even though his books were my main source of inspiration, I didn't necessarily reproduce his style and repeated sentences. I think I tried to formulate my own style which is generic to most other children's books. So keeping the basic format as it is, I tried to come up with a story with familiar characters, Tom and Jerry. I used these characters believing that children must have liked them as fun characters and instantly gotten an idea of what kind of attitude they have for each other. Even if some kids haven't come

across these characters, they could guess the tension between the characters from the narrative and the eventual developing empathy between them by uniting under a scientific focus.

I have decided on my story with the intention to show kids how people can unite when science jumps in. The vivid example of this unity is this time of pandemic when people have unified under the messages of science. I felt that this idea that science can unite us should be introduced to kids early on. That is why I crafted the story where the opposing characters end up in unity because of being educated by science. I expect to raise awareness among kids to take care of their consumption habits for the sake of a happy mind and life. My story will be aiming at the young audience around 7 years old to get the message of self-care across. Through the steps taken by the characters in the story, I hope to empower kids with the idea that they are also capable of taking measures for themselves. For instance, kids can also take actions on their own for their body and mind by refusing to eat bad food and agreeing to eat healthy food. I hope kids feel empowered to make their decisions on food habits and cooperate with their parents to make the right choices.

The audience of this book is elementary school kids in the age group of (5-10) years. Since the message of the story is to develop healthy eating habits from childhood, the kids of elementary school should be the audience. The medium of this piece of rhetoric is a storybook and the genre is a short story. Since the genre is a short story, the message of the story will engage kids because usually long stories or novels target older audiences. The medium is a storybook that has a lot of visuals and a colorful background which usually attracts small children. The sentences are well spaced out with fancy fonts which will make it easy for kids to read who have just learned to read fluently. The tone is simple and narrative of the story with a

scientifically proven message that eating healthy food helps to improve the mental health of children. Overall, the rhetorical piece has aimed at entertaining kids with a story and educating them on science.

The new experience from writing the children's book is being able to think about kids' expectations and make up a piece with a lesson for them. This experience will help me educate younger ones because often we are baffled on how to explain things to kids which are easy to explain to adults. The children's book inspires me to make my future interactions with kids with the notion in my mind that I need to alter my mind to the state they are at so I can make my message relatable to them. The vital message I have got from this assignment is that making things relate to past experiences while we introduce a new idea or a lesson helps people to get a good grasp on it whether they are kids or adults. Being a tutor and teaching assistant at college, I will apply this lesson of making new lessons relatable to older ones before diving into the core mechanisms of the recent topic being discussed. I can apply this tactic not only while teaching students but also while communicating information to people in general.