

Reflection 2: Expansion

During the Water Fair, our main objective was to present our ideas to make them palatable for children from Kindergartners to 5th Graders, and particularly their educators, as they are the ones relaying the information and actually teaching it. We are looking at a much wider scale as of late, and we are looking to expand our project into something future generations of scholars can use. This next reflection is on who we want our project to reach, and the concept of expansion, and I feel I have quite a number of stakeholders in mind to try and reach out to.

For starters, it must be stated the stakeholders we have been working with so far, so I am going to summarize each one. The biggest stakeholder in our project are the children, or rather the Youth we are educating, the aforementioned K through 5th Graders. They are important as they are the basis for our whole project and our mission to educate them on water conservation. They themselves are the reason the water fair was a success after all, and this would not have been possible had it not been for them. They shaped our work in that they made it so we would be able to mold our findings and our presentations at the water fair in a way that was unique to them.

Another relevant stakeholder in this project are the educators of said children, be it the specialized teachers at JJK, or just a regular science teacher at an ordinary public school that teaches K-5 students. They are also a very important factor in that they are the ones that actually teach the students and they were able to give us valuable insights and information on how to approach our projects at the water fair, had it not been for them, we likely would have made projects with a level of cognitive dissonance (like teaching the actual atomic structure of water and nitrogen to a group of kindergartners). They were able to shape our project in that it could be tailor made to their students.

Now that there has been an established status quo for stakeholders for quite some time now, it's now time to establish a new stakeholder, and that is the new generation of scholars that come after us. They are the ones that we don't know anything about yet, maybe they are a later generation of CODES Scholars, or maybe other researchers who want to learn about water conservation conveyed in a way a 2nd grader would understand, the list goes on forever, and that is the beauty of this project, and the way to expand our knowledge and findings to people outside this program. They are shaping this project here and now even though we don't know them, and in ways we likely won't see, but it's the love and the impacts we make now, that will make it worth it.