Teaching a science course and explaining scientific concepts is similar to driving a car. There are several similarities between the two.

**Understanding the concept:** Just as we take driving lessons before starting to drive, to grasp system-related information and certain rules — such as the engine, body, transmission, power, fuel, brakes, road signs, and driving rules — teaching science concepts also involves understanding scientific concepts. We explore how to build complex molecules starting from simple ones, the mechanisms involved, the enzymes that speed up reactions, and how the final product differs from the initial one.

**Problem-solving skills:** Much like driving a car, where we encounter various situations on the road that require quick decisions and problem-solving abilities, teaching science requires assisting students in comprehending challenging concepts, identifying problems, and finding solutions. This involves encouraging group work, pinpointing the most challenging steps in their projects, and brainstorming how they can overcome these obstacles. Additionally, motivating students to provide feedback to each other can enhance their learning experience.

**Following safety measures:** Just as I adhere to safety protocols while working in the lab, which parallels the safety rules followed while driving, teaching science often involves handling potentially hazardous materials and ensuring student safety in laboratory settings. Both activities require understanding and implementing safety procedures to prevent accidents and injuries.

**Critical thinking skills:** Teaching science courses and driving a car both demand critical thinking and quick decision-making skills. For instance, while driving, we sometimes need to swiftly decide on matters related to road conditions, traffic congestion, and hazardous weather conditions. Similarly, teaching science involves nurturing critical thinking skills in students, encouraging them to analyze data, evaluate evidence, and make informed decisions.

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