



Your name: Hanna Myers

Learner Reflection and Self-Assessment

The reflection and self-assessment has three parts and is to be completed at the end of the program during your stay at Mountain Research Station at the end of your expedition.
Email all artifacts to gor@colorado.edu

tinyurl.com/surveygor

PART ONE: LEADERSHIP AND PERSONAL GROWTH

Review the leadership and personal growth learning targets below. Describe one learning target as it was demonstrated in action during your Girls* on Rock expedition.

What did you learn about yourself on this expedition that you can take home with you?

- Evaluate self status needs
- Communicate and advocate for personal needs
- Explain and reflect on different communication styles and modes
- Describe and apply strategies for effectively resolving conflicts
- Fulfill various leadership roles in camp; step up and step back

I Learned about myself that I do like science and
can do it even if it is difficult. I communicated and ~~was~~ advocated
for my needs by talking to the instructors when I needed anything
or needed to talk to someone. Effectively resolving
conflict can be difficult but you take a second think
if its conflict with a person talk it out and stay
calm if you need instructors help ask them. Personal
needs can be hard to advocate for but you just have to
do it so that you can feel better and do what you need.
I stepped up when I was survival leader or whatever it
was called and I also helped whenever I could.



Girls* on Rock

cires.colorado.edu/ceee/programs/girls-rock



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PART TWO: SCIENTIFIC PROCESS

Think about what you learned during the research project aspect of the expedition and reflect on the following:

- a. What did you learn about the scientific process?
- b. What parts of this process came easily for you?
- c. Which were more challenging?
- d. Is a career in science something you see for yourself?

I learned a lot about the scientific process but if I had to say just one thing I learned how it works and how it's set up. The parts of the process that came easy was observation. More challenging was question and hypothesis but we got it figured out. I see myself in more of a artistic, creative career but science can be involved. The scientific process was new to me before the trip but doing and talking about it taught me everything about it.



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PART THREE: WILDERNESS SKILLS AND STORYTELLING

Your name: Hanna
Myers

During the expedition, you served as a journalist and storyteller for at least one day. Take a photograph of the way you chose to tell the story of that day. Why did you choose this medium?
OR

Through your choice of art form, share with us the story of one of your most memorable moments from the expedition (e.g. climbing, summiting a peak, setting up camp, cooking, etc). If your chosen medium is not written language, please provide a caption for context. Take a photograph of this story.

Email photographs to gor@colorado.edu

Summiting on the peak was very memorable but
the most memorable was climbing ~~and~~ I have only ever
indoor climbed so it was great to outdoor climb
for the first time. having some experience did help.
What I wrote for journalist was woke up at
4:00 got ready to leave made bagels and
sandwiches. Drove 30 minutes. started walk at
6 walked to 12 thousand elevation. 9:45 chilled
at top after hiking 3 hours. a little more than
a mile. Most of us walked up to 13 thousand 3 hundred
elevation.



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Woke up at 4:00 got ready to leave

Made bagels and sandwiches

Drove 30 maybe more minutes started

walk at 6 walked to 12 thousand elevation


9:45 chilled at top after hiking 3 hours

a little more than a mile.

was a good but difficult hike because of

the elevation and almost straight up

hike.

Student: Hanna Marie Myers	Skill Observed?
Demonstrate wilderness skills by spending 12 days/nights camping, hiking and climbing with the Girls* on Rock expedition team.	
Safely and correctly set up camp gear including tents, stoves, and water purification methods	X
Safely use ropes, harnesses, and belay devices to climb and descend vertical rock in a way that mitigates risk	X
Practice leave-no-trace principles	X
Use maps and other navigational tools to establish a physical sense of place and move through the landscape	X
Practice hygiene and self-care in a wilderness environment while exerting oneself physically and mentally	X
4 out of 5 skills required	
Demonstrate successful leadership and personal growth throughout the expedition:	
Fulfill various leadership roles in camp, and demonstrate knowledge of when to step up and when to step back	X
Evaluate self-status (comfort zone, growth zone, panic zone) and needs	X
Communicate and advocate for personal needs	X
Explain and reflect on different communication styles and modes (directness vs tactful, assertiveness vs accommodating)	X
Describe and apply strategies for effectively resolving conflicts	X
4 out of 5 skills required	
Work in a small group to design and implement an experiment in a wilderness environment and present on findings.	
Ask questions based on observations	X
Formulate a testable hypothesis	X
Design and implement a process to collect the data needed to test the hypothesis.	X
Record systematic observations of natural phenomena in a science field notebook.	X
Analyze and synthesize observations.	X
Prepare and give a 5-10 minute presentation about the research findings including introduction, methods, results, conclusion, and discussion	X
6 out of 6 skills required	
Explore a variety of art forms and storytelling methods	
Explore a variety of art forms including, but not limited to: watercolor, movement, sketching, poetry, journaling	X
Use various forms of artistic expression to tell a story or a concept (including explanations of geologic processes, and your personal story)	X
Explore, discuss, and reflect on different ways of knowing (e.g Indigenous vs Western knowledge)	X
3 out of 3 skills required	
Signature: _____  Chelsea Zaniboni (Program Manager)	