

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?

A: I Already knew about the scientific process.

B: Most all of the parts.

C: Not really any of the parts.

D: Yes, because I want to be a botanist.



Girls* on Rock

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PART THREE: WILDERNESS SKILLS AND STORYTELLING

Your name: *Jalena*

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

one of the most memorable moments was when we reached 13,000 feet above sea level. we were first GOR group to do so.




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Student: Jaden Pope	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)	