

Your name: Anab Ali



Learner Reflection and Self-Assessment

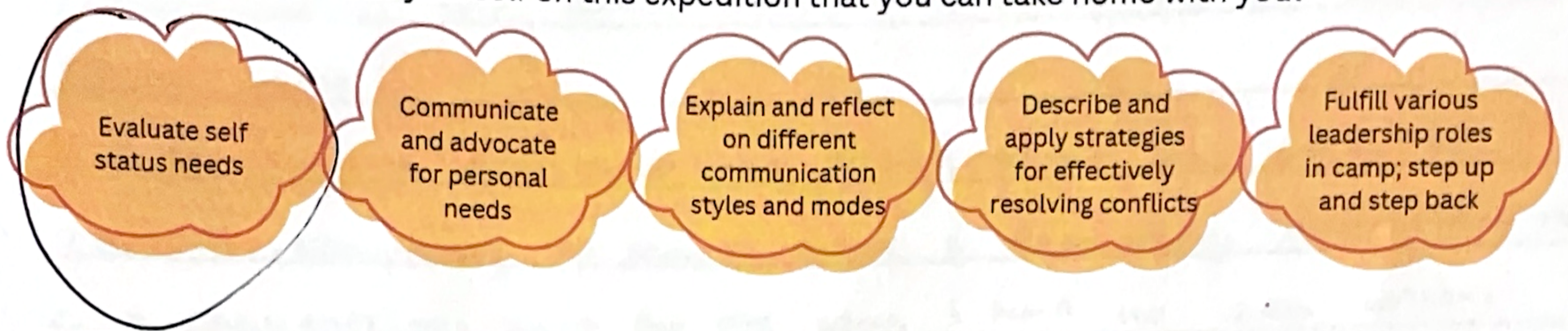
The reflection and self-assessment has three parts and is to be completed at the end of the program during your stay at Mountain Research Station at the end of your expedition.

Email all artifacts to gor@colorado.edu

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?



I feel like during my time at girls on rock I was able to evaluate on myself & my need greatly, there was a moment in the expedition that I truly wanted to go home, because I had never be around this kind of environment that were scard me, but the people around me kept pushing me to keep going, and without realizing I slowly was willing to try new things even when it scard me.



Girls* on Rock

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



Your name:

PART TWO: SCIENTIFIC PROCESS

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

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

a. What I learned about the scientific process during my time at GOR was learning about all the new species, ones I would never see back home; this allowed me to want to learn more.

b. I feel like a part that came easily to me was staying curious, wanting to learn more & expanding my view points.

c. A challenging part for me was I had no idea what some of the species were because they are not native to where I live.

d. I don't think science is in my future but it has truly changed my views and environmental ethics while being out GOR.



Girls* on Rock

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



PART THREE: WILDERNESS SKILLS AND STORYTELLING

Your name:

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

The cycle; talked about how the 4 elements of life
tied into the human life.



Girls* on Rock

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



Nature Journal June 16, 25

The cycle:

We start with Fire
the first deep cry,
A spark of life a will
to try.


Wind is breath, our every sigh,
it lifts us up, it lets us fly.

Water moves where hearts
have been, in tears, soft
as skin.

Earth is home, where roots
run deep, it holds our dreams,
our rest, and sleep.

We laugh, we love, we break,
we mend. Then give it back,
and start again.

Fire, Wind, Water, Stone,
and we're their own.

Student: Anab Ali	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)	