

Your name: Helena Carz



Learner Reflection and Self-Assessment

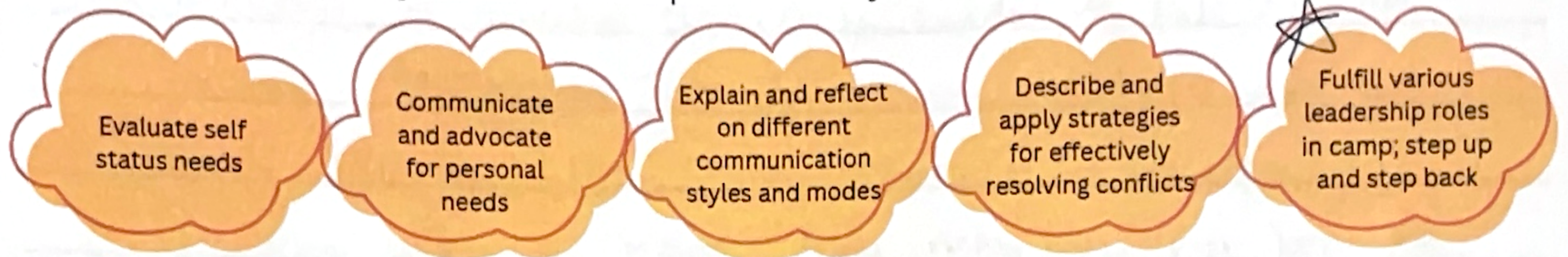
The reflection and self-assessment has three parts and is to be completed at the end of the program during your stay at Mountain Research Station at the end of your expedition.

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 learned that I truly have improved my leadership ~~and~~ skills in fields that I am confident in. Before the expedition I had obtained many leadership roles but I had not yet felt like it suited me. During the expedition I realized that my experiences have truly prepared me for the research aspect. I enjoy research and have completed a few projects, I successfully followed the method and collected/notes every piece of data needed for the GOR project. My observations became our study, ~~and~~ I hadn't forgotten a single thing, even the slides I had included every aspect for memory. This had been a process I did not expect, I didn't feel like I could do a good job without a laptop! But I did much better, the program showed me I'm more capable of science research than I thought.



Girls* on Rock

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



PART TWO: SCIENTIFIC PROCESS

Your name: Helina Cruz

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. Fieldwork can be super time consuming and making mistakes very easily

b. Ensuring we collected every data needed as well as the context. ~~gathered~~ The data was gathered in my book because I can easily organize (I love data!)

c. Working with a team, some may have not been as knowledgeable or couldn't do a lot but I worked around it and everyone contributed in some way

d. YES I love science, I've been interested in data science, computer science, wildlife conservation, and especially environmental/sustainable engineering. I will become a scientist, I would say I am now, and I'd love to be an engineer



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ART THREE: WILDNERNESS SKILLS AND STORYTELLING

Your name: Hellene Coz

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

I enjoyed nature journaling and the alone time, being able to fall in the views! One of my favorite moments was learning about indigenous knowledge and using the medicine wheel through our own plant. I wrote a short story in a childrens book kind of way.



Girls* on Rock

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Nature Journal 7.10.25

Fire acts as the heart, within
all, our hearts attach to each
plant; petal, stem, roots and
the heart of those plants
grow with us.



As we begin to observe the land
hiking, for hours, riding the bus for
miles, appreciating the landscapes as
the bush vetching stands as a part
of those landscapes, its ^{own} view reaching
miles, observing all for hours.




The Earth's protector, the wind,
blows its partner away. It
straightens itself being able to stand
taller alone, and the remaining petals
joins the land.



It becomes stronger with
water, taking the shower that
we crave, its roots, foundation
strengthening, growing and
becoming new one again.



Student: Helena Cruz	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)	