

Learner Reflection and Self-Assessment

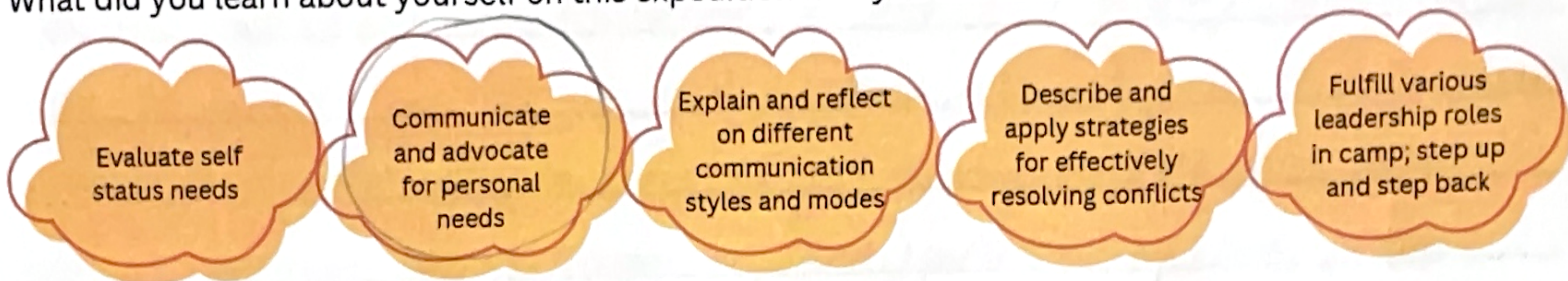
The reflection and self-assessment has three parts and is to be completed at the end of the program during your stay at Mountain Research Station at the end of your expedition.

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 definitely learned how to communicate about how I feel and advocate for things that I needed. Usually I tend to just push through and ignore when things don't feel right. At the start of the summit hike, I was already feeling my head pounding and a little dizzy, but I figured it would go away. One of the instructors asked if I was okay, and I said I was fine. By the bottom of the mountain, I was so dizzy that I fell. By an instructor, I was told I have to be honest with myself and communicate when something feels "funny." After that I realized that I just have to say how I feel. When I felt nausea coming on or like I was about to throw up, I said so. Throughout the expedition, I learned to speak my feelings.



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?

I learned that everything in an experiment and scientific process can change. People spend months just planning a project, but we planned, carried out, and presented in about 3-4 days. Sometimes, you need to do what you can in a time crunch, and just pull through. Luckily, I have experience with experiments. I've planned projects, done labs, and made presentations before. Organizing and understanding our project was a simple part of the project. Unfortunately it was a little more challenging to completely start from scratch with no prompt. We got so much help from the instructors, but coming up with an idea isn't the easiest. With that, I still plan to ensure science is in my future career. On the nice, a couple gear parties spoke to me about several ideas that I may think about.



Girls* on Rock
cires.colorado.edu/ceee/programs/girls-rock



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 a peak was a crazy experience. I came from sea level and then ended up being 13,000ft high in elevation. It was such a challenging event, but I will remember it forever. With the support of my instructors and support of my team, I made it up. At one point, I got dizzy, couldn't focus on the hike and fell. My instructors made sure I was okay, and my entire team waited up for me. Afterwards, a couple came up and hugged me. At the top of the mountain, I painted the mountains and took in the views.




Girls* on Rock

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



7/11/25
2000ft Nike
4 hours
12,600 ft up



Student: Isabelle Lum	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)	