

Your name: *Hailey Seibel*



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?

- 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 how much i can accomplish and where i fit in the science world as a woman. Before the expedition i really wanted to go into engineering, but didn't really view it as possible. After hearing the instructors inspiring stories (especially Mia's) I realized that i can pursue whatever career i want, including engineering. It also made me consider studying more about the environment and nature.



Girls* on Rock

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



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 learned how complicated it is to come up with a research topic and narrow it down to a single question.

b) I found that the data collection process was the easiest part.

c) I found it challenging putting all the data together and look for patterns and form a conclusion.

d) Definitely! 😊 Especially after realizing how much fun science can be.



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

When I was Journalist, I wrote about some of us waking up at 9:00 am to see wildlife and the sunrise. It was highly unsuccessful because we saw neither because a mountain was blocking the sun and there was no wildlife where we were. However, it was one of my favourite memories because it was the first morning we got to spend together and it was a great bonding experience, sitting in the grass huddled together because it was so cold, and getting to know each other. That afternoon I wrote a semi-dramatic journal article on our failed wildlife/sunrise viewing.



Girls* on Rock

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Ecosystem

Living

Animals

bee



Ants



Plant

bush



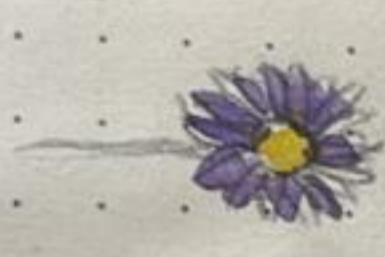
dark green

grass



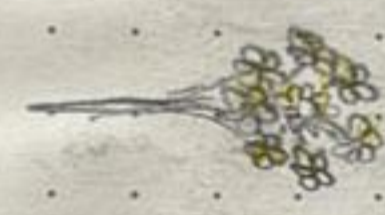
light green

Flower



purple sunflower

hect.



purple dust



Non-Living

wood

stick



branch



rocks




smooth

dirt



flower

stick

Student: Hailey Siebel	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)	