

Reflection (show and tell):

When I shared about my Emirati culture in class, wearing my Emirati dress “mukhawar” and talking about our traditions, it was more than just a show-and-tell. It was a reflection of who I am, just like the Bailey question asks, "Who am I?" I value family, culture, and creativity, which is part of another Bailey question, "What do I value?" By teaching my classmates about my culture and learning from them, I was answering "How do I learn?"—through sharing and experience.

Connecting to the Learning Assessment Model, I started by preparing my presentation, thinking about what makes me who I am. Then I did it—I presented. Afterward, I thought about it, which is the 'Reflect' part. I asked myself what I learned about my own culture and values by sharing them. I gathered my classmates' reactions as evidence of what I shared. Lastly, I connected it all back to my personal growth and our shared understanding in class.

Isaac's vinyl records made me reflect on our shared value of family and tradition. It's like the 'Connect' part of the Learning Assessment Model. We both find meaning in keeping our grandfathers' memories alive through music. This also ties back to the Bailey question, "How do these connect?"—our hobbies connect us to our family history and to each other in class.

Gavin's love for animals and my care for my cats showed how much we value compassion and responsibility—qualities that make us who we are. Like the 'Gather' part of the Learning Assessment Model, I took this shared feeling as evidence that even if we all come from different places, we find common ground in the care we have for other living beings.

Karlee's story about her grandparents' memories made me think about my own. It showed me that what we value can deeply affect us, just like the 'Reflect' part of the Learning Assessment Model asks us to consider. It also answered the Bailey question about worldview, because it showed that we both believe in the importance of family.

In writing this reflection, I'm doing the 'Envision' step, thinking about how these experiences will shape my future interactions and learning. This class and the Bailey principles are teaching us to look at everyone's unique experiences as valuable, to be creative in how we share and learn, and to always think about how we can grow from what we live through and what we do. All of these stories from my classmates make me think about how we all have different experiences, but we also have a lot in common. We all have families, things we like, and special memories that are important to us. Sharing these things in class helps us learn from each other and grow together.



Reflection (facilitation):

This facilitation wasn't just about sharing food; it was about sharing moments that are close to our hearts. When we talked about the last time we sat down as a family to eat, it brought up warm memories and a sense of togetherness. Eating with my classmates felt like an extension of that family experience, a communal table where every dish was a story, every flavor a memory.

In the context of the Bailey Scholars Program, we often reflect on our actions and experiences to find deeper meaning. The 'Reflect' part of the Learning Assessment Model asks us to consider what we learn from each experience. As I sat with my classmates, sharing rice and chicken with hot sauce, I was reminded of the value of community and the shared bonds that form when we eat together. It was a reflection of the 'Individual Scholars' principle, where personal experiences, like family meals, are recognized as important to our growth.

Fidel's Mexican food and the comfort foods others brought were like pieces of home that we got to share. And as Francisco discussed the importance of understanding where our food comes from, it tied back to the 'Collaborative Learning Community' principle. We were learning from each other, about each other, and understanding the impact of our choices in a broader context.

Discussing the quality of our food and its impact on health connected to the 'Radical Influence' Bailey principle. We were challenged to think critically about the foods we eat and the importance of maintaining traditions like family meals in a fast-paced world where such practices may be diminishing.

The mealtime conversation about the last family dinner we each had was powerful. It was a moment that connected us to the 'Connect' phase of the Learning Assessment Model. We shared not just the physical taste of our food but also the emotional taste of being with family. And sitting there with my classmates, there was a sense of kinship that went beyond the classroom. It was as if we were creating a new family, one bound not by blood but by shared experiences and mutual respect, a core value of the Bailey community.

In facilitating this exchange, I hoped to create a space where we could all feel the warmth of family. I wanted to show that even in a learning environment, we can find comfort, familiarity, and a sense of belonging. The act of eating together is a universal form of connection, and it allowed us to see the common humanity that we all share, regardless of where we come from. It was a beautiful reflection of the

Bailey principle of fostering the holistic growth of individuals through shared, experience-centered learning.

Evaluation by peers for Gavin's facilitation:

Gavin's facilitation focused on the topic of self-care, which I regret not attending because I was feeling under the weather. It served as a poignant reminder of the topic's importance. Based on my observations, Gavin skillfully established an environment conducive to personal introspection and recovery. Spending time outside, talking about individuality, and participating in a unique silent dance party are just a few of the activities that suggest a creative approach to stress relief and self-care.

The recognition of uniqueness in self-healing processes is noteworthy. It's especially admirable that a silent dance party was chosen because it allows for individual expression within the context of a group activity. Sharing apple cider and personal reflections would have created a cozy, encouraging atmosphere that was vital for having conversations about self-care.

In wrapping up, Gavin's approach to self-care was a vivid example of the 'Do' and 'Connect' stages of the Bailey Learning Model. By engaging in activities like the silent dance party and outdoor time, the session provided a platform for personal exploration and expression—key elements in answering the Bailey question, 'How do I learn?' It was a space where each person could find their own path to relaxation and wellbeing, embodying the principle that we all have unique methods of taking care of ourselves.

Moreover, Gavin's facilitation highlighted the importance of community in the journey of self-care. The sharing of stories and experiences over apple cider was a perfect embodiment of the 'Connect' phase. It illustrated that while our self-care practices may differ, the need for support and understanding is universal. We all can learn from and support each other in our individual paths to wellness.

Although I wasn't present, the impact of Gavin's facilitation resonates with me. It's a reminder that in our Bailey community, we value both individual journeys and the strength of our collective support. In essence, Gavin's session wasn't just about self-care; it was about fostering a sense of unity in our diverse ways of healing and growing. This aligns perfectly with the ethos of the Bailey Scholars Program, where personal growth is intertwined with the nurturing of a compassionate and understanding community.

Evaluation by peers for Sol's facilitation:

Through the metaphor of a tree, Sol's artistic facilitation provided an insightful examination of self-identity. This was more than just an art project; it was a contemplative practice that helped us envision and embody our individual histories and identities.

The elderflower tree, which has poisonous and nutritious qualities, represents the complexity of my own nature in my drawing. This duality is consistent with the Bailey Scholar Program's recognition of each scholar's unique multifaceted qualities. Sol's selection of exercise provided a thoughtful and imaginative means of reflecting on our core principles and traits.

The 'Reflect' and 'Connect' phases of the Learning Assessment Model were mirrored in Sol's facilitation, which prompted us to introspect ('Reflect') on our own natures and histories ('Connect'). Drawing our trees acted as a 'Gather' phase, where we gathered and shared visual representations of our insights, emulating the concept of a 'Collaborative Learning Community'.

Sharing our trees and the narratives that surround them was a potent exercise in openness and empathy. Like the edible parts of the elderflower tree, it urged us to look below the surface and discover value in the deeper facets of our personalities. In the end, Sol's artistic activity with trees provided us a window into our souls. It wasn't just about making art; it was a deep dive into who we are, as deep and complex as the roots of a tree. My elderflower tree, with its mix of dangerous and beneficial parts, showed that I'm a mix of many things, just like everyone else in our program. This fits right in with how the Bailey Scholars Program sees us—all different, all with our own special stories.

Sol's session made us think hard about ourselves and share those thoughts—exactly what the 'Reflect' and 'Connect' steps in our Learning Model are about. Drawing our trees was a way to 'Gather' our thoughts visually and then 'Connect' by sharing them with the class. This brought us closer, like a family of trees in a forest, different but part of the same world.

To wrap up, Sol turned drawing into a way to reflect on our lives. This reflection is at the heart of the Bailey Learning Model, helping us answer important questions like 'Who am I?' and 'What do I value?' By bringing our drawings to life and sharing them, we did more than just 'Gather' and 'Connect'; we created a space

where creativity helped us understand ourselves and each other, showing the true spirit of our Bailey community.