

The peer educator experience has been much more than I could have ever bargained for, in the best way possible! Although I've completed reflections on my first quarter training as a PE, taking a look back on my second quarter and teaching experiences for this fall is an entirely different story. I stood by my initial idea that I would be intimidated by how I would be treated in my classroom, being so close in age to my students, but I was incredibly lucky to have a willing and sociable bunch this year that many of my concerns dissolved within my first few sessions! I came into the class with the confidence that I was familiar with the materials needed for the day and had the support of my other PEs, but the students made the delivery of the material even easier just by being themselves and being okay with vulnerability and hiccups every once in a while. My outlook on leadership heading into the quarter was heavily shaped by my experience in HONORS 397 in the spring, and that outlook has been further reinforced by my experiences with my students. I believed that a good leader is someone who can get the job done, and deliver information effectively, but also prioritize human nature and genuine care overall. If I could make my students genuinely trust and feel comfortable around me, that will only enhance the effectiveness of our time together, and hopefully, give them the space to share what's on their minds if something is getting in their way.

The vulnerability and confidence required of a leader like this is EXACTLY the type of leader I wish to be perceived as in my future leadership roles wherever I go. I hope to be seen as not only a confident leader with resources, advice, and directions, but also as a peer who understands the ways that life can throw wrenches into plans, or a teammate that listens first to people's passions and areas of expertise or interest before dividing roles. I've walked away from Honors 397 and my Honors 100 class with confidence and new skills in nearly all of these areas of my "good leader" figure. I've seen first-hand the power of vulnerability and comfortability to

express oneself in an academic setting, as well as acknowledging my lengthy preparation to deliver information about honors requirements to my students and answer their questions effectively. With all this, I still didn't let confidence take a hold of me, and made sure to ask questions when I was unsure. 397 in the fall was all about active feedback, questioning, and reflection from our teaching sections. I've learned SO much about myself as a presenter and educator in this class, and tracking the evolution of my teaching style over the course of the quarter has revealed my more confident, willing, and experimental self to the world. I loved updating my peers and Nadra on how my sections went, and each week they felt like they were getting better and better.

I'm learning to be more accepting and appreciative of my leadership style of putting people first because it is one of my personal assets that I value the most out of all the skills that are necessary for a student leader. In future roles, I hope to hold myself up to this standard of being a friend and a safe place for my peers and teammates first before anything else. If I lose sight of that as a priority, I may lose sight of it all and my leadership style may lose its effectiveness altogether. If I can say one sentence that would summarize my development and philosophy as a leader based on my learnings and experiences as a Peer Educator, I can say that I lead best when I know, and I mean ***GENUINELY*** know, my teammates or peers. We do our best work when we feel comfortable confiding in one another, and we are able to tackle even the biggest challenges or concepts when we know to expect a community effort.