



EARTHWALK 2011-12



TEEN LAND PROJECT

For teens 13-17 Thursdays or Fridays 9am - 3pm
On the land September 2011— June 2012
Goddard College, Plainfield, VT



TEEN LAND PROJECT



In the fall of 2011, we will begin EarthWalk's second year offering the *Teen Land Project*, an innovative program for a small group of *teens living and learning on the land*, one full day a week at Goddard College in Plainfield. We will come together each week to build on EarthWalk's core skills and knowledge, deepening and informing self, social and ecological awareness. The *Teen Land Project* is designed to meet teens at a critical transitional stage as they grow towards adulthood. Teens will *build* a small community together on the land, and be able to pursue individualized passions through project-based learning, long-term mentoring, knowledge-sharing and community service.

EarthWalk's Guiding Principles are: Nature Awareness, Outdoor Living, Community, and Stewardship. Throughout the year, we will deepen our naturalist skills through practicing daily routines, such as; *Sit Spot* and *Storytelling*. We will be tracking and observing wildlife and nature journaling. We will learn sustainable living skills by harvesting, preparing, and preserving wild foods and medicines; practicing friction-fire; constructing earth-shelters; making baskets, utensils, cordage and tools. As we come together on the land each week, we will learn songs and stories to celebrate and live by. We can also learn strategies for respectful dialogue and more peaceful ways to be together.

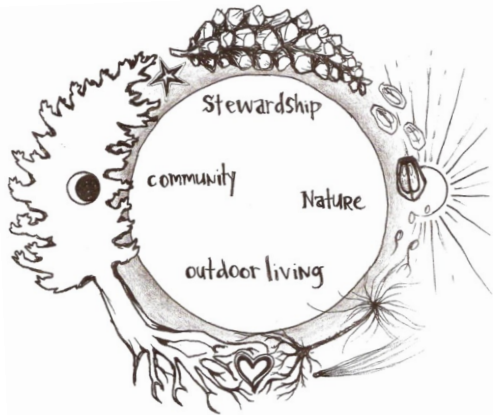
To better understand and develop our place in the larger community we will be directing some of our attention to local social and environmental stewardship opportunities. We will be tending and creating new trails and perennial gardens, as well as co-creating a series of service-learning opportunities in the community. Teens will have the opportunity to pursue some of this work during the *Teen Land Project* as well as be encouraged to work on some additional projects, research, journaling and planning throughout the rest of the week.

The *Teen Land Project* will also integrate with the Thursday and Friday *EarthWalk Village School** program in meaningful ways while maintaining an important autonomy for the teen group. The two programs will come together periodically; during some circles, family days, and collaborative Village workshops and projects. In these gatherings, teens will have an opportunity to mentor, share and learn with younger students, and develop their leadership abilities, as well as strengthen their sense of a greater community of support and belonging. If there is interest from the teens, these experiences with younger students in the Village School could be part of their individualized learning plans during the year. This experience could also serve as preparation for becoming a Mentor-in-Training (MIT) in EarthWalk Summer Camps and other programs.

The following pages of the *Teen Land Project Prospectus*, include: 'Education Overview: EarthWalk's Guiding Principles', 'Daily Routines', the 'School Year Overview' and a list of skills, knowledge and abilities and where they may fit the State's Require-

**EarthWalk Village School is long term nature-based mentoring program for 20 students, ages 7-12, supported by mentors, apprentices and Elders. For more info, go to: www.earthwalkvermont.org*

EDUCATION OVERVIEW: EARTHWALK'S GUIDING PRINCIPLES



In all EarthWalk programs, each student is provided learning opportunities to develop and strengthen their:

- Awareness and appreciation of the natural world;
- Abilities and skills to live outdoors in all seasons and weather in Vermont;
- Individual gifts and relationships in a community; and ultimately to recognize and embrace their:
- Responsibility as stewards to our human and natural communities for generations to come.

NATURE



Inspiring curiosity ~ passion-based learning ~ engagement ~ appreciation ~ support & trust ~ awareness ~ safety ~ learning hazards ~ exploration ~ plants ~ insects ~ amphibians & reptiles ~ mammals ~ fish ~ trees ~ field guides ~ birds & bird language ~ animal forms ~ games ~ play ~ habitats ~ adaptations ~ connection to land ~ sense of place ~ Vermont ecology

OUTDOOR LIVING



Competence ~ adaptability ~ safety ~ first aid ~ plant medicines ~ finding & harvesting wild foods ~ finding water ~ lost-proofing ~ navigation ~ compass ~ mapping ~ understanding weather ~ clothing layering ~ shelter in all seasons ~ natural building ~ debris ~ insulation ~ making fire ~ finding dry wood ~ fire structure ~ carving ~ fire-by-friction ~ track & sign ~ earth crafts ~ clay-oven ~ pottery ~ cooking ~ rock boiling ~ preserving food ~ root cellar ~ hunting skills ~ coal-burning ~ utensils ~ making tools ~ cordage ~ weaving baskets & mats

COMMUNITY



Mentoring relationships ~ interdependence ~ singing songs ~ sharing stories ~ celebrating ~ seasonal festivals ~ culture ~ honoring elders & ancestors ~ listening ~ compassionate communication skills ~ group projects ~ healthy relationships ~ ceremony ~ cooperation ~ creative movement ~ artistic expression ~ individual gifts ~ working together ~ storytelling ~ oral tradition ~ getting along ~ traditional teachings ~ learning from indigenous cultures of Vermont & around the world

STEWARDSHIP



Leadership ~ contribution ~ caring ~ responsibility ~ conservation ~ ecology ~ systems ~ problem-solving ~ care-giving ~ sustainable living ~ reverence ~ empathy ~ generosity ~ community ~ regeneration ~ service ~ healthy choices ~ accountability ~ resourcefulness ~ ethical harvesting ~ planting ~ teaching others ~ permaculture ~ vision ~ positive attitude ~ future generations

TEEN LAND PROJECT - SCHOOL YEAR OVERVIEW*

Daily Routines

*We practice the following
"learning habits" daily*

Nature Museum & Library

Available track casts, pelts, skulls & field guides to encourage questions, and inspire learning

Observation

Allow time to follow curiosity, look closely and ask questions

Active Games

Engage energy of group, fitness, health, learn key lessons, build community

Engage 5 Senses

Mindful presence and awareness

Fox-Walking & Owl Eyes

Move slowly & pay attention

Thanksgiving

Begin each day sharing gratitude

Sit Spot

Cultivate inner stillness, keen observation and sensory awareness

Journaling

write & draw, cultivate observation skills & artistic expression

Outdoor (survival) Skills

fire by friction, harvest wild food, trail-first aid, etc...

Student Passion

Allow un-scheduled interests & passions to arise

Story of the Day

Share stories from the land, deepen knowledge, inspire questions and learning

Sing Songs Learn songs; mark transitions in the day, focus group energy, & build unity

Storytelling Learn oral tradition "the art of storytelling"; create our own local stories in this time

Peace The attitude

The following school year overview provides an outline of the *Teen Land Project* based on the seasons; the group and the individual experience. **Please note that this outline will change and grow as the teens help co-create their learning experience with EarthWalk.*

FALL

Group: We will focus on the small *community* of teens and mentors; building trust, communication skills and unity. Each teen will make their own *debris-hut* survival shelter to sleep in, sharing a wild feast around the fire, to begin the year with a powerful shared group experience. The teens will also be involved in several natural building projects for the *Village*, such as; constructing a large clay oven and co-designing and creating a small village-woodshop & blacksmith forge.

Individual: Early in the school-year, with mentor support, each teen will craft an individual learning plan. Each plan will be project-based with clear goals and objectives pertaining to specific knowledge and skill mastery. Each teen will create a supporting reading list, begin a reflective journaling process, and find a community mentor around particular areas of interest to support the learning plan.

WINTER

Group: Collectively, we can develop one or more service-learning projects engaging the teens with the Village and larger community. Examples of such projects might include: engaging local seniors in oral history projects and nature-programs (*EarthWalking for Seniors*); crafting natural furniture (chairs for Elders, work benches for the woodshop) participating in a local conservation project, such as creating a track and sign transect in the Goddard forest.

Individual: Each teen will deepen and document work on their individual learning plan. Work will be shared with the group for reflective feedback and positive process and content related suggestions. Mentors will assist with ongoing assessment of portfolio materials as needed.

SPRING

Group: The growth and emergent nature of the Spring season will open opportunities for planning and implementation around themes of stewardship; permaculture and sustainable living for the agricultural, transitional, riparian and forest habitats of the Goddard College lands.

Individual: Teens will continue with individual learning plans with the understanding that a documentation; a body of work will be shared at the conclusion of the school year in a community gathering and celebration to be held in May.

SUMMER

Although the *Teen Land Project* will conclude on June 1st, teens can engage in structured planning during the last two weeks of the EarthWalk school year for summer activities which sustain and strengthen their learning plans and the activities of the previous year, building into the following year. We recognize inspiration and learning is a year-round and life long process!

EarthWalk Home Study Minimum Course Requirements*

Here is a list of EarthWalk skills, knowledge and abilities, and where they may fit into the state's requirements for home-schoolers. For those students attending public school*, this list may also be useful. (*A list is currently being developed to align with the Vermont Standards). Students/families can use this list for writing your curriculum plan and/or your year-end assessment. Each student will focus more on some of these than others in any given year. Combining this list with EarthWalk *Seasonal Program Updates*, could be a very useful process.

Foundational skills and competencies, individual mastery of particular area of interest.

1.) BASIC COMMUNICATION SKILLS

Reading; Writing and Language Arts; students will demonstrate:

- Effective oral expression through storytelling and personal reflection.
- Listening for comprehension, enjoyment and to gain information.
- Participation in discussion through speaking clearly and listening respectfully.
- Communication of stories, ideas and feelings through creative drama.
- Use of guide books; organizational structure, content and application of material.
- Group problem-solving based on goal setting and clear communication.
- Observational accuracy and artistic expression; drawing in a nature journal.
- Musical expression through learning, memorizing and singing songs.

Mathematics; students will demonstrate:

- Tracking identification through measurement to 1/8" tolerance.
- Weather measurement skills; rain gauge assessment, thermometer readings, etc.
- Shelter design, measurement and construction; wig-wam, ti-pi, long-house, etc.
- Temporal studies; seasons months, days, time, lunar and solar calendars.
- Mapping skills through creating scale and purpose-based maps.

2.) CITIZENSHIP, SOCIAL STUDIES, CULTURAL HISTORY AND GOVERNMENT (VT & US)

Students will demonstrate:

- Community awareness through responsive community service.
- Awareness of the varying ways global cultures communicate through songs and stories.
- Comparative understanding of beliefs and customs of different cultures and how such values and norms influence social and individual behavior.
- Awareness of and proficiency in skills associated with earth-based cultures; food, clothing and shelter procurement, plant and fiber use, recreation and community relations.
- Proficiency in wilderness safety and survival in any season or weather condition.
- Creation of local maps which reflect historical trends, land use patterns, etc.
- Basic compass skills including cardinal and ordinal directions and orientation.
- Understanding of Geographic themes of location, place, region, human-environment interaction and movement over time.

** This list was compiled by Angella Gibbons, Director of EarthWalk Vermont in collaboration with Rebecca Yahm, a certified teacher and homeschooling consultant. For more information please visit: www.earthwalkvermont.org and www.openpathhomeschooling.com*

- Knowledge of the history of and traditions of varying native cultures, especially those historically found in Vermont, and the greater North East region; Abenaki, Mic Mac, etc..
- Awareness of geological, ecological and landscape transitions over time
- Practice of conservation ethics and land stewardship through taking care of the land
- Understanding of community interdependence through service learning
- Community creation and building through strengthening relationships; cooperative projects, games, and activities.
- Respect for Community Elders through inviting them to EarthWalk activities, giving them a special place to sit, offering food & tea, listening to their stories and honoring their experience and social position.
- Knowledge of and respect for those who came before us; honoring ancestors giving attention to tradition and traditional practices.

3. PHYSICAL EDUCATION AND COMPREHENSIVE HEALTH EDUCATION

Physical Education; students will demonstrate growing proficiency in:

- Hiking, movement, physical exercise.
- Running games; group games.
- Muscle control, both gross and fine.
- Tool crafting and use.
- Building and managing trails, foot bridges and shelters; digging, raking, sawing etc...
- Coordination and agility; use of throwing sticks, bow and arrows.
- Balance and sensory awareness and acuity.

Health; students will demonstrate growing proficiency in:

- Learning to quiet the mind; basic meditation and focused observation.
- Living an OUTDOOR lifestyle ALL DAY, regardless of season and weather.
- Safely walking barefoot.
- Nutrition principles and practices; healthy teas and wild edibles.
- Safety principles and the use of knives for carving, and use of hand-tools.
- Trail first-aid; using medicinal plants, knowledge of landscape to minimize risk.
- Personal emotional development; self-confidence and self- advocacy.
- Teamwork, cooperation and conflict-resolution skills.
- Dressing for the weather; layering, strategies to keep warm and dry.
- Wilderness survival skills; safety, fire, shelter, water, food...
- Hazards assessment and mitigation: Hazardous weather, harmful insects, poisonous plants, etc.

4.) English, American & other Literature

Students will demonstrate:

- Recitation and elaboration of favorite stories.
- Knowledge of content and cultural purpose of oral and written traditions from around the world including myths, legends, figures and themes.
- Ability to compare, contrast and discuss value of nature-based literature from some reading they do at home. (*Teens*)

5.) NATURAL SCIENCES

Science process skills; students will demonstrate:

- Understanding ecology and the connection of all living things; food webs, relationships, interdependence.
- Sensory awareness skills; utilizing all 5 senses.
- Formulation of questions based on observation.
- Descriptive process, data comparison, classification, inference, prediction, measurement and interpretation.
- Effective communication of findings.
- Understanding of basic needs of plants and animals and their supporting habitats.
- Growing understanding of local botany; identification and classification of plants, plant structures and functions, photosynthesis, pollination and reproduction, concentration progression over time.
- Growing understanding of local wildlife biology; identification and classification of animals, life cycles, population progression over time.
- Growing understanding of local ornithology; identification and classification of birds, life cycles, population progression over time.
- Accurate observation and prediction of weather, based on visual and atmospheric metrics.
- Accurate and detailed observational drawing; journaling
- Understanding of the geologic and climate forces that shape local landscapes over time; glaciations, water, wind, ice, climate, plant, animal and human interactions.
- Strategies for habitat protection and restoration; erosion prevention and soil building retention.
- Understanding predator/prey relationships.
- Proficiency of understanding Track and Sign: recognition of tracks, patterns and movement of local species on the land.
- Understanding friction and surface area, through fire-by-friction.
- Using field guides to classify plants and animals.

5.) FINE ARTS

Students will demonstrate creative abilities in:

- Nature drawing
- Earth Crafts: basket making, cordage (rope) making, carving wooden spoons and other utensils, working with clay, making fire-kits, cattail mats, bark containers, etc...
- Singing: memorizing songs, creating and writing new songs.
- Making and playing musical instruments: hand drums, rattles, etc..
- Creative Drama
- Storytelling
- Photography
- Creative writing
- Poetry

TEEN LAND PROJECT

DETAILS

Location: Nearly 80 acres of forests, meadows, bordering the Winooski River at the Goddard College Campus, in Plainfield, VT.

Facilities: Very rustic with hand-made Earth shelters to accommodate the teens in inclement weather.

Staff/student ratio: 8-12 teens, guided by Matt King and supported by Angella Gibbons (see bios below). There will also be support from Village School Mentors, community Elders and guest educators.

Dates/calendar: Thursday TLP begins Sept 8th and Friday TLP begins September 9th, 2011 and ends the first week of June 2012, excluding five weeks of vacation that follow Twinfield Union School's calendar.

Registration: In this packet you will find a 2011-12 Application and Registration Form. After you have been accepted into the program, you will receive a more detailed packet of information.

Cost: \$1840 for the year including 2 overnight experiences (Fall and Spring) and craft/project materials.

Financial Aid: There is some financial assistance available. Please apply early. You may download a Financial Assistance Application on our website at www.earthwalkvermont.org or call to receive a copy in the mail.

Matt King has been working with youth in the wilderness for nearly a decade. Before coming to EarthWalk Matt was a lead instructor for *Second Nature*, a wilderness therapy program, guiding 28-day wilderness expeditions for teens in Oregon (2007-2010.) Prior to his time in the west, Matt was the Assistant Director of Keewaydin Environmental Education Center in Salisbury, Vermont where he led outdoor programs for 4th-7th graders for six seasons. Matt holds a BA from Prescott College with a focus on Experiential Education and Environmental Studies, and has completed a *National Outdoor Leadership School* (NOLS) semester course centered on Ecology and Culture in Kenya. Matt is certified in Permaculture Design and is a Wilderness First Responder. He and his family moved to Cabot this summer and we are excited to welcome Matt to EarthWalk as a Mentor for the *Teen Land Project*.

Angella Gibbons is the Founder and Director of EarthWalk and has been connecting groups of children and teens to the Earth for over 23 years. She was also the Founder and Director of Lotus Lake Discovery Center in Williamstown, VT. from 1993-2003, creating and leading environmental and adventure based school programs for over 15,000 students, teachers, and community members. Angella led the Lake Champlain Maritime Museum Summer Kayak Building & Expedition Program for teens, from 1998-2004. Her experiences also include teaching 7th and 8th grade science in Costa Rica. Her certifications and coursework include: B.A. from UVM (1983); expeditions with the National Outdoor Leadership School and Outward Bound; and certification in Wildlife Track & Sign (Level III). Angella is a certified Lifeguard and Wilderness First Responder.



EARTHWALK VERMONT

2011-12 Student Registration Form



Complete & Mail with \$100 Deposit to:
EarthWalk Vermont
PO Box 21 Plainfield, VT 05667
(802)454-8500 info@earthwalkvermont.org

Date: _____

Student's Name: _____

Birth Date: _____

Age: _____ female male

*As we strive to create a peaceful and well-rounded culture in our programs we consider gender and age balance in the registration process.
Program (Check One):

- EarthWalk Village School (ages 7-12) Thursdays or Fridays (circle one) \$1,740
- Teen Land Project (ages 13-17) Thursdays or Fridays (circle one) \$1,840
- EarthGirls or EarthScouts Afterschool (ages 8-12) Tuesdays \$940

School & Grade (if applicable): _____ Home-school Public school

Teacher's Name (if applicable): _____

Parent(s) name(s): _____

Address: _____

City: _____

Zip: _____

Day Phone: _____ Evening Phone: _____ Cell Phone: _____

Email Address: _____

2nd Parent Contact Info if different from above: _____

If there are two addresses, should EarthWalk paperwork be sent to both? Yes No

Are you interested in volunteering at EarthWalk? Yes, the skills I can offer are _____ No

Note: All families -please answer the application questions (on other side) We will let you know of acceptance within 1-2 weeks of receiving your Registration and Application forms. All registered students will receive details including calendar and payment schedule in mid-August.

Deposit: A \$100 deposit is required. The deposit will be processed upon acceptance into the program, at which point it will become non-refundable and applied only to your last quarter tuition. \$100 Deposit Enclosed: Yes No

Payment Option: Full Tuition now Half-Year Tuition now Quarterly Payments

Financial Aid: If you require financial assistance in order to participate, we invite you to apply. A limited number of scholarships are available; we will do our best to distribute to those families in need. Please find our Financial Assistance Application on our website at www.earthwalkvermont.org or call for a printed copy.

Teen Land Project 2011-12 Application Questions

Parent Questions

1. Why are you interested in your teen participating in the Teen Land Project?
2. What has your teen's experience been outdoors? Please describe their attitude and highlight some specific examples if possible (camping trips, extended outdoor activities, etc.) How do you think they would do outside for 6 hours on a 10 degree winter day or a 40 degree rainy day?
3. What type of social environment does your teen flourish in? Please tell us about group experiences they have recently had. Do you have any concerns about their behavior in groups and their ability to care for themselves and others?

Student Questions*

**Please attach additional pages in answering the following questions.
You are also welcome to attach any relevant creative artwork or writing.*

1. Why do you want to participate in the Teen Land Project?
2. What are you most interested in learning at EarthWalk?
3. What do you feel is your greatest strength or gift to share with others?
4. What do you foresee as your greatest challenge in participating in this program?
5. How do you hope to change because of this experience?

EARTHWALK VERMONT

Community & Nature



EARTHWALK VERMONT
PO Box 21 · Plainfield, VT 05667
www.earthwalkvermont.org
(802)-454-8500