



***The Walden Project - New York
Curriculum Overview***

Completed October 2019
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Summary:

This document is intended for current Walden Project - NY students, their families, and their home school districts; it will provide details about our program, including our academic curriculum.

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The Walden Project in New York

Introduction

Overview

The Walden Project is a full-time “year away” educational program for teenagers (ages 14-19) that is inspired by the life and writings of Henry David Thoreau. All of the classes are taught outdoors and the curriculum is largely based on independent, self-directed learning. Throughout the experience, students are encouraged to answer the same three questions that guided Thoreau during his sojourn to Walden Pond: *What is my relationship to myself?*, *What is my relationship to my culture?*, and *What is my relationship to the natural world?*

Upon successful completion of the program, students receive a transcript showing they have earned 7 high school credits for ELA, Math, Science, Social Studies, PE, Health, and Art.

History

The Walden Project initially began in the year 2000 at Vergennes Union High School, a public school in Vergennes, Vermont. In 2007, it was featured in an article on Project-Based Learning by *Edutopia: The George Lucas Foundation*. In 2008, it was featured by NPR’s *Morning Edition* in their profiles of innovative high school programs. In 2014, it was #6 on The Huffington Post’s Article about schools that can make you change the way you think about education.

In addition to this national attention, The Walden Project has demonstrated in Vermont that it’s students are significantly (30-50%) more likely to attend higher education after graduation than their peers from the same school. In other words, the graduation to college rate for Vergennes High School is roughly 50%, but the graduation to college rate for students who participate in The Walden Project has been between

80-100% for twenty years. Many of these students were previously disengaged in school and some say they would have otherwise dropped out if not for The Walden Project.



The Walden Project in Vermont with Teacher and Founder, Matt Schlein

Andy Webster met Walden Project founder, Matt Schlein, while attending college in Vermont in 2005. Andy initially contacted Matt about the idea to bring The Walden Project to New York in 2010. An agreement was made, but Andy was not able to find a school in New York to sponsor the program.

In 2017, plans were made to start *The Walden Project - New York* as an independent year-away high school program, unaffiliated with a public school. By design, its academics are almost entirely identical to the original Walden Project; both programs provide students with narrative feedback on portfolio-based assessments rather than a traditional grading system based on standardized exams. In September 2018, the school opened with eight students based at Cumming Nature Center in Naples, New York. In its second year, the program has 10 students enrolled.

General Information

Academic Calendar Summary:

Hours/Day	Days/Year	Hours/Year
6	186	1116

*There are actually 180 instructional days, but there are six overnight camping trips plus five evening sessions throughout the year. We estimate $\frac{1}{2}$ instructional day for each of the late night sessions totalling 6 additional days.

The schedule for vacations and holidays mirrors that of the Naples Central School District Calendar. The Walden Project will also follow the Naples Central School District's decisions for school closings due to severe weather.

Enrollment Summary:

The maximum enrollment for The Walden Project - NY is approximately twenty students. Due to the nature of independent work, the curriculum is designed for older high school students (16-19), but the program has had several mature freshmen who have been very successful with the program.

Description of Curriculum

Educational Philosophy



Conventional education systems tend to teach students a variety of disconnected topics simultaneously. On any given day, a student goes from History to Math to Art to Science, and there is rarely any attempt to integrate these topics.

The Walden Project operates on the principle of *consilience* -- an integrated approach to learning in which one topic is approached from a variety of perspectives, resulting in a deeper understanding that develops at the intersections of these viewpoints. Like a pebble that is tossed into still water and causes ripples, students are encouraged to chase after that which inspires them to want to learn more -- one experience that may ripple out into a much larger understanding of the world. Throughout the year, The Walden Project develops a culture of self-directed learners, where each student's work strengthens the rest as it develops an intricate network of new ideas bridging a wide range of perspectives.

Daily and Weekly Structure

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Location	Outside <i>based outside at the Walden Cabin in Naples, NY</i>			Inside <i>based at Cumming Nature Center, Naples, NY</i>	Various Locations
Activities	<ul style="list-style-type: none">• Group Discussions• Field Studies• Solo Time• Personal Projects			<ul style="list-style-type: none">• Community Meeting• Life Stories• Portfolio Support	<ul style="list-style-type: none">• Service Learning Projects

On Mondays, Tuesdays, and Wednesdays, The Walden Project is entirely outside. Students begin the day at 9:30 with a half-mile hike through the woods (uphill!). When they arrive at the cabin, everyone begins setting up camp for the day, building a campfire, cutting up vegetables for soup, putting water on for tea, bringing books and other materials out of the cabin. Around 10:00, we read a passage by Thoreau together. One of the teachers reads the passage once through, then each student is assigned several

footnotes to review; after a few minutes, we read the passage again, this time, stopping for each student to summarize his or her footnote. The reading is followed by a thoughtful group discussion. The teachers facilitate the discussion using “restorative practices” to ensure that all voices are being heard and that differences of opinions are shared respectfully. The teachers also use the Socratic method to encourage students to construct understanding through dialog and critical thinking. As the year progresses, we actively teach and model philosophical reasoning skills to enhance our discussions. Depending on what we are reading, we regularly incorporate current events, politics, poetry, literary analysis, science, systems thinking, social justice, American history, human evolution, psychology, and a wide variety of other topics into our discussion; some of this is planned ahead of time, and some is spontaneous.

Around 11:30, students go by themselves to their “sit spots” in the woods. Prompted with various “nature awareness” and mindfulness challenges, students sit in one spot for about 20 minutes each day to observe how it changes throughout the year. We use the well-known field naturalist training program, *Kamana*, as our main resource.

Around 12:00, we have lunch together around the campfire. The students bring their lunch each day, but we also typically make “stone soup” over the campfire as an additional snack. During lunch, we often discuss current events in a part of the day we call, “Newsy Notes.” At around 12:45, students help clean up from the morning’s activities.

At around 1:00, we begin the afternoon workshops. This is typically a short 15-minute “mini lesson” followed by hands-on application of what was taught. For example, a lesson on how to create a dichotomous key was followed by students going out to collect twigs, then creating their own keys.

When students finish the workshop, they might begin working on a different project, such as gardening, wood carving, knitting, washing dishes, tanning an animal hide, etc.

On Thursdays, students meet inside at Cumming Nature Center. The day begins with Community Meeting -- a forum for announcements, issues, and appreciations related to our group experience. Part of the morning will also include the “life story” project, in which one person each week takes a turn to tell his or her life story to the rest of the group. After lunch, students have independent work time, which offers them a chance to work on their research projects, service learning project plans, and assemble their portfolios with the support of their teachers.

Fridays are devoted to Service Learning Projects. Students go directly to their project sites to spend a day working with their sponsoring organization. The teachers visit each student on their project site at least once each unit. (More details below.)

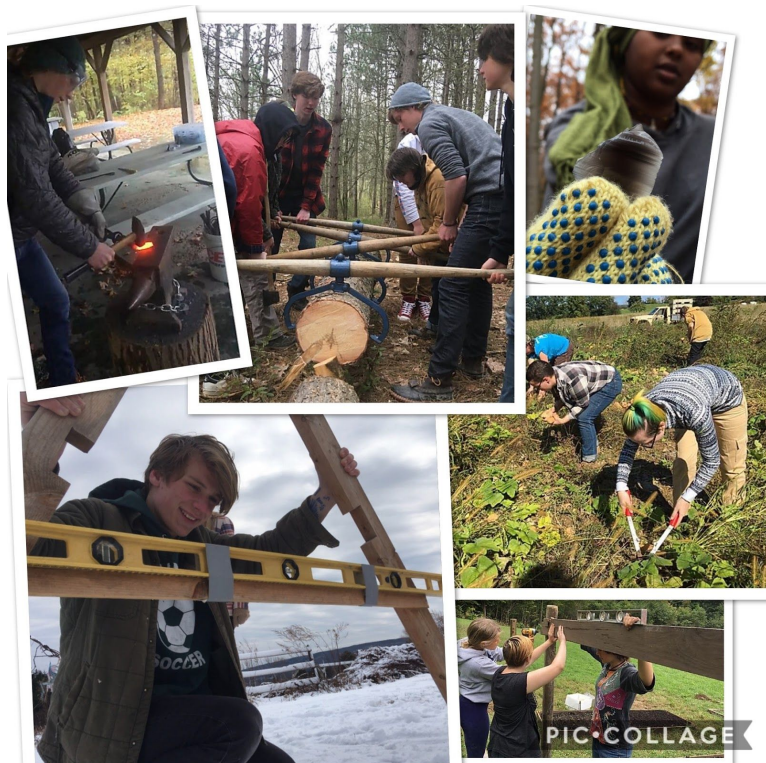
Thematic Six-Week Unit Descriptions

The year is broken up into six-week units, each with a different Thoreauvian theme. Many of the selected readings from Thoreau, workshops, field trips, and other activities will be planned around these themes. Below, we have summarized each of the units. For a detailed description of everything that was accomplished in each unit, refer to [Appendix 1](#).

Unit 1: Theme: *A Sense of Place*

When Thoreau first arrived at Walden Pond, he described an encounter with a snake that was just awakening from a long winter's sleep. As we begin the year, students will reawaken their own curiosity and intrinsic motivation to learn about what matters most to them.

- 3-Day Orientation Camping Trip
- Human and Natural History of Cumming Nature Center (nature identification, archaeology)
- Wilderness First Aid Class
- Education and Learning Theory



Unit 2: *Self-Reliance (Sustainability)*

"What shall I learn of beans or beans of me?"

Students will consider their needs -- what is really needed to survive and feel content? Students will explore food, warmth, shelter, clothing, and the like, learning to work with raw materials like wood, clay, wool, and stone.

- Anthropology and Human Evolution (evaluating *What do we need to survive and be happy?*)
- Workshops in Sustainability (growing food, making tools, building fires, shelter, clothing, etc)
- History of the Industrial Revolution

Unit 3: Social Justice

"Let your life be a counter-friction to stop the machine. What I have to do is to see, at any rate, that I do not lend myself to the wrong which I condemn." Students will look at the history of social justice movements that were inspired by Thoreau.

- History of Colonialism: 1492 to the Present (genocide, slavery, abolition, Civil War, reconstruction, Civil Rights Movements)
- Sociology: Examining the Ideologies of Oppression and Liberation
- Field Trips to The Gandhi Institute in Rochester and Local Underground Railroad Sites
- 3-Day Trip to The Walden Project in Vermont



Unit 4: Economics

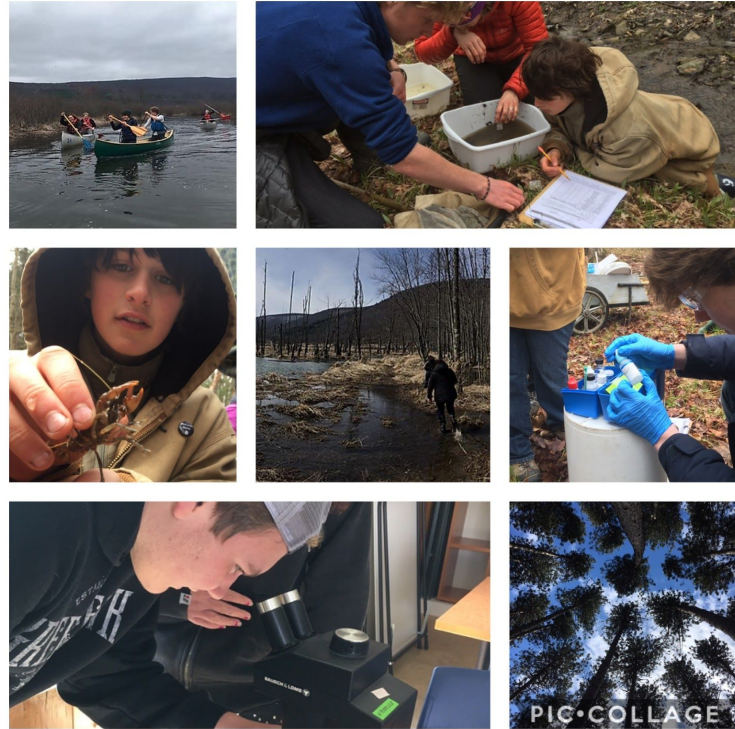
"The price of anything is the amount of life you exchange for it." Part of Thoreau's sojourn to Walden Pond was an attempt to escape from an economy that was fueled by slavery. In this unit, students will reflect on their own ecological and social "footprints," examining the impacts of how the goods they consume are produced and considering whether there is a better way.

- Maple Syrup Production (students run a small business making and selling maple syrup)
- Environmental Economics and Resource Management
- Introduction to Economic Theories

Unit 5: Environmentalism

Thoreau is often called “The Father of Environmentalism” because the eloquence of his writing helped awaken many to the importance of conserving nature. He wrote, “In wildness is the preservation of the world.” In this unit, students will learn about the history of environmentalism, with a special focus on our local watershed.

- Exploration of the Honeoye Lake Watershed (approximately 8 field trips with guest teachers, including a canoe trip!)
- Water: A Natural History (an in depth look at how humans have affected water over time)
- An Introduction to Fluvial Geomorphology (investigating how water moves through landscapes)



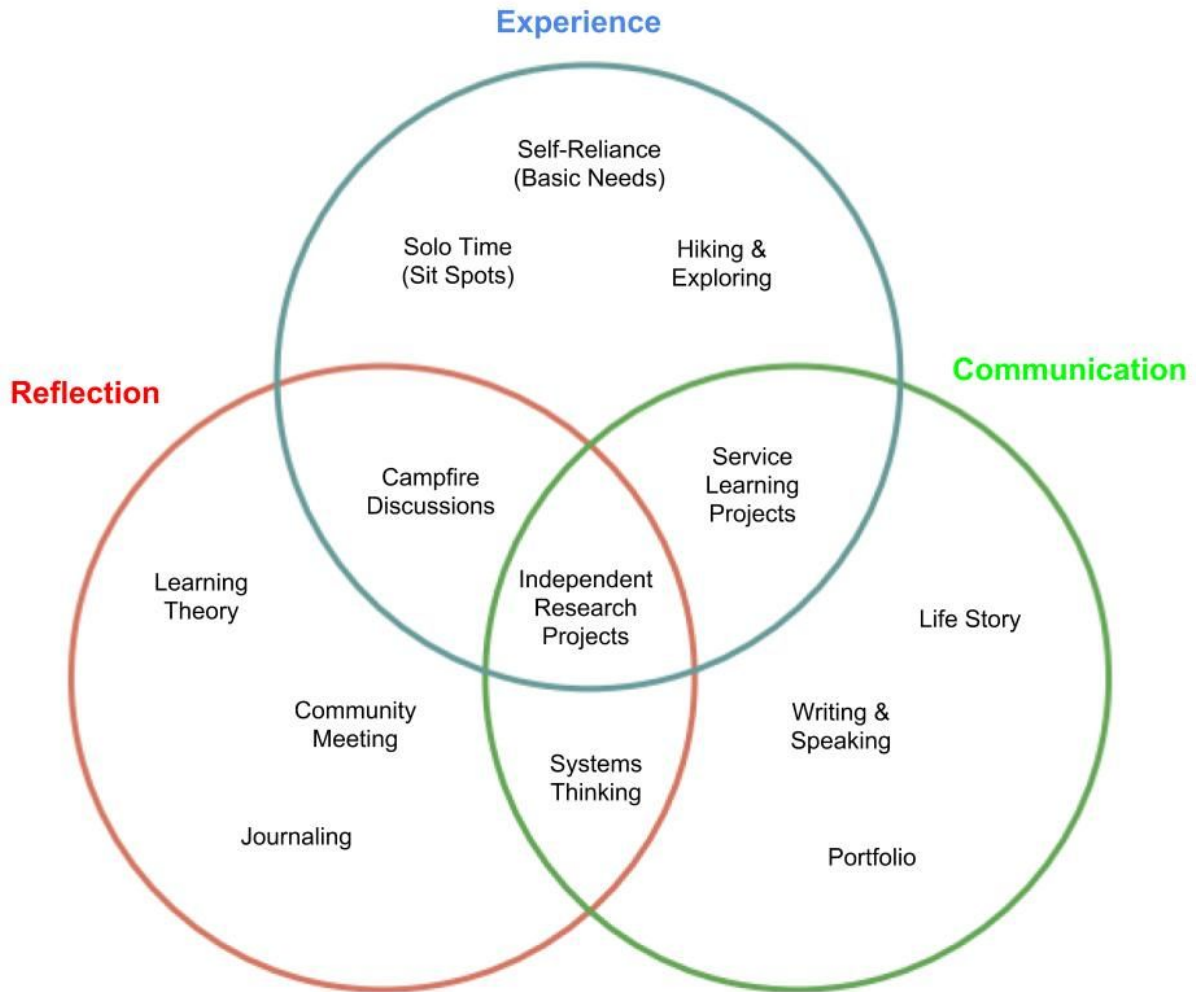
Unit 6: Communication

“If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.” As students reflect back on their experiences at The Walden Project, they consider their direction in life and their next steps.

- Leadership and Communication: Finding Your Voice
- Walden Symposium (each student will give a TEDTalk-style presentation about a topic that is important to them)
- 3-Day Trip to Walden Pond in Concord Massachusetts

Curriculum Map

Throughout the year, students are encouraged to reflect on how all of their experiences shape their understanding of the world, and then communicate what they have learned clearly and thoroughly. The lines between experience, reflection, and communication are permeable and blurred, but the following diagram provides context for how all of the parts of the program are related.



Definitions in the Curriculum Map

Self-Reliance	<i>What do we really need?</i> Students explore this essential question by experiencing what it takes to meet their basic needs. Activities in this realm include building fires to stay warm, growing food in the garden, and making things from raw materials.
Solo Time	Students are encouraged to spend time each day alone developing their own personal relationships with nature. During this time, students might visit a “sit spot” where they make observations in a journal, create artwork, or otherwise just be in the woods.

Hiking & Exploring	Thoreau wrote, “An early morning walk is a blessing for the whole day.” Cumming Nature Center is made up of over 900 acres of forested land with dozens of miles of trails. Throughout the year, students explore the landscape by hiking, skiing, snowshoeing, climbing, and paddling across it.
Campfire Discussions	Each day begins with a passage from Thoreau and a discussion around the campfire about how it relates to literature, philosophy, current events, history, or science. Through these dialogues, students construct a deeper understanding of themselves and their beliefs.
Learning Theory	Every mind is unique -- the way it develops, processes information, solves problems, and communicates with others. Students examine theories on education and motivation, especially as they relate to the concept of self-directed learning. Students reflect on how they personally learn best and what challenges inhibit them from reaching their goals.
Community Meeting	The purpose of Community Meeting is to take a pulse on what is happening at The Walden Project each week. Information is exchanged, issues are raised, and achievements are acknowledged. Students explore group dynamics, especially regarding consensus-based decision making and healthy forms of communication.
Journaling	Learning is a process. Students are invited to document their Walden journey in their journals. Students develop the daily practice of recording their thoughts and observations in both words and drawings.
Systems Thinking	Everything is part of a larger system, and all systems can be modeled. Using only a few symbols, students learn how to diagram the complexities of real-world situations to identify patterns and leverage points.
Independent Research Projects	(Described in detail below)
Service Learning Projects	(Described in detail below)
Life Stories	Each person in the group (including adult staff members) are invited to tell their personal life story to the group. Each week a different person in the group tells their story, starting with the oldest person and working to the youngest person. This experience is designed to help students reflect on the formative experiences in their own life and to develop empathy for their classmates.
Writing & Speaking	Students learn how to communicate effectively in both creative and descriptive writing. Students receive feedback from both teachers and peers on the clarity of their communication.
Portfolio	(Described in detail below)

Independent Research Projects

During each six-week unit, students complete one independent research project on a topic they choose. Students must work closely with the Independent Learning Project Coordinator throughout the unit to ensure the project is meeting requirements for thoroughness, accuracy, and clarity in presentation. Sample research projects with teacher feedback are included in the Independent Research Projects section of the sample portfolios in [Appendix 2](#).

Below is the document that provides specific research project guidelines for students:

Independent Research Projects

Getting Started:

First, pick a topic that is interesting to you -- a skill you've always wanted to have, a challenge you'd like to try, a mystery you've always wanted to explore . . . Choose something that would be meaningful to you.

Next, make a plan! For this research project, there are basically two goals: **1)** summarize and discuss what is already known about your topic, and **2)** complete some kind of new research. For example, if your topic is to study herbalism, your first goal would be to write about the history and practice of herbalism, and your second goal might be to actually make a set of herbal salves and tinctures.

The Research Project Format:

Each research project should have each of these 7 parts. Feel free to use the blank boxes to write your paper.

I. Introduction

What is your topic and why is it important to you?

<i>What is your research topic? Of all the things you could study, why did you pick this? What is your personal connection to this topic?</i>

II. Literature Review

In this section, you will be summarizing what is already known about your topic. You must pick at least three sources of information.

*Note: You do not need to use a specific format to cite sources, but you should must state where you found your information.

Here is a suggested format for writing a paragraph:

Sentence 1: T. Topic - *Introduce what you are about to show*

Sentence 2: E. Evidence - *Provide evidence to make your point*

Sentence 3: A. Analysis - *Explain what your evidence is showing and why it is important*

Sentence 4: L. Link - *How does this paragraph connect to your project*

Example:

Soil erosion is a major crisis facing our planet today. Official estimates by the Food and Agricultural Organization of the United Nations Report in 2015 state that 25% percent of Earth's soil has already been degraded or destroyed due to erosion, deforestation, and unsustainable farming practices (<http://www.fao.org/3/a-i5199e.pdf>). If this pattern continues, the world may not have enough soil to support humanity in as little as 60 years! This means that food could become scarce in my lifetime unless people take action to address this problem. One way to prevent soil damage is with organic gardening practices.

*If you are looking for more help, check out this resource:

<https://www.sace.sa.edu.au/documents/3107267/16a0a069-4d67-1fd2-96a8-bae895d8ea4e>

Source #1: Pick a source that provides *basic factual information* about your topic. (An encyclopedia, a textbook, or a "how to" website are all good choices.) Write a summary, at least one paragraph.

Sources #2, 3, 4 . . . etc. Find at least two different perspectives about your topic that you can summarize and discuss. *Is there any debatable information in your topic? If so, summarize the different points of view. Are there different approaches or styles that people use related to your topic? If so, summarize the differences, at least one paragraph per source.*

III. Systems Thinking

Create a systems thinking diagram to model some sort of cause & effect relationship that is related to your topic. Consider how the parts of your system usually behave, the potential side effects, and the leverage points that could change the system.

You may draw this by hand. If you would like to use a computer, try using the Google Drawing app: <https://g.co/kgs/p4DVQM>

For more help on how to draw a systems thinking diagram, check out this video: <https://www.youtube.com/watch?v=LgnBSdcxPD0>

*After you complete your diagram, you should write a narrative description of your system. For example, "*The more cows graze pasture, the less grain they must be fed, which leads to ...*"

IV. Research Question

In this section of the project, you should pay careful attention to how you choose your words to *ensure you can answer your question!*

For example: If your research topic is *Happiness*, do not write "*What is the secret of happiness?*" as your research question. Why? Because this question is too big. Instead, write a specific

question like, “*What is the secret of happiness according to five different elderly people who claim to have lived a happy life?*”

V. Methodology

Describe your research plan.

First, name your methodology. Here is a list:

	Methods	Explanation
Qualitative Methods	Biography	study of one person’s life story
	Phenomenology	study of many people who have something unique in common
	Ethnography	study of a culture
	Case Study	study of one event
Qualitative and Quantitative	Participatory Action Research	studying something by doing it
Quantitative Methods	Descriptive	survey of what is here/happening
	Correlational	looking for relationships between two things
	Experimental Research	changing one thing to see if it causes a change in another

Second, describe your plan in detail -- write “*First I will... Second I will ...*”

VI. Results

The results section is a description of what you learned. *Tell the story of what you did!* Be sure to describe your journey -- tell us about your mistakes, challenges, and failures as well as your successes. You are strongly encouraged to include photos.

*All photos should have captions explaining what is in the photo!

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VII. Conclusion

What did this project teach you about Thoreau's questions: *What is my relationship to myself? What is my relationship to my culture? What is my relationship to the natural world?* The conclusion should be like a long journal entry where you connect how this project relates to your education.

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Here is the feedback form that will be used to give you feedback on your research project:

Research Project Feedback

Student Name:	Reviewer:
Unit:	Project Title:

Part of the Research Project	PASS or REVISE (If PASS, revisions are optional; if REVISE, revisions must be done.)	Comments	
		What you did well (+)	Room for Growth (Δ)
Topic			
Literature Review & Historical Context			
Systems Thinking			
Research Question			
Methodology			
Results			
Conclusion			
General Comments			

Service Learning Projects

During each six-week unit, students complete one service learning project, where they do meaningful work in their community. Here is the basic format:

1. The Service Learning Coordinator meets with students to discuss their ideas for a meaningful project.
2. The Service Learning Coordinator helps to connect students to organizations that match their interests.
3. The student and the Service Learning Coordinator work with the organization to plan a meaningful project that can be completed within the six-week time frame.
4. Students document their experience with a timesheet, photos, journal entries, and a written reflection about the significance of their work.
5. At the end of each unit, the student's supervisor from the sponsoring organization will complete an evaluation of the student's work.

*A student may choose to integrate the service learning project with the independent research project. For example, a research project on agriculture may incorporate a service learning project with a local farm.

Both students and sponsoring organizations are provided with a copy of the following document:

Service Learning Placement Policy

Your Service Learning Placement is an extension of your curriculum at The Walden Project. As such, all Walden Project expectations are maintained during these school days including, but not limited to:

- Being on time
- Being kind, courteous and respectful to all with whom you interact
- Investing yourself in your work for the day
- Learning all you can, while doing all you can, in the time you have been given
- Cultivating positive community relationships
- Resolving all conflicts responsibly and respectfully
- Being free of all "prohibited items" (see the Handbook)

Remember: our goal is to discover our relationship to ourselves, nature, and our culture/community. The more we can learn from, and give to, our community, the stronger our community and world will be.

Sample service learning projects are detailed in the *Resume* section of the students' portfolios in Appendix 2. Feedback from cooperating service organizations are provided in Appendix 3.

The Portfolio

At the end of the year, students will organize all of the work from the year into a portfolio. The portfolio is documentation for what the student learned and accomplished throughout the year. The Portfolio has seven parts:

Part	Title	Description	Guidelines
I.	Thoreau & Me	Compare your Walden experience to Thoreau's. <i>What did Thoreau do at Walden?</i> <i>What did you do? How are you similar to Thoreau?</i>	There is flexibility in how this is presented
II.	Transcript	How many credits did you earn at Walden? What subjects?	Completed with Walden Teachers
III.	Resume	Introduce yourself! Think of this as the Table of Contents -- a summary of your strengths, unique experiences, and skills you have developed at Walden	- typed - must be one page
IV.	Evidence of Learning	You will present artifacts of your learning in various subjects. Artifacts could be journal entries, photos, parts of research projects, sketches, or anything else that represents something significant to you.	For each subject, you must provide 7 artifacts. Each artifact must have a description to provide context for how it demonstrates your learning. For each subject, you must vary your evidence. For example, you may have only 3-4 journal entries as evidence so we can see a variety of your learning activities.
V	Research Projects	Include all of your revised research projects with feedback	Be sure to fix anything that needed to be revised
VI	Personal Reflection	How did your Walden experience help you answer the three central questions: <i>What is my relationship to myself?</i> , <i>What is my relationship to my culture?</i> , and <i>What is my relationship to the natural world?</i>	There is flexibility in how this is presented
VII	Goals after Walden	Describe your future goals and a plan for how you will reach them	There is flexibility in how this is presented

Sample portfolios with teacher feedback are provided in [Appendix 2](#).

The Walden Project Symposium

At the end of the year, the accomplishments of the students are celebrated at our Symposium event. Each student is introduced by their teachers in recognition of their participation in the program, then the student gives a 10-minute TED Talk-style public presentation on any topic they choose. The goal of the presentation is to educate and inspire the audience. This event is similar to a graduation for the program. Below is the document that was given to students as a guideline for the presentation.

What matters most to you? What is the most important lesson you have learned in your life? What is an experience you have had that changed your life? Have you ever had an idea worth spreading? What is one thing that you know that you wish others could understand for themselves?

Assignment: You have 10 minutes to educate and inspire an audience. Your goal is to give a presentation that will change the lives of everyone in the room.

Presentation Organization Strategies		
Category	Description	Example
Time Order (Chronological)	Start with what happened first, then tell your story step by step.	<i>When I first stepped onto The Appalachian Trail, I had no idea what kind of adventure I had begun.</i>
Spatial	Describe your topic from left to right, top to bottom, front to back...	<i>And suddenly, I was holding it: Jimi Hendrix's guitar! As I began to examine it from top to bottom, I kept imagining all of the amazing sounds this instrument once made.</i>
General to Specific (Deductive)	Start with a conclusion or concept, then provide details and examples	<i>Individuals need to take immediate action to stop climate change. Consider melting glaciers. Consider coastal cities in danger of flooding. Consider polar bears.</i>
Specific to General (Inductive)	Start with details and examples, then give a conclusion or concept	<i>As I returned to my sit spot each day, I found more clues. First, it was bits of white fur, then it was the unusual bounding tracks, and then the spots of bloody meat dropped in the leaves. Suddenly, I knew: it was an ermine!</i>
Compare / Contrast	Pick two topics, then say how they are alike and how they are different.	<i>When I first started reading Walden, I felt like Henry David Thoreau and I were so different -- he was cranky and confrontational, while I am optimistic and shy. But as the year went on, I found more in common with the old philosopher...</i>
Abstract / Concrete	Use an analogy to simplify a complex concept.	<i>I am really stubborn. When I am cozy in my bed, I don't want to move, but when I am awake and having fun, I don't want to stop to go to sleep. This is similar to the concept of inertia.</i>
Importance	Illustrate a thing's importance by comparing it to other things	<i>I knew I had to find the perfect gift for Mother's Day. I thought about flowers, but not good enough. I thought about diamonds, but not good enough.</i>

		<i>Finally, I had it: the perfect plan!</i>
Magician's Trick	Magicians typically start their act with their second-best trick to hook the audience, then finish with their best trick as a grand finale.	<i>Each day that I visit my sit spot, I would draw a sketch of the same tree. Here's one (second best) ... and finally here's my favorite one.</i>
The Great Reversal	Lead your audience to believe one thing is going to happen, then surprise them with a different ending.	<i>Each day that I visited the animal shelter, I watched as Rover's health improved. What I didn't expect was that he was healing me, too!</i>

How The Walden Project Fulfills the Core Academic Areas

Transcript

Because The Walden Project uses an integrated approach to learning and problem-solving, there is no formal division between academic disciplines; students are encouraged to approach a topic through a variety of different contexts (historical, scientific, logical, creative, etc.). Nevertheless, when a student completes a year at Walden, his or her transcript will verify that the student has completed 7 high school credits: English Language Arts, Math (Systems Thinking), Social Studies, Environmental Science, Health, Physical Education, and Applied Arts.

Sample Academic Transcript

Student:	<i>Student's Name</i>
School Year:	Sept. 2018 - June 2019
High School Year Completed:	<i>Freshman</i>
Credits Earned:	7

Subject	Description	Credits
English Language Arts	<i>The Life, Literature, and Legacy of Henry David Thoreau</i>	1
Math	<i>Systems Thinking & Statistics</i>	1
Social Studies	<i>American History: Colonization and the Industrial Revolution (including Economics)</i>	1
Science	<i>Environmental Science</i>	1
Health	<i>Holistic Wellness</i>	1
Physical Education	<i>The Great Outdoors</i>	1
Art	<i>Applied Arts</i>	1

*If it is determined that a student did not fulfill part of the requirements for any reason, the transcript would only indicate the credits that were earned. For example, if a student did not do any quality work related to Environmental Science, his or her transcript would not say that Environmental Science was failed, but rather, it would not be listed on the transcript at all.

Description of Curriculum by Academic Discipline

“The best teaching advice I ever received was, ‘you teach a student, not a curriculum’” (-Michael Hannigan, veteran high school English teacher). The Walden Curriculum is neither standardized, nor static; instead, teachers use a mentoring-style pedagogical approach, assessing each student’s interests, needs, and abilities, and then planning relevant and meaningful learning experiences. Teachers also ensure that students are having a well-rounded education at Walden by encouraging them to study a wide variety of academic disciplines and challenging them to consider “ways of knowing” other than their own. The following qualifies how the Walden Curriculum developed over the 2018-2019 school year.

English Language Arts

- Read and discussed *Walden* by Henry David Thoreau (approximately 75 hours)
- Read and discussed six essays and magazine articles that are critical of Thoreau (approximately 6 hours)
- Journaling based on writing prompts from Thoreau discussions (approximately 100 entries)
- Writing & Communication Workshops (each 30-90 minutes)
 - Creative Writing & Poetry (with guest teacher Kath Fuchs, FLCC)
 - Linguistics (registers of language)
 - Persuasive Writing (pathos, ethos, & logos; deductive, inductive, & abductive reasoning)
- Independent Research Projects: Throughout the year, students complete five research projects including a written report. (The outline for the projects is described on page 14.)
 - Research Methods: Students learn about the different types of qualitative and quantitative research methods, then they select an appropriate methodology for each of their five independent research projects throughout the year.
 - Literature Reviews: As part of the their Independent Research Projects, students complete a Literature Review section, summarizing at least three resources on their topic.
- Education and Learning Theory
 - Workshop: Bloom’s Taxonomy of Thinking (during our Watershed Unit, students had to write “higher order” guided reading questions (3 for each chapter) for group discussion based on Bloom’s Taxonomy.
 - Workshop: Kolb’s Learning Style Inventory (students evaluate their own learning styles using the “problem solving cycle”)
 - Gardner’s Multiple Intelligence Theory (students evaluate their own learning styles)
- Philosophy
 - Introduction to Philosophy (metaphysics, epistemology, ethics, and aesthetics; Socratic Method)
 - Various “Thought Experiment” Workshops including DeCartes, Locke, Russel’s Barber Paradox, and many others

- Public Speaking (At the end of the year, each student gives a 10 minute Ted-Talk style presentation at our Symposium event.)
- Resume Writing and Professional Work Experience (Throughout the year, students complete 180 hours of service learning projects. Most (120 hours) are completed independently as a professional internship. Part of the student's portfolio is to document these experiences in a resume.)

Social Studies:

- Political Science and Social Justice
 - Read and Discussed *Civil Disobedience* by Henry David Thoreau (approximately 9 hours)
 - Read and Discussed *A Plea for Captain John Brown* by Henry David Thoreau (approximately 9 hours)
 - Read and Discussed *Unpacking the Invisible Knapsack of White Privilege* by Peggy McIntosh (approximately 1 hour)
 - Workshops: Social Justice based on Paulo Friere's theories on Oppression and Liberatory Education
 - Guest speaker: Mary Moore (ACLU civil rights lawyer)
 - Field Trip: The Gandhi Institute for Nonviolence (learned about Thoreau's influence on Gandhi)
 - Guest speaker: Harry Murray (Professor of Sociology, Nazareth College)
 - Guest speaker: Gloria Osborne (Activist)
 - Guest speaker: Mel Duguid-Mae (Professor of Divinity, Colgate, author)
 - Deborah Duguid-Mae (Minister, activist)
 - Guest speaker: Edgar Brown (President of the Friends of Ganondagan; Activist *We Are Seneca Lake*)
 - Guest speaker: Professor Martin Shedd (Professor of Humanities, Hendrix College)
 - Foundations of Economic (Smith's *Wealth of Nations*; Capitalism v Socialism; Keynes v Hyack; US Constitution and the Commerce Clause; Supreme Court Case Study: *Wickard v Filburn*)
 - Workshop: Political Policy-Making ("Three-Legged Stool" Model: *legislation, education, & enforcement*)
- American History:
 - Pre-Colonial Native American History (including action research projects where students made buckskin, ate wild edible foods, and learned primitive technology skills like fire-building and shelter-building)
 - Colonization (1492-present, including genocide, slavery, immigration, expansion, and environmental degradation)
 - The Industrial Revolution (1735-present, including how factories, telegraphs, railroads, and other technologies affected society)
 - Thoreau's Legacy on Social Justice Movements (how Thoreau's life and writing impacted Gandhi, King, Goldman, Muir, and countless other activists throughout history)
 - History of Education (Jefferson, Mann, Brown v Board of Education, Kliebard's theories on curriculum reform: *humanists, developmentalists, social meliorists, and social efficiency advocates*, Dewey)
 - Field trip: Harriet Tubman Museum (Auburn, NY)
 - Field trip: John Brown Homestead (Elba, NY)

- Field trip: Concord Massachusetts (Walden Pond, Concord Battlefield, Concord Museum, Sleepy Hollow Cemetery, other historic sites)
- Psychology:
 - Three Waves of Psychotherapy: *Freud, Cognitive Theory, & Mindfulness*
 - Jensen's Theory on Brain-Based Learning
 - Glasser's Choice Theory (and its implications on education and justice)
 - Milgram's Experiment on Obedience (sample lesson below)
 - Maslow's Hierarchy of Needs
- Maple Syrup Economics: students spend six weeks (approximately 20 hours-week) making and selling maple syrup, and completing a statistical analysis of our Sugarbush. During this unit students:
 - used mathematical formulas to calculate costs and estimate incomes for small business management
 - Collected statistical data by marking each tree with a number (75 trees total), then collected information about each tree including its diameter, location, and its sap yield each time we collected. Students also plotted the location of each tree on a topographic map.
 - Graphed their results and created a poster which was displayed to over 2000 people during the Cumming Nature Center Pancake Breakfast weekends
 - Field Trip to West Hollow Boat Company to learn from master boat builder, Pat Smith about the economics of his small business
 - Guest Speaker: Tom Lankheet, Owner *BoomBox Fly Fishing Company* about the economics of his small business
 - Guest Speaker: Managing a non-profit Amy Marie, Director of *Southern Tier Pig Rescue*
 - Workshops in Macro & Micro Economic theories, including Adam Smith, Keynes, Hayak, *The Polluter Pays Principle* and other theories of the relationship between government regulation and the economy

Science:

- Watershed Unit:
 - Read and Discussed *Water: A Natural History* by Alice Outwater (students read the entire book independently and we discussed each of its 12 chapters during our six-week unit; approximately 18 hours total, plus a 30-minute phone conversation with the author!)
 - Guest Teachers: Canandaigua Lake Waterside Association (Beth Altemus and Becca Jensen)
 - Introduction to Watersheds (4 hours)
 - Water Chemistry and Citizen Science Workshop (collecting data for the Finger Lakes Stream Monitoring Network; data used as part of ongoing research by Cornell University, Finger Lakes Community College, and Princeton University ;4 hours)
 - Onanda Days Watershed Education Outreach (Walden students led educational activities for approximately 250 third grade students from Canandaigua schools; 4 hours)
 - Guest speakers: Dorothy and Terry Gronwall (Honeoye Valley Association, Algae-Science and the Land Use History of Honeoye Lake)
 - Field trip: Honeoye Lake Inlet restoration site with guest teacher, Megan Webster (Environmental Engineer with Ontario County Soil and Water)

- Field trip: Muller Field Station (Alli Esposito, FLCC teacher; studying the Honeoye Inlet by canoe and studying pond ecology & macroinvertebrates)
- Field trip: Honeoye Lake Watershed Invasive Species Management with DEC scientist, Michael Palermo
- Field trip: Honeoye Wastewater Treatment Plant tour
- Workshop: Hydrology and Fluvial Geomorphology (Introduction to the water cycle and stream dynamics affecting erosion, deposition, and landscape formation)
- Field trip: attending public hearing on honey lake management strategies
- Field trip: Trident Marina (met with owner how learn how environmental policies affect small businesses)
- Field trip: visited three beaver ponds in various stages of succession and learned about the relationship between beavers and water quality
- Workshop: Constructed charcoal water filter to learn how sediment cleans water
- Environmental Science:
 - Guest speaker: Marty Dodge (FLCC Environmental Science teacher) Sustainable Forestry Practices
 - Guest teacher: Shariee Edersheim (naturalist, tree and plant identification workshops, winter ecology including tracking and plant adaptations in winter; 12 hours total)
 - Nature Journaling (guided by the *Kamana Field Naturalist Training Program* curriculum for studying nature (students spent approximately 20-30 minutes each day at their sit spots in the woods, then made approximately 90 journal entries about their observations throughout the year.)
 - Workshop: Tree Identification and Sugar Maple Science (students learned the science of how maple sap moves through trees and how people can make maple syrup; students also learned about the physical science concept of boiling temperatures/phase change)
 - Guest speaker: Citizens Climate Lobby (students learned about the science of global warming and how environmental policy is made and shaped by concerned citizens)
 - Workshop: Biochar and the Science of Carbon Sequestration
 - Gardening & Permaculture

Math:

- Systems thinking (modeling complex relationships in logical “causal-loop” diagrams; throughout the year, students created and evaluated approximately 40 systems thinking models, on average, 2-3 each week; approximately 30 hours)
 - Guest speaker: Chris Widmaier (Professional Systems Thinking Instructor at *Green Collar Collaborations*)
 - This unique approach to logical thinking and modeling is used by many colleges and counts for math credit.
- Statistics: During our investigation of Maple Syrup Economics, students completed a statistical analysis of our Sugarbush. Students
 - used mathematical formulas to calculate costs and estimate incomes for small business management
 - Collected statistical data by marking each tree with a number (75 trees total), then collected information about each tree including its diameter, location, and its sap yield each time we collected. Students also plotted the location of each tree on a topographic map.
 - Graphed their results and created a poster which was displayed to over 2000 people during the Cumming Nature Center Pancake Breakfast weekends

- *In the 2019-2020 school year, students will continue this study, finding patterns and making management decisions based on data-driven research
- Surveying: New in the 2019-2020 school year, students will complete a 12-hour course in land surveying taught by guest instructor, Kay Megorden-Staton, a professional perma-culture teacher. Henry David Thoreau was a professional land surveyor. When he started his own school, he used land surveying to teach his students applied mathematical principles. Similarly, our students will:
 - Research topographic maps of Cumming Nature Center
 - Use surveying tools to plot areas of equal elevation in the field, creating topographic maps based on their measurements and calculations
 - Build a trail through the woods that incorporates these principles that will minimize erosion
- Aristotelian Logic (Syllogisms): Students study the core foundations of mathematics by going back to Aristotle's original methods for developing "proofs" using logic.
 - Students use deduction to form arguments using classical philosophy. Students learn about Aristotle's 256 kinds of logical arguments and the 24 that give true premises.

Physical Education:

- Hiking: the walk from our parking lot through the woods to our school site is approximately 1/4 mile; many days we go on additional hikes through Cumming Nature Center is 900+ acres; additionally, we went hiking on many field trips to natural areas, including climbing Mount Wachusett in Massachusetts; In total, we hiked over 40 miles/year
- Canoeing Field Trip at Muller Field Station (introduction to canoeing, including safety and various strokes; 4 hours)
- Cross-Country Skiing and Snowshoeing at Cumming Nature Center (approximately 6 hours)
- Introduction to Timbersports (Former FLCC Timber Sports Coach, Marty Dodge, led this two-day workshop on events such as ax throw, pulp toss, log roll, two-person cross-cut saw; one-person Sweedish saw, chopping, and safely felling a tree
- Group Dynamics and Team-Building Games / Challenges
- Camping and Outdoor Skills (students learn how to be outside in all types of weather, including show and rain; firebuilding, camping, splitting wood, campfire cooking)
- Primitive Skills, including tracking, awareness skills (*owl eyes*, *deer ears*, and *fox feet*) and moving stealthily through nature

Health:

- *Wilderness First Aid* Certification Course taught by Holgar Stave, *Emergency Care and Safety Institute* (teacher from FLCC; 16 hour course including CPR certification)
- Community Meeting (each week, students and teachers have a one-hour community meeting to discuss group dynamics, core values, and practice consensus-based decision making; approximately 30 hours total)
- Life Story (going from oldest to youngest, each person in the community takes up to one hour to tell their life story, one person each week)
- Service Learning Program:
 - Students complete six group service learning projects (homeless shelters, organic farms, hospice care, trash cleanup, leading youth programs, etc; 36 hours); they also complete 30 days (180 hours) of individual service learning projects where they work with a partnering organization and gain professional experience while being part of a positive change in their community, such as working with refugees, homeless people, children,

adults with disabilities, organic farmers, environmental scientists, nonprofits, and animal shelters, just to name a few)

- Workshops:
 - Mental Health with Maggi Masci, licensed Social Worker; she led 10 one-hour workshops, visiting us once a month throughout the year
 - Mindfulness and Leadership with Professional Leadership Coach and Author, Bruce McLellan (six one-hour workshops; approximately 6 hours)
 - *Forest Bathing* with Professional Forest Therapist, Deb Denome (4 hours)
 - Introduction to Wilderness Therapy with Cal Johnson, licensed Social Worker and professional Wilderness Therapist (4 hours)
 - Introduction to Nonviolent Communication at The Gandhi Institute (6 hours)

Applied Arts & Technology:

- Workshops:
 - Nature-Inspired Art & Sculptures by artist, Kim Bellavia (approximately 12 hours)
 - Introduction to Drawing by artist Darryl Abraham (approximately 4 hours)
 - Music inspired by Thoreau
 - Knife-Making with professional blacksmith and Civil War Reenactor, Jon Bernard (each student made a knife from a railroad spike using a Thoreau-era antique charcoal forge; 4 hours)
 - Pottery by Kim Bellavia (students made cups and bowls from clay, then created a garbage can kiln and fired the pottery in it; 8 hours)
 - Spoon Carving
 - Wool-Felting
 - Nature Drawing
 - Making buckskin (scraping, stretching, tanning, and smoking deer hides)
 - Gardening & Permaculture with professional permaculture teacher, Kay Megorden-Staden
 - Seed Saving & Organic Vegetable Production with Petra Mann, owner Fruition Seeds
 - Primitive Skills (firebuilding, debris shelters, wild edibles, knots, flint knapping, etc)
 - Building a cob oven made from clay, sand, and straw (beginning by harvesting clay from Cumming Nature Center, this project took the whole year to complete; we now have a cob oven that is hot enough to bake bread)
 - Introduction to Construction/Power Tools (students worked together to build a garden fence and woodshed, setting wooden posts, attaching framing and hinges with screw guns, then stapling chicken wire to the sides)

Process for Determining Academic Progress

Description of Assessments

The Walden Project uses a variety of assessment strategies to determine student progress.

Assessment Philosophy:

At The Walden Project, learning goals are established in cooperation between the student, his or her parents, and the instructors. (Guidelines for setting these goals are described in detail in the *Curriculum* section of this document.) Students, therefore, are assessed based on their success in achieving these goals; their achievement is measured *neither* against other students, nor against a set of standards. This individualized and collaborative approach to assessment ensures that good grades are not “rewards” for learning -- an essential distinction that promotes a student’s intrinsic motivation and natural desire to learn.

Formative Assessments

- Because of the intimate, discussion-based nature of the program, formative assessments are able to be taken for each student on a daily basis. In a conventional education setting where students can “fly under the radar,” sitting in the back of the classroom not participating in class, it can be a challenge for teachers to know if their students are engaged and learning. In contrast, at The Walden Project, each student is expected to participate in every activity every day. If a student is not participating, one of the teachers will check-in with the student to determine the reason -- did they just feel quiet, was something wrong, or was the topic difficult. Once the reason has been established, the teachers will respond appropriately to the issue.
- Students are required to keep a journal and make daily entries about their reactions to what was learned in the program. Each Thursday, students show their journals to the teachers and discuss their ideas, questions, and difficulties.
- For Independent Research Projects, students meet with their teachers every Thursday to discuss their progress and work through obstacles. If a student is having trouble, the teacher will respond to their difficulty by providing a resource. For example, when a student is having trouble writing clearly, the teacher provided an outline for the student to more clearly organize his or her ideas.
- For Service Learning Project (SLP) Internships, teachers conduct at least one site visit each six-week unit. This ensures that students are following through with their commitment and that they have the resources necessary to be successful. Additionally, students are expected to keep logs of their activities during service learning projects. The SLP Coordinator also communicates with the Internship Supervisor to ensure that the relationship is going well.
- Parents are provided with quarterly attendance summaries as well as general feedback about the student’s overall experience at the program. Parents may also schedule parent-teacher conferences at any time; most parents schedule a conference in October.

Summative Assessments

- Each six-week unit, students complete an independent research project. The Research Project Coordinator assesses each part of the project and determines if it is passing or must be revised. Narrative Feedback is also given for each part of the project as well as for the project as a whole. Students are expected to complete revisions in a timely manner and must complete revisions before a project is entered into the student's portfolio.
- Each Service Learning Project Internship concludes with a Feedback Form completed by the Internship Supervisor from the sponsoring organization. This feedback is used to assess the student's success in the project.
- At the end of the year, students complete their Portfolios, which serve as the primary Summative Assessment for the whole year. The Research Project Coordinator and the Service Learning Project Coordinator evaluate the portfolios using the following feedback form. If one part of the portfolio is considered incomplete, the student must complete the revisions or risks losing some credit on his or her final transcript.

Portfolio Assessment

Student Name:	Reviewers: Andrew Webster & Janean Shedd
Unit: Six	Portfolio

Part of the Research Project	PASS or REVISE (If <i>PASS</i> , revisions are optional; If <i>REVISE</i> , revisions must be done.)	Comments	
		What you did well (+)	Room for Growth (Δ)
Thoreau & Me			
Transcript			
Resume			
Evidence of Learning			
Research Projects			
Personal Reflection			
Goals after Walden			
General Comments			

Representative Samples of student work with feedback

See Appendix 2: Student Portfolios

Goals for Student Achievement and Educational Program

Mission and Vision Statements

Vision: *to explore the elements of a happy and fulfilling life*

Mission: The mission of The Walden Project is to provide a meaningful education in an outdoor setting which inspires students to reach their full potential by developing a stronger sense of identity, self-worth, and interconnectedness to their community and to the natural world.

Goals

The Walden Project - New York has identified four goals to ensure its success, *engagement, satisfaction, opportunity, and sustainability*. The Walden Project in Vermont has been collecting data on the success of their program for twenty years. The Walden Project in New York has begun the process of evaluating its success using some of the same criteria developed by the Vermont program. As more data is collected, the results section below will be updated.

Goal #1: Student Engagement

Description:

- motivation to learn
- academic & personal growth
- sense of connection

How success will be determined:

- attendance
- portfolios

Initial Results:

- continue to collect and analyze attendance data ; make specific goals to improve
- continue to collect and analyze portfolio data ; make specific goals to improve

Goal #2: Satisfaction

Description:

- overall positive experience
 - students, parents, community
 - short term / long term

How success will be determined:

- surveys
- SLP evaluations
- enrollment
- donations (time, gifts, money)
- media stories; pos. feedback
- collaborations with other organizations and individuals

Initial Results:

- Walden Vermont conducted alumni surveys; Walden New York gave a very similar survey; continue to collect data; compare results to Vermont; make specific goals to improve

- continue to collect and analyze data from partnering organizations; make specific goals to improve
- Raised over \$22,000 in donations in year one and two; continue to collect data and make specific goals
- continue to collect and analyze data regarding volunteers; make specific goals to improve
- Walden Vermont featured in NPR series on innovative high schools; featured in Huffington Post; Edutopia; and many others
- Walden New York featured on WFLX 1 Podcast, WXXI News, Genesee Valley Penny Saver, Rochester City Newspaper, Student Conservation Association Blog, Waldorf Education Blog, and many others
- continue to collect and analyze enrollment data; make specific goals to improve
- Survey Data from Walden Vermont Alumni:
 - 100% of alumni surveyed said they would recommend Walden to their friends.
 - 98% of alumni surveyed say that their experience in Walden helped them learn theories, skills, and information that I would not have learned in the regular classroom.
 - 96% of alumni describe Walden as a caring and supportive community.
 - 98% of alumni surveyed say that Walden helped them develop a strong voice in writing.
 - 96% of alumni surveyed say that Walden helped them develop an environmental awareness that they would not have learned otherwise.
 - 98% of alumni surveyed say that Walden taught them essential life skills (such as public speaking, literacy, and working in groups)
 - 100% of alumni surveyed said that Walden informed them, or engaged them in current events.
 - 100% of alumni surveyed said that they would send their kids -- real or hypothetical -- to a program like the Walden Project.

Goal #3: Opportunity

Description:

- able to pursue chosen path after Walden (high school, college, career, service, etc.)

How success will be determined:

- college acceptance rate
- high school completion
- alumni surveys

Initial Results:

- Walden Vermont measured how many students went on to college or other education after Walden and compared it to students from the same high school who did not attend Walden. Results:

- Students who completed the Walden Project in Vermont were 30-50% more likely to be accepted to college or post secondary education than general education students from the same high school.

General Education = 53%

Walden Project Students = 80-100%

- Walden New York will also measure college acceptance rates as a way of measuring success
- After Year One, all students were able to go on to their first choice post-Walden experience. This included three students going on to college, and three returning to public school on track for on-time graduation. One student who had previously dropped out of high school came to Walden New York and earned a full-scholarship to Sterling College in Vermont based on the impressive academic work she did at The Walden Project.
- Walden-New York worked collaboratively with nine other high schools to develop an

academic plan for its students attending Walden so they could still be on-track for graduation. We will continue to develop these relationships so it is easier for students to participate in The Walden Project and not have to sacrifice graduation.

- Students who completed The Walden Project are eligible for a \$1000 scholarship from Sterling College.

Goal #4: Sustainability

Description:

- accessibility & diversity
- quality work environment
- positive interactions with outside community, schools, natural environment

How success will be determined:

- financial aid v. need
- tuition v fundraisers v gifts
- staff livable wage & benefits
- service hours and pos. impact

Initial Results:

- 100% of students who requested Financial Aid received it; most received the full amount requested
- continue to collect and analyze data related to diversity; make specific goals to improve
- continue to collect and analyze data related to staff compensation; make specific goals to improve the quality of the work environment
- First two years, raised \$22,000 from over 150 donors
- Facebook Page has 1,300 Followers
- Most popular Promotional Video seen by over 20,000 people and shared over 200 times.
 - Testimonials From Parents:
 - "I just want to take a minute to say how thankful my family and I are for this program. I know our child is one who is saying she doesn't ever want the day to end, and is jumping out of bed to go to school every morning. This is a kid who had an anxiety-ridden school life; we went to hell & beyond with regular school... She has finally found her place, and is the happiest I've ever seen her. We can't begin to tell you how thrilled & grateful we are."
 - "He said it was the first time to come home from school and not be depressed!"
 - "This is the greatest school!! I cannot express into words how much Walden has done for my son this year!! He has really started to find himself, is excited about learning for the first time and has a new appreciation for what it means to give back. Andy and Janean are beautiful people, with wonderful energy, and have created a space that is safe, supportive and ideal for students to reach their full potential."
 - Testimonials From Students:
 - "The Walden Project is good for students to learn what they want to learn but not try to force them into that mold that traditional schools usually do."
 - "I learn better when I get to touch with my hands and use all my senses in my thinking process."
 - "I don't learn in a normal way and was being smothered by the regular system . . . Walden allowed me the space to figure out how to learn in a way that worked for me."
 - "I learned how to learn in Walden."
 - "The Walden Project was by far the most supportive, most loving, and

extremely educational [communities] in all aspects of life."

- measure total impact on Walden's community by measuring the impact of service learning
 - Year One and Two, Walden students together completed well over 3,240 hours of service learning internships
 - In the future, we will also measure the impact student's had on people, animals, and the environment

Accreditation & Registration

The Walden Project - New York is in the process of being accredited by The Middle States Association for Secondary Schools (MSA). Please consider the following details:

- In order to be accredited by the MSA, schools must complete a pilot year to show one year of data. The Pilot Year for The Walden Project-NY was 2018-2019.
- The MSA suggested that, since The Walden Project is already accredited in Vermont, it should not be an issue to accredit the same program in New York.
- While the program is unaccredited, students who attend have been advised to check with the home school districts to make sure that they can earn credit for the program upon completion. This document is intended to help clarify how the program works and how it counts for a year of high school.
- After reviewing our program, many high schools including Prattsburgh, Naples, Brighton, The Harley School, and Bloomfield have given permission for their students to attend all or part of The Walden Project and receive credit toward graduation. In addition, Sterling College in Vermont is the first college to not only accept The Walden Project transcript, but also provide a \$1000 scholarship to alum to enroll in their college program.

The Walden Project is also in the process of registration with New York State. The Walden Project has been in communication with New York State Department of Education (NYSED) to proceed with the registration process, which includes the "21 Item Checklist" for non-public schools. The most important part of this checklist is "the determination of educational equivalency" by the local school authority. Here is an update on this process:

- The Walden Project - NY has met with and been visited by the Naples School District Superintendent, Matt Frahm on several occasions. Mr. Frahm has indicated that he supports The Walden Project and intends to go forward with the registration process.
- The registration process has been frozen by NYSED until further notice due to ongoing lawsuits in the NYC area. Here is the email that was sent to Mr. Frahm in the spring of 2019:

Please be advised that, as a result of the April 18, 2019 decisions/judgments of the Supreme Court, Albany County, the State Education Department's "Updated Guidance and Resources on Substantial Equivalency of Instruction" have been removed from our website. While the Department evaluates next steps, all currently scheduled trainings have been canceled and no action should be taken under the Updated Guidance and associated materials. Updates will be posted on [the Department's substantial equivalency webpage](#) as appropriate.

- When the registration process is re-opened, The Walden Project will resume its plan to acquire educational equivalency from Naples CSD, then complete the registration process with NYSED.

If there are any concerns or questions about The Walden Project - New York, contact the director, Andy Webster (585) 317-5261 or andywebster2@gmail.com

Appendices

Appendix 1: Full Academic Calendar (Attendance Redacted)

Link:

<https://docs.google.com/document/d/1RCMAaI2KjFzAAskVN7PkYenL9hMITBt8X6VhldtEfj0/edit?usp=sharing>

Appendix 2: Sample Portfolios

Student 1: Finn Ward:

<https://drive.google.com/file/d/10GcPOgUrHutHYY8jle2lhKT3sk6LtXI4/view?usp=sharing>

Student 2: Abhainn Bajus:

https://drive.google.com/open?id=13PQfFL_ulzoN43YFZFGzBFvIb__aqIMk

Appendix 3: Survey Results

Walden Project Vermont Alumni Survey Results:

<https://drive.google.com/open?id=0B2KO18Wx1wbRWjdHcndNd2xKYXRKTmhuYmxsaXExMnZUcE9z>

Walden Project New York Survey Results:

(coming soon)

Appendix 4: The Walden Project Teaching Staff Qualifications

Primary Instructors

Andrew Webster

Director, Teacher, Independent Research Project Coordinator

- Bachelor's Degree in Conservation Ecology, Sterling College, VT 2006 ([Transcript](#))
- Masters Degree in Curriculum, Instruction, and Assessment, The Union Institute & University 2010 ([Transcript](#))
- NYS Professional Teaching Certificate: Earth Science 7-12 ([License](#))
- 9 years' experience as a public school classroom teacher in New York

- 5 years' experience as a public school classroom aid / tutor for all subjects in New York, North Carolina, and Vermont

Janean Shedd

Teacher, Service Learning Coordinator ([Resume](#))

- Bachelor's Degree in Special Education, Marywood University, PA 2009
- PA Professional Teaching Certificate: Special Education Early Childhood and K-12 ([License](#))
- 1 year experience as a public school classroom teacher in Massachusetts
- 5 years' experience as an Environmental Educator with *Nature's Classroom* in Massachusetts
- 4 years' experience leading service projects for high school and college students in Kentucky, Brazil, and Missouri
- OSHA Certification in Construction

Workshop Instructors

These instructors typically teach one focused workshop 1-2 days total throughout the year

Instructor	Title	Workshop	Active Instructional Hours / Year
Bruce McLellan	Author, Leadership Coach, Executive Director <i>The Mindful Leader</i>	Authentic Leadership (most Monday afternoons)	30
Kim Bellavia	Artist, M.F.A.	Sculpture & Pottery	12
Rory Stave	Educator at Cumming Nature Center	Sustainable Maple Syrup Production	12
Deb Denome	Director <i>Shimmering Light Permaculture Farm</i> ; Director <i>Finger Lakes Forest Immersion</i>	Sinrin-yoku (Forest Bathing)	4
Maggi Masci	Social Worker <i>Wellspring Counseling of the Finger Lakes</i>	Psychology and Mental Health (first Thursday morning of the month)	10
Jon Bernard	Blacksmith, Civil War Reenactment	Knife-Making	16
Holgar Stave	Director <i>Train to Save</i> , Instructor at Finger Lakes Community College, Professional Ski Patroller	Wilderness First Aid Class	15

Davd Sanchez	Gandhi Institute for Nonviolence	Nonviolent Communication	4
Marty Dodge	Instructor at Finger Lakes Community College	Sustainable Forestry and Timber Sports	15
Megan Webster	Environmental Engineer at Ontario County Soil and Water	Honeoye Lake Watershed Restoration	4
Michael Palermo	Biologist at NYS Department of Environmental Conservation	Invasive Species Management	4
Allie Esposito	Instructor at <i>Muller Field Station (FLCC)</i>	Canoeing / Pond Ecology	4
Beth Altemus & Becca Jensen	Instructors at <i>Canandaigua Lake Watershed Education Taskforce</i> ; Organizers at <i>Onanda Days</i> Environmental Education Program; Organizers at <i>Summit in the Valley</i>	Watershed Management & Stream Water Quality Sampling	16
Dorothy and Terry Gronwall	Directors of <i>Honeoye Valley Association</i> ; key organizers of Honeoye Lake Watershed Restoration Project	Issues in Honeoye Lake Watershed Dynamics	6
Pat Smith	Director West Hollow Boat Company	Sustainable Small Business Management (Boat Building)	3
Martin Shedd	Professor of Classics, Hendrix College	Thoreau, Policy Making and Activism	6
Harry Murray	Professor of Sociology, Nazareth College	<i>Civil Disobedience and Social Change</i>	3
Melanie Duguid-May	Professor Colgate Divinity College	Thoreau, <i>Civil Disobedience and Social Change</i>	3
Eileen Mathews-Wierzbicki	Biologist, GPS Mapping Specialist	Invasive Species Management and GPS Mapping	3
Edgar Brown	Public School Art Teacher, Lead Instructor <i>Where's</i>	<i>Civil Disobedience and Social Change; Forgotten Arts (Primitive Skills)</i>	

	<i>Walden</i> (Writers and Books); Activist <i>We Are Seneca Lake</i>		
Gloria Osborne	Activist, Permaculturalist	<i>Civil Disobedience and Social Change</i>	
Kathy Fuchs	Professor of English at Finger Lakes Community College	Thoreau, Creative Writing, Poetry	
Kay Megorden-Staten	Herbalist <i>Pure Nourish</i> , Certified Teacher of Permaculture Design at <i>Shimmering Light Farm</i>	Land Surveying	
Angela Cannon	Author, Naturalist at <i>Cumming Nature Center</i>	<i>Basket Making, Nature Writing</i>	12
Deborah Duguid-May	Pastor at Trinity Episcopal Church in Greece, NY; former activist in South Africa during Apartheid and in Israel with <i>Witness for Peace</i> ; Permaculturalist	<i>Civil Disobedience and Social Change</i>	2
Shariee Edersheim	Naturalist at <i>Cumming Nature Center</i>	<i>Winter Ecology, Field Botany</i>	8
Lou Abbondanzieri	Primitive Skills & Archaeology Enthusiast	<i>Flint Knapping & Archaeology</i>	3
Alex Smith	Professor of Archaeology, SUNY Geneseo	<i>Archaeology of Frost Town Settlement, Naples</i>	3
James Mattick	Owner Trident Marine	How Environmental Regulations Affect Small Business	0.5
Alice Outwater	Author	Discussion of her book, <i>Water: A Natural History</i> (phone call)	0.5
Mark Holdren	Author, Photographer	Discussion of his book, <i>Thoreau and Me in the Finger Lakes</i>	2
Grace Miller	Founder <i>House of Mercy</i> in Rochester; Catholic Nun, Activist	<i>Tour of House of Mercy, workshop on Activism and Civil Disobedience</i>	3
Paul Carter	Tour Guide Harriet Tubman Home	Guided Tour at Harriet Tubman Homestead Museum	1

	Museum		
Brendan Mills	Tour Guide John Brown Homestead Museum, Lake Placid	Guided Tour at John Brown Homestead, Grave, Museum	
Lisa Nichols	Author, English Teacher	Critical Theory and Poetry	6
Chris Widmaier	Systems Thinking Instructor at <i>Green Collar Collaborations</i>	Introduction to Systems Thinking	2

Professional Development

Being a staff of only two full-time teachers, Janean and Andy have frequent *informal* check-ins to organize activities and adjust plans based on circumstances throughout the school day as well as in the evenings, on the phone and via email. The teachers also have *formal* meetings each week to make long-range plans and delegate responsibilities for various tasks.

The Walden Project Staff devote approximately 1.5 hours a week (Monday afternoons) to professional development. Using the curriculum, *Know, Love, Lead*, Janean and Andy meet with leadership coach, Bruce McLellan (the author of the curriculum) to explore authentic leadership and our philosophy of pedagogy in the context to The Walden Project.

Appendix 5: Description of Staff Roles and Responsibilities

Responsibilities for All Staff:

1. **Arrival:**

- Arrive on time (9:30, at the latest). If you are going to be absent or late, contact the other staff member via phone call, text message, or email to check in. If you can't get through, contact Cumming Nature Center (585-374-6160) to let them know.
- get drinking water

2. **Attendance:**

- Document who is present for the day.
- Keep track of students. Students can be on their own, but need to tell us first. If a student wants to have solo time, he or she must let a staff member know where they will be and when they will return. **We need to be able to find any student within twenty minutes of them being missing.** If they cannot be located within twenty minutes, we must contact police and begin a formal search.

3. **Medical:**

- If the group is going on a hike together, ALWAYS bring a first aid kit. The first aid kit should include a summary of students' allergies and any additional supplies they may need, like an EPI pen or glucose gel. If you use something from the first aid kit, replace it before going back out to the field.

4. Risk Management:

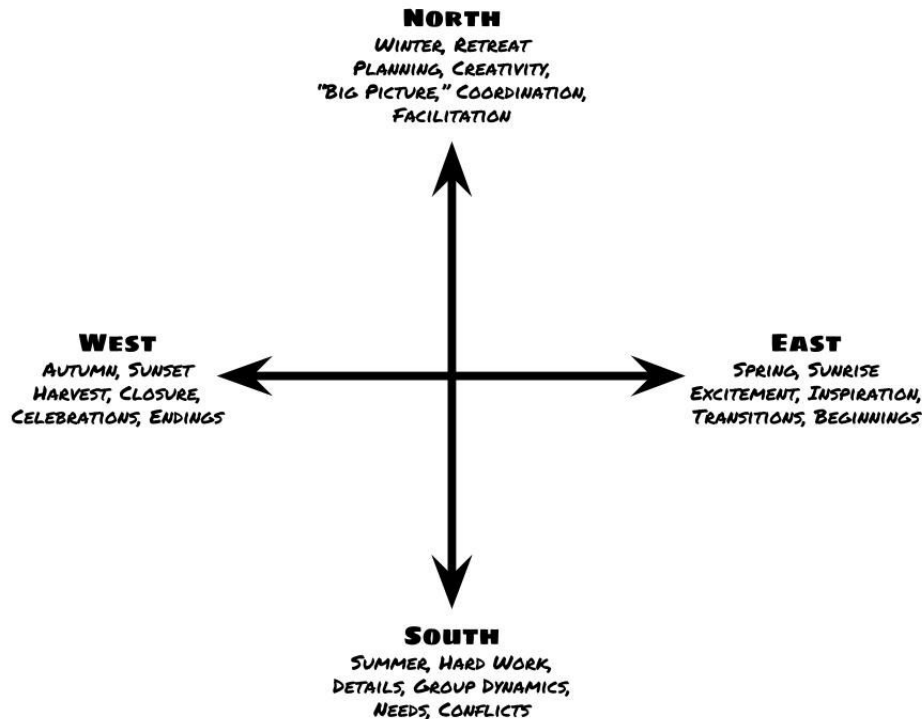
- Trust your instincts. If something feels dangerous, take action. You will always be supported.
- Treating everyone fairly does not mean that everyone is treated the same. You may feel that one student is able to safely use a knife without supervision and another is not, and that is okay.

5. Facilitation & Instruction

- Teaching in a self-directed learning environment is radically different from a conventional, didactic classroom. At The Walden Project, “knowledge” is not transmitted from the teacher to the student; instead, it is constructed through dialog and reflection. The first role of the facilitator is to challenge the students to communicate clearly and thoughtfully. If the students are authentically engaged in the discussion, they will experience a transformation as ideas are exchanged between group members.
The second role of the facilitator is to recognize the complex backgrounds that students bring to the group, and to artfully breakdown barriers to communication. While some students are actively engaged in a conversation, others are silenced for a variety of reasons. Perhaps they have been conditioned to be passive learners. Perhaps the subject matter or the group dynamics are triggering feelings of powerlessness. Perhaps they are tired or hungry and can’t focus. Successful facilitation is truly an artform and staff will try to support each other to continually improve.
- The Walden Project staff utilizes a pedagogical framework developed by the nature education organization, *Eight Shields* (the same authors of the *Kamana* curriculum). In this approach, it is understood that meaningful learning has four key elements that are likened to the four primary compass directions, *north, south, east, and west*.

Walden Project Holistic Pedagogical Approach

(Inspired by Jon Young's *Eight Shields Model*)



North: Think of *north* as Winter. North energy is about retreating -- stepping back from a situation to evaluate the "big picture" thinking about long-term goals. North energy is about coordination and facilitation. At Walden, we say that whoever is leading the activity is *holding the north*.

South: Think of *south* as Summer. South energy is about focusing on details and doing the hard work necessary to ensure needs are being met. At Walden, we say that whoever is not leading an activity is *holding the south* by paying attention to group dynamics, conflict, hunger, stress, supplies, etc.

East: Think of *east* as Spring. Being the direction where the sun rises, east energy is about beginnings and transitions, inspiration and excitement. At Walden, we say that whoever is *holding the east* is paying attention to transitions and introductions. For example, we often begin a lesson with a game or activity to awaken student's curiosity and bring all of our attention toward a common goal; this is the role of east energy.

West: Think of *west* as Autumn. Being the direction where the sun sets, west energy is about endings and closure, celebrations and harvest. At Walden, we say that whoever is *holding the west* is paying attention to how we summarize what we learned and provide a clear ending to our activity.

The primary goal of this framework is to see the learning process *holistically*. If any one of the directions is missing -- if both teachers are *in the south* helping students attend to needs, for example -- there is a noticeable lack of cohesiveness and direction in the

group without the *north* energy. Most problems occur when there is a lack of balance because one of the four pedagogical elements is missing.

Specific Staff Roles

The Research Project Coordinator will

- Meet with each student individually to plan a six-week research project, ensuring that it will meet the criteria for rigor -- that it has enough depth, but that it is also doable in a six-week period
- Make sure that each student has the resources to be successful
- Plan workshops and lessons in research methods, communication, and other relevant skills.
- Meet with each student individually at least once a week to provide feedback.
- Read each completed project and provide feedback using a rubric.

The Service Learning Coordinator will

- Meet with each student individually to plan a six-week service learning project, ensuring that it aligns with the student's goals as well as the goals of the sponsoring organization, and that it is also doable in a six-week period
- Make sure that each student has the resources to be successful
- Plan workshops and lessons to teach relevant skills, like carpentry or trail work
- Meet with each student individually at least once a week to monitor progress
- Communicate with each sponsoring organization at least once a week to monitor progress
- Make sure that each project site is visited by Walden Project staff at least once during the six-week period
- Make sure that the student has adequately documented the experience in both photos and journal entries
- Read each written reflection about the project and provide feedback

Appendix 6: Teacher Evaluation Form

Each year, the two Walden Project teachers will work together to collaboratively evaluate the school year, discussing what went well and setting goals for improvements.

	North	South	East	West
What went well				
Challenges				
Goals for Improvement				

Appendix7: Sample Lesson Plans

#1 Sample Thoreau Discussion Lesson Plan

Overview: Mondays, Tuesdays, and Wednesdays, The Walden Project is based outside in the woods. After hiking in (approximately 0.3 miles), starting the fire and setting up camp, we read a passage from Thoreau, then discuss its significance. Most Thoreau discussions last about an hour.



From Tuesday, November 13; Reading from *Walden* Chapter 5, containing the quote “every child begins the world again.” We use the annotated version of *Walden* edited by Thoreauvian scholar, Jeffrey S. Cramer; it contains hundreds of detailed footnotes about the historical, literary, and biographical references.

- Andy reads the passage (three pages) once through. All students read along.
- Janean assigns each student several footnotes. Students are expected to study their footnotes for a couple minutes until they understand the reference well enough to explain it to their classmates.
- Janean reads the passage for a second time. At each footnote, she pauses and a student summarizes its content. Students are asked to summarize the footnote instead of reading it aloud, thus encouraging them to develop reading comprehension and communication skills.
- After the second reading, we pass around our talking piece and ask students for their initial reactions to the passage. (We incorporate restorative practices, such as the use of a talking piece, into most of our conversations.)
- As students break apart Thoreau’s ideas about seeing the world with fresh eyes, Andy presents a mini-lesson summarizing Piaget’s theories about the stages of cognitive

development in children. We also discuss the philosophical concept of the *tabula rasa* (blank slate) and discuss whether we think that children begin life free from conceptions or if they have some inclination towards a certain outlook (nature v. nurture).

- During the discussion, Janean takes notes on the chalkboard; many of the notes she writes are open-ended questions that will serve as journal prompts later.
- At the end of the discussion, students copy the journal prompts in their notes. Students are expected to respond to these prompts in their journals at night or later in the day. The teachers read through and discuss journal prompts on Thursdays during our independent work time check-ins with students.

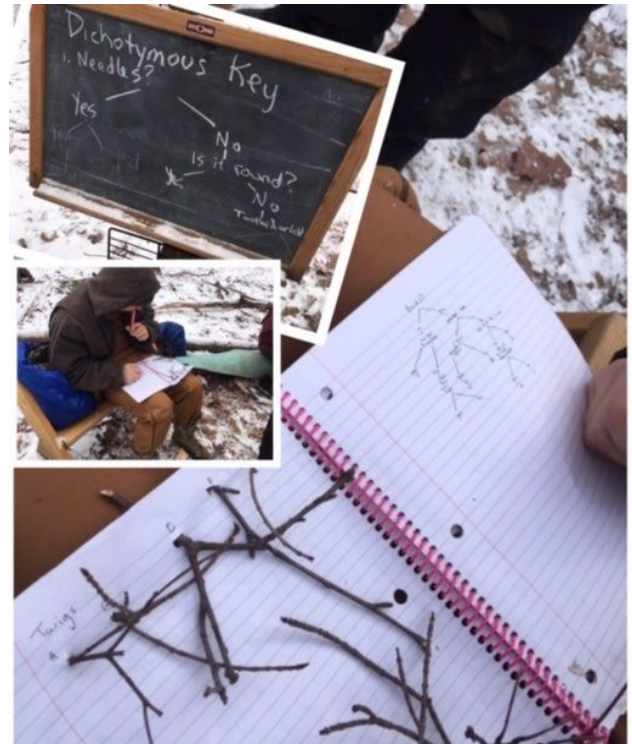
*We incorporate some variation into our discussion format. For example, sometimes students first share their initial reactions with a partner before discussing their ideas with the whole group. During our Environmentalism unit (which is less about philosophy and more about historical and scientific content), students are expected to independently read a chapter from the book, *Water: A Natural History* by Alice Outwater, then write three discussion questions on a notecard. Each day, a different student is the facilitator using these questions from their classmates to guide the discussion.

#2 Sample “Dirt Time” Lesson Plan

Overview: After our Thoreau discussion, we have “dirt time.” This is an opportunity for students to have focused solo experiences developing their awareness and relationship with nature. Our primary text for this part of our curriculum is the book *Kamana: Seeing Through Native Eyes* by Jon Young. Through stories, mindfulness practices, and journal prompts, this acclaimed field naturalist self-study program encourages students to develop divergent thinking skills using the process of pure scientific inquiry. Part of the philosophy of Kamana is that it is more important for people to make personal connections and observations about nature instead of memorizing scientific facts from a textbook. Thoreau summarizes this philosophy in his journal, stating: “I rarely read a sentence in a botany which reminds me of flowers or living plants. Very few indeed write as if they had seen the thing which they pretend to describe.” Each day, students visit their “sit spots” in the woods where they spend 20-30 minutes in solitude observing nature. Students are encouraged to focus less on finding answers and more on being curious and asking hard questions about what they are observing. After each “dirt time,” students are encouraged to add an entry to their journal about their experience.

From Tuesday, December 18:

- After a short (10 minute) break following the Thoreau discussion, students arrive back at the campfire for dirt time.
- On this day, Andy tells a personal story about tree identification. The incorporation of personal stories into lessons is in line with Jon Young’s theory of *coyote mentoring* -- a pedagogical style of instruction which is inspired by how many indigenous cultures pass on important information and critical thinking skills through storytelling and dialogue.
- Janean instructs students to spend the first half of their dirt time noticing all of the different trees at their sit spots. She tells them that they don’t need to know the names of the trees, just focus on how many different kinds there are. She encourages them to ask why these trees are growing in this location.
- Janean instructs students to then collect at least six unique twigs from their spots.
- Students then go off into the woods for approximately 20 minutes. When 20 minutes has passed, Janean rings a bell signaling the students to return. (Each student’s sit spot must be within earshot of the bell.)
- When the students return, Andy gives a brief lesson about how to create a dichotomous keys to identify each twig. He demonstrates how a series of yes/no questions can be developed to identify each twig.
- Students assigned a letter to each twig, then created a series of yes/no questions to help identify each twig. Students then gave their key and twigs to another student to see if their questions successfully identified each sample.
- Students then complete a journal entry about their learning experience.



#3 Sample Workshop Lesson Plan

In the afternoon, we frequently have workshops on topics that support the larger unit theme. During our unit on Social Justice, we explored the concept of obedience. On Wednesday, January 8, students read and acted a short skit about Stanley Milgram's famous experiment on obedience. The skit was written by Andy Webster.

The Stanley Milgram Experiment

Experimenter: Good afternoon and welcome to Yale University. I'd like to first thank you both for volunteering in this experiment where we will be investigating human memory. At the conclusion of the experiment today, you will both be compensated with four dollars.
At this time, we will now randomly assign roles. Please take one of these pieces of paper.
(Participants take a folded piece of paper.)
From here on, I will refer to you as TEACHER and you as STUDENT.
Student, please read this sheet of paper and try to memorize as many word pairs as you can. You have 60 seconds.

Student: *(whispers)* Good Day . . . Nice Work . . . Yellow Lemon . . . Banana Slug
(mumbles more pairs) . . . Green Grass . . . *(mumbles more pairs)*

Experimenter: Time. Please hand me the piece of paper. *(pauses)* Thank you.
Student, I will now attach this wire to your finger with this tape. When I have finished, you are to sit in that room over there. Once you are in this room, we will be able to hear you through this intercom, but you will only hear us when we activate the intercom. Do you understand?

Student: Yes. *(enters the other room and closes the door)*

Experimenter: Teacher, you are to sit in this chair. You are going to administer this multiple choice test. At my signal, you will turn on the intercom and read the multiple choice question. You are only to say the words on the page to the student. Do not clarify or repeat yourself. Do you understand?

Teacher: What if I read the words wrong? Should I correct myself?

Experimenter: Yes, you may correct yourself, but do not clarify or repeat the questions. Do you understand?

Teacher: Yes.

Experimenter: At this time, please turn on the intercom and ask the student if he can hear you.

Teacher: Student, can you hear me?

Student: Yes, I can hear you.

Experimenter: At this time, please read question one.

Teacher: Question One: Based on the word pairs you memorized, which word was paired with the word DAY? A) GOOD B) NICE C) YELLOW D) WARM

Student: Ummm... I think it was A) GOOD

Teacher: *(to experimenter)* He got it right, what do I do?

Experimenter: Nothing, just proceed to the next question.

Teacher: Question Two: Based on the word pairs you memorized, which word was paired with NICE? A) GOOD B) WORK C) JOB D) WARM

Student: I'm sorry, what was that last choice?

Teacher: *(to experimenter)* He didn't hear me. Can I repeat the choices?

Experimenter: No, you may not. Just say, "Please proceed with your answer."

Teacher: Student, please proceed with your answer.

Student: You seriously can't repeat the choices?

Teacher: No. Please proceed with your answer.

Student: I didn't hear you! Oh geez. Umm... I think NICE was paired with... umm... JOB.

Teacher: *(to experimenter)* He got it wrong -- what happens now?

Experimenter: Turn this dial to five volts, then press the red button.

Teacher: *(presses the button)*

Student: Owwwch! What the heck was that?!

Teacher: *(to experimenter)* What just happened? Did I do that?

Experimenter: It is part of the experiment. Please proceed to the next question.

Teacher: Question Three: Based on the word pairs you memorized, which word was paired with YELLOW A) LEMON B) BANANA C) SUN D) WARM

Student: Yellow... ummm... I think it was banana.

Teacher: *(to experimenter)* He got it wrong again. Do I push the five volts button again?

Experimenter: No, ten volts this time. *(teacher pushes the button)*

Student: Yeeee-ohhh! What the heck?! That really hurts!

Teacher: *(to experimenter)* Are you sure this is okay? This guy sounds like he's really getting hurt in there.

Experimenter: Although the shocks may be painful, there is no permanent tissue damage, so please go on.

Teacher: *(to experimenter)* I'm not sure I am okay with this.

Experimenter: Whether the learner likes it or not, you must go on until he has learned all the word pairs correctly. So please go on.

Teacher: Question Four: Based on the word pairs you memorized, which word was paired with GREEN? A) GRASS, B) SLUG, C) BANANA, D) NICE

Student: Oh geez... umm... I'm not sure ... umm... green slug. I think it was a green slug.

Teacher: *(to experimenter)* He got it wrong again.

Experimenter: Fifty volts now.

Teacher: Fifty?! I thought it was going up by fives? What is going on here?

Experimenter: Please continue. *(teacher pushes the button)*

Student: Ahhh! Mother -- what is going on here? That REALLY HURT! I don't want to do this anymore!

Teacher: *(to experimenter)* Are you SURE this guy's okay?

Experimenter: Please go on.

Teacher: Question Five: Based on the word pairs you memorized, which word was paired with WARM? A) GRASS, B) SUN, C) NICE, D) WEATHER

Student: I don't know. I can't keep doing this. I have a heart condition and this doesn't feel right. I -- I don't want to answer.

Teacher: *(to experimenter)* What do I do?

Experimenter: Say, "Please proceed with your answer."

Teacher: Please proceed with your answer.

Student: I won't do it. I don't want to get shocked anymore.

Experimenter: 100 volts *(teacher pushes the button)*

Student: *gasps loudly; continues breathing heavily*

Teacher: *(to experimenter)* This guy sounds like he's struggling. Maybe we should go check on him.

Experimenter: Although the shocks may be painful, there is no permanent tissue damage, so please go on.

Teacher: Are you SURE?
 Experimenter: The experiment requires that you continue.
 Teacher: I just mean -- the guy says he has a heart condition.
 Experimenter: It is absolutely essential that you continue.
 Teacher: (*pauses*) Question Six: Based on the word pairs that you memorized , which word was paired with LEMON? A) YELLOW, B) SOUR, C) GREEN, D) NICE
 Student: (*breathes heavily*)
 Teacher: (*to experimenter*) He's not answering.
 Experimenter: Say, "Please proceed with your answer."
 Teacher: Please proceed with you answer.
 Student: (*breathes heavily*)
 Teacher: Come on guy! If you don't answer, you know what's going to happen.
 Student: (*breathes heavily*)
 Teacher: Student? Come on!
 Experimenter: Two hundred volts. (*teacher pushes the button*)
 Student: (*silence*)

- After the students performed the skit, Andy presented additional information about the experiment. He explains that the Experimenter and the Student were both actors, but the Teacher was the actual research subject. Stanley Milgrim was trying to understand human psychology related to obedience, specifically to understand the Nazi soldiers' defense that "they had to murder Jews because they were following orders." Milgrim wanted to see if average people would be willing to murder someone if they were acting under orders.
- Andy also described how different variations of the experiment produced different results. For example, in the original experiment, 65% of research subjects (the "Teacher") were willing to deliver a lethal dose of electricity. However, when the Experimenter is on the phone giving orders to the teacher, obedience drops to 20%. In another variation, when the Teacher does not have to push a button, but instead tells another person to push the button to deliver the shock, obedience increases to 92%.
- Students then discuss the experiment through the lens of ethics, psychology, and sociology. Using thought experiments, we discussed scenarios in modern society in which people act unethically because they are being obedient to a perceived authority. We also discussed how authority is determined.
- The following day, students modelled the Milgrim experiment in Systems Thinking causal loop diagrams. Students were asked to also find leverage points in their model that could change the outcome of the experiment.
- One student was so inspired by this workshop that he completed an independent research project on the topic of authority. He interviewed several people about their contrasting views on authority. He also watched a documentary about the Milgrim Experiments as part of his research.

Appendix 8: List of Books and Other Instructional Resources

- *Walden* by Henry David Thoreau (annotated edition by Jeffrey S. Cramer)
- *Civil Disobedience* by Henry David Thoreau (annotated edition by Jeffrey S. Cramer)
- *A Plea for Captain John Brown* by Henry David Thoreau (annotated edition by Jeffrey S. Cramer)
- *Kamana: Seeing Through Native Eyes* by Jon Young
- *Water: A Natural History* by Alice Outwater
- *Finger Lakes Stream Monitoring Network Manual*
- *Systems Thinking Basics: From Concepts to Causal Loops* by V. Anderson and L. Johnson
- *The Systems Thinking Playbook* by Linda Booth Sweeney & Dennis Meadows
- *Weeds Are Us* by Michael Pollan
- *The Poetics of Space* by Gaston Bachelard
- *Thoreau & Me in the Finger Lakes* by Mark W. Holdren
- *Everybody Hates Henry* by Donovan Hohn
- *Letting Go of Thoreau* by Daniel Bullen
- *Pond Scum: The Moral Judgments of Henry David Thoreau* by Katherine Schultz
- *Stone Advice to Pilgrims: Don't Forget the Rock* by Corinne Smith
- *A Thoreau Profile* by Milton Meltzer and Walter Harding
- *Wilderness First Aid Field Guide* by Alton L. Thygeson and Steven M. Thygeson
- *Unpacking the Invisible Knapsack of White Privilege* by Peggy McIntosh
- *Feeling Like a Fraud* by Peggy McIntosh

Appendix 9: Behavioral Expectations and Safety Policies

The safety and well-being of students is the primary concern of The Walden Project. The table below describes expectations and policies for how The Walden Project will handle issues related to student safety and well-being.

<i>Behavioral Topics</i>	<i>Policy Expectations</i>	<i>Responses to Issues</i>
Attendance	<p>It is expected that students are present and on-time each day. If a student needs to miss all or part of a day, staff should be notified.</p> <p>Staff must be able to locate students at all times. During solo activities, students must be where they said they would be.</p>	<p>Moderate: If a student is missing a significant amount of program time, the staff will meet with the student to try to understand the issue and develop a solution.</p> <p>Severe: If the student cannot be located by staff within twenty minutes, the student will be considered “missing” and both authorities and parents will be notified.</p>
Participation	<p>The Walden Project respects that participation is a choice that students make. As long as the student’s lack of participation in activities is not negatively impacting the group the student is free to choose how and if he or she</p>	<p>Moderate: If a student is repeatedly choosing not to participate in activities, the staff will meet with the student to try to understand the issue and develop a solution.</p>

	participates.	Severe: If a student's refusal to participate is negatively affecting the entire group the student's parents will be contacted and the student may be sent home for the day.
Conflicts	If students are having a disagreement, it is expected that they remain respectful toward each other and the rest of the group.	Moderate: If a disagreement escalates and there are significant hurt feelings, the staff may work with the students to help mediate a resolution. Severe: If a disagreement escalates to the point where a student is feeling threatened by another student, staff will contact both students' parents and develop a plan to help resolve the issue.
Academic Integrity	Students are expected to complete their own work and be honest about where they find information, citing their sources accurately.	Moderate: If a student did not accurately cite their sources, he or she may be asked to revise an assignment before receiving credit. Severe: If it is determined that a student knowingly turned in work that was not their own, the staff will contact the student's parents and a meeting will be set up to discuss the issue and develop a solution.
<i>Behavioral Topics</i>	<i>Policy Expectations</i>	<i>Responses to Issues</i>
Risk Management	At The Walden Project, students will be outside, cooking over a campfire, using sharp tools, and challenging themselves to try new things. Risk is an inherent part of the program, but it is expected that students will not take <i>unnecessary</i> risks that would put themselves or others in danger.	Moderate: If a student has carelessly endangered the group, the staff will meet with the student to try to understand the issue and develop a solution. If other students were involved, they may be part of the discussion, too. Severe: If the student repeatedly and carelessly endangers the group, the staff will contact the student's parents and a meeting will be set up to discuss the issue and develop a solution. If other students were involved, their parents may be part of the discussion, too.
Relationships and Dating	The Walden Project acknowledges that some students may choose to explore dating relationships with each other. It is important that the relationship does not have a negative impact on anyone's education. Students who are dating are expected to respect general social norms with regard to displaying affection	Moderate: If a staff member feels that the relationship is causing a distraction to the program, he or she will meet privately with the student(s) to discuss the issue and develop a solution. Severe:

	and respecting each other's privacy to the rest of the group. Students are also not allowed to "sneak off" to be together during solo time.	If a staff member is observing interactions between students that seem unhealthy, the staff member may also contact parents to discuss these concerns.
Prohibited Items	In the spirit of "living deliberately" and waking up to life, students are encouraged to put away items that typically cause us to disengage from the world, such as headphones and cell phones. Items that are illegal for teenagers, such as tobacco and alcohol, are strictly prohibited. Staff members should be made aware if students need to have medications with them.	<p>Moderate: If a staff member feels that an item is causing a distraction to the program, he or she may ask the student to put it away.</p> <p>Severe: The use of alcohol, tobacco, or other illegal substances at The Walden Project (including Service Learning Sites) is strictly prohibited and may result in the student being asked to leave the program.</p>

Appendix 10: Building Safety, Insurance, and Health Forms

Fire Inspection Report & Certificate of Compliance

NEW YORK STATE UNIFORM FIRE PREVENTION AND BUILDING CODE FIRE INSPECTION REPORT

Address		Owner/Occupant	Page of
6472 Gulick Road		Cumming Nature Center	1 of 1
Town/Village	County	Inspected By	Date
South Bristol	Ontario	Phil Sommer	08/07/2018

FAILURE TO CORRECT VIOLATIONS ON THIS REPORT OR ANY ATTACHMENTS WITHIN TIME LIMIT STATED MAY RESULT IN APPROPRIATE LEGAL ACTION AGAINST YOU OR YOUR ESTABLISHMENT AS DIRECTED BY LAW.

Cumming Cabin:

Fire Extinguishers – No Violations (08/07/2018 PMS)

Exit Signs – Need to be installed (08/07/2018 PMS) Corrected 08/29/2018 PMS

Emergency Lights – Need to be installed (08/07/2018 PMS) Corrected 08/29/2018 PMS

Smoke/CO Detectors – Need to be installed (08/07/2018 PMS) Corrected 08/29/2018 PMS

Wood Stove – Stove pipe section needs to be replaced (08/07/2018 PMS) Corrected 08/29/2018 PMS

Fireplace - No Violations (08/07/2018 PMS)

Tax Map #: 183.00-1-36.000	Account #: N/A
Violations Shall Be Corrected By: Rory Stave	Date: 09/07/2018
Received By: Rory Stave	Date: 08/07/2018
Violations Corrected: Phil Sommer	Date: 08/29/2018



Town of South Bristol
6500 Gannett Hill Rd W
Naples, NY 14512
(585)374-6341

Certificate of Compliance

Issued to: Rochester Museum & Sci. Cen.
657 East Ave
Rochester, NY 14607

Location: 6472 Gulick Rd

Permit#: 2016-0063

Permit Issued: 08/29/18

Certificate of Compliance Date: 08/29/18

Property Information:

Tax Map#: 182.00-5-7.000
Class: 651

Front: 0.00 Lot:
Depth: 0.00 Subdivision:
Acres: 729.20 Zone: P D

Owner:

Rochester Museum & Sci.
657 East Ave
Rochester, NY

THIS CERTIFIES that the building located at the above location conforms substantially to the approved plans and specifications heretofore filed in this office with Application for Building Permit and conforms to all of the requirements of the applicable provisions of the law. The occupancy for which this certificate is issued is for above address of the aforesaid building.

Project Description: Updating a cabin with exit signs, emergency lighting, fire extinguishers, fire place and woodstove inspected and Smoke and CO detectors installed

(The Certificate of Compliance will be issued only after affidavits or other competent evidence is submitted to the Code Enforcement Officer that the completion of the construction is in compliance with the State Building Construction Code and with other laws, ordinances or regulations affecting the premises, and in conformity with the approved plans and specifications. A final electrical, plumbing, heating or sanitation certificate or other evidence of compliance may be required before the issuance of the Certificate of Occupancy.)

Proof of Insurance

CERTIFICATE OF LIABILITY INSURANCE		DATE (MM/DD/YYYY) 10/07/2019																																
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.																																		
IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).																																		
PRODUCER Mitchell-Joseph Insurance Agency P.O.Box 399 130 S. Main Street Naples, NY 14512	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">CONTACT NAME: Lauren Chrisman</td> </tr> <tr> <td>PHONE (A/C No. Ext): 585-374-2629</td> <td>FAX (A/C, No): 585-374-8783</td> </tr> <tr> <td colspan="2">E-MAIL ADDRESS: lchrisman@mitchelljoseph.com</td> </tr> <tr> <td colspan="2">INSURER(S) AFFORDING COVERAGE</td> </tr> <tr> <td colspan="2">INSURER A: AmWins Brokerage of NY Inc.</td> </tr> <tr> <td colspan="2">INSURER B:</td> </tr> <tr> <td colspan="2">INSURER C:</td> </tr> <tr> <td colspan="2">INSURER D:</td> </tr> <tr> <td colspan="2">INSURER E:</td> </tr> <tr> <td colspan="2">INSURER F:</td> </tr> </table>		CONTACT NAME: Lauren Chrisman		PHONE (A/C No. Ext): 585-374-2629	FAX (A/C, No): 585-374-8783	E-MAIL ADDRESS: lchrisman@mitchelljoseph.com		INSURER(S) AFFORDING COVERAGE		INSURER A: AmWins Brokerage of NY Inc.		INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:													
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COVERAGES CERTIFICATE NUMBER: 00035045-655791 REVISION NUMBER: 2																																		
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Walden Project Liability & Media Waiver

I, _____, the parent of _____,
(Parent/Guardian Name) (Student Name)

give permission for my child to participate in The Walden Project.

By registering your child, you are agreeing to the following:

- You are giving permission to The Walden Project staff to administer any medical attention to your child. The Walden Project Staff will make every effort to contact the parents/emergency contact persons in case of any emergency. Please be aware that you are liable for any medical care costs that are incurred in the case of emergency treatment.
- You are giving permission for your child to participate in any off-campus field trips for the program.
- You are acknowledging that there are risks inherent in a program where students are in direct contact with nature. Safety is the primary concern of this program, and precautions will be taken to minimize risks. Some of the anticipated dangers include, but are not limited to, the following:
 - Students might be using sharp tools, including knives and axes.
 - Students might be using power tools, including circular saws and power drills.
 - Students might be around fire and boiling water.
 - Students might be outside in a variety of weather conditions, including cold, wet, and hot.
 - Students might participate in outdoor activities, including hiking, cross-country skiing, sledding, snowshoeing, canoeing, walking in streams over slippery rocks, climbing trees, lifting heavy objects, and working with farm animals.
 - Students might come in contact with stinging insects, poisonous plants, potentially harmful germs (in a dead animal carcass, for example).

Please contact The Walden project if you have any questions or concerns about these potential dangers and how we plan to prevent and/or respond to issues that may occur.

- You understand that any student exhibiting behavior that may cause harm to themselves, other students, or staff, may be asked to leave. These behaviors include, but are not limited to hitting, kicking, biting, spitting, sexual harassment, hateful or threatening speech, and/or possessing weapons of any illegal or prohibited substances. You have discussed the above rules with your child and agree to abide by them. You understand that students that do not abide by these rules may be asked to leave the program. Should the student need to leave the program for behavioral reasons, the student will NOT be refunded tuition for the current month. (For example, if a student is asked to leave the program on October 5th, the student will not be refunded the tuition that was paid for October.)
- You are giving permission to The Walden Project and its non-profit sponsor, The Willowell Foundation to use images of your child for marketing and promotion materials. Any personal or sensitive information will be removed from photographs. (For example, we will not publish a photo of a student's personal journal entry.) Please contact The Walden Project if you have any questions or concerns about our photo release policy.
- The Walden Project cannot be held responsible for lost or stolen personal belongings, including electronics and other valuables. It is your child's responsibility to keep track of any item he or she may bring.

Parent/Guardian (signed)

Date

Health Information Form

Student Name: _____

PART I: Medical History

1. Which of the following has the student had?

- | | | |
|---|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Measles | <input type="checkbox"/> Mumps | <input type="checkbox"/> Hepatitis C |
| <input type="checkbox"/> Chicken Pox | <input type="checkbox"/> Hepatitis A | |
| <input type="checkbox"/> German Measles | <input type="checkbox"/> Hepatitis B | |

2. Does the student have any of the following?

- | | | |
|--|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> food/medication allergies | <input type="checkbox"/> asthma | <input type="checkbox"/> epilepsy |
| <input type="checkbox"/> insect sting allergies | <input type="checkbox"/> diabetes | <input type="checkbox"/> other: _____ |

3. Below, please list any health issues that may cause the student to have trouble, physically or emotionally.

<i>Potential Issues:</i>	<i>Symptoms:</i>	<i>How to prevent:</i>	<i>What to do if it happens:</i>

*Feel free to add an additional sheet of paper if more space is needed.

PART II: Medical Tests and Vaccinations

4. Date of last TB Mantoux Test: _____

Results: ☐ Positive
 ☐ Negative

5. Please give dates of immunizations for:

Vaccine	Month/Year	Month/Year	Month/Year	Month/Year
Diphtheria Toxoid Containing Vaccine (DTP, DTaP) Tetanus, Diphtheria and Pertussis Booster (Tdap)				
Polio (OPV or IPV)				
MMR				
or Measles				
or Mumps				
or Rubella				
Haemophilus Influenzae Type b (Hib)				
Hepatitis B				
Varicella (chicken pox) Pneumococcal Conjugate Vaccine (PCV)				

PART III: Physician Recommendation

Name of Physician: _____

Phone: _____

Address: _____

Health Care Recommendation by Physician:

I examined this individual on _____

Blood Pressure	Height	Weight

In my opinion, the above applicant

[] is able to participate in an active outdoor program.

[] is NOT able to participate in an active outdoor program.

Restrictions / Recommendations:

[illegible]

Signature of Physician: _____

Date: _____

PART IV: In Case of Emergency

Primary Contacts (usually parents):

Name:	Relationship to Student:	Phone:	Alt. Phone:

Name:	Relationship to Student:	Phone:	Alt. Phone:

Secondary Contacts (can pick up students if parents cannot be reached):

Name:	Relationship to Student:	Phone:	Alt. Phone:

Name:	Relationship to Student:	Phone:	Alt. Phone: