2020

Program Mission
Through two week cross-curricular and cross-graded explorations, Summits at NWS engage students and faculty members in deep studies that are rooted in our school’s values, history, and mission. Summits are unique experiences, providing paths to active engagement with global citizenship, environmental sustainability, social justice, curricular exploration and community passions.

Requirements
Students are required to complete one Summit or International trip each academic year as part of the school’s graduation requirement. These classes become part of a student’s academic record and will appear on student transcripts.

Attendance
Summits run from March 16-27, 2020. Each Summits class will have its own daily schedule, but will generally run from 9:00 AM – 3:00 PM. Some Summits may include evening or weekend events as well as overnight travel. These are noted in the following class descriptions. Detailed schedules will be provided by early February so parents and students can make appropriate arrangements. Students are expected to attend all sessions of their classes as scheduled, including any travel component. Since Summits meet for only two weeks, absences for vacations, routine medical appointments, and other preventable causes are highly discouraged.

Further, some Summits have additional requirements such as advanced language skills, fundraising, pre-summit meetings, etc. Students should be prepared to participate in all required activities.

Athletics
Student athletes should consult with their coaches before selecting a Summit that might interfere with practices or games. Early departure for practices or games may not be possible. Summits requiring overnight travel are noted in the following class descriptions.
Class Scheduling
Registration for Summits will open November 6, 2019. Students will be sent an online form to complete by November 15. Students will be asked to select several options (e.g. 1st choice, 2nd choice, etc.). Every effort will be made to schedule students into their top choices. However, assignments will NOT be first come, first served. Rather, we will work to enroll a balanced classroom based on students’ selections. Students who do not fill out the selection form in its entirety may be placed in any open Summits class. Maximum and minimum enrollments may vary by class, and the school may have to cancel or cap classes based on these limits. Every effort will be made to schedule students into their preferred classes.

Fees and Financial Support
The cost for most Summits is covered by tuition. In some cases, an additional charge is listed because of the expense of a given class. Every effort has been made to keep costs reasonable while maintaining the integrity of this program. As always, the school remains committed to providing an inclusive environment where students can enjoy a full range of programmatic opportunities, and the Northwest Experience Fund will be available to all families currently receiving financial aid.

Policies and Expectations
NWS students are bound by the school's policies both on and off campus throughout the Summits experience. Please consult the Parent/Student Handbook for further information on behavioral and academic expectations. Summit classes are academically substantive. Depending on the class, students may be asked to read, write, journal, build, rehearse, perform, draw, or engage in other formal assignments and assessments. Class readings and other homework will be assigned.

Contact Information
For further information, please contact the summits committee at summits@northwestschool.org

Deadlines, Commitments, and Payments
All students must complete their class sign-up form by Friday, November 15. We will announce class rosters by January 6. Summits with additional fees may require a deposit by January 15th. Final payments are due by March 1st.
Contents
The Art of the Short Story ............................................................................................................................. 4
Artist as Messenger ...................................................................................................................................... 5
Being in the Wilderness: Advanced Backpacking ......................................................................................... 6
Being in the Wilderness: Introduction to Backpacking ................................................................................. 7
The Complete Athlete ................................................................................................................................... 8
Dance as Social Activism ............................................................................................................................... 9
Designing Smart Speakers for Community Solutions ................................................................................... 10
Diversity and Dragons: Creating Inclusive Spaces through Role Playing .................................................... 11
Documentary Film ....................................................................................................................................... 12
Food & Culture Walk Through Seattle ........................................................................................................ 13
Food: Chemistry, Cooking, & Community ................................................................................................... 14
Getting Schooled by Dogs ........................................................................................................................... 15
Hacking Behavior ........................................................................................................................................ 16
Hogwarts in the House .................................................................................................................................. 17
Home Ec in 2020: Not your Grandma's sewing class .................................................................................. 18
The March Goes On: Civil Rights Past, Present, & Future .......................................................................... 19
Music & Culture of Latin America ............................................................................................................... 20
Print, Paint, and Sculpt Seattle's Secret Spots ............................................................................................ 21
Queer Theory .............................................................................................................................................. 22
Radically Me ................................................................................................................................................ 23
Seattle Parks ................................................................................................................................................ 24
S(h)elf Discovery: Disruption in the Library ............................................................................................... 25
Science Fiction, Science Film ....................................................................................................................... 26
Sense of Place: An Olympic Coast Expedition ............................................................................................. 27
TinyHaus ...................................................................................................................................................... 28
Unmaking and Making: The Politics and Histories of Textile Art ............................................................... 29
Urban Agriculture in Seattle ........................................................................................................................ 30
Video Games + Social Identity ..................................................................................................................... 31
<table>
<thead>
<tr>
<th>Summit Title:</th>
<th>The Art of the Short Story</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Julie Kim</td>
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<td></td>
<td>Jeremy Scheuer</td>
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<td></td>
<td>Priscilla Lindberg</td>
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<td>Logistical Details:</td>
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**Summit Description:**
What impact can a story make on the world? How does who we are affect what we write? How can we improve as writers AND as readers? Spend two glorious weeks with this cross-graded group of Humanities teachers learning how to stretch yourself as an author. If you’re a writer or an aspiring writer, read on.  What you’ll do: Each day, after a morning of craft work, you will find a quiet spot and write at least one new short story based on a theme, idea, or character for a total of 9-12 stories.  Who will help me on my writing journey? Every student will be paired with a critique partner and a (teacher) mentor. Our whole group will spend mornings together learning new aspects of this experimental and diverse form of writing, and this will also be a place to troubleshoot potential struggles. Additionally, one of your stories will be workshopped with your mentor and 2-3 cross-graded students. Finally, we’ll likely pair with a local writing organization/local writers for inspiration and support.  Will anyone else read my work? Potentially—we’ll be engaged in peer review and revision. We might also host an evening of student readings for parents and friends.

**Questions, Skills, & Objectives:**
- Writers will set realistic-yet-challenging goals for themselves in terms of output and time management
- Writers will engage in collaboration with peers across empathy, craft, constructive feedback, and problem-solving
- Writers will analyze narrative structures and craft elements through workshops and seminars.
- Writers will build empathy and connection with each other and the larger world through reading diverse narratives and reflecting on the authors’ intent and craft.

**Other Things to Note**

Novelists:
*If you are the rare student who is interested in writing a single novel instead of a collection of stories, please speak to us—we may be able to offer you an independent project in novel writing instead of the Summit offering above, but you’ll need to get preliminary approval from the three of us prior to selecting this Summit in the fall.

**You should anticipate at least some writing homework each night (often you may need to wrap up or revise a story at home given time constraints during the school day).
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<th>Summit Title:</th>
<th>Artist as Messenger</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Lyn McCracken</td>
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<td>Sarah Porter</td>
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<td>Maiensy Sanchez</td>
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<td>Logistical Details:</td>
<td>Multiple afternoon field trips may make spring sport participation challenging</td>
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**Summit Description:**

What is art? What does it do for society? In what ways are artists activists? How do you talk about creative work? In this Summit we will consider a variety of artwork (from Spoken Word to Visual Art to Podcast) and discuss the artists’ message. We will visit museums, galleries, and talk with artists. There will be several opportunities to make art. We will also develop our critical vocabulary and learn to offer a reflective honest critique.

**Questions, Skills, & Objectives:**

- Appreciation - You will gain a better understanding and appreciation for artist’s work and their motivation.
- Vocabulary - You will learn to discuss artist’s work using art terminology and identifiers.
- Analysis and Critique – Through class discussions you will practice ways to analyze and critique artwork.
- Journaling/Writing/Sketching – You will have opportunities to increase these skills through daily reflection.

**Other Things to Note**

Bus trips, Museum visits
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<thead>
<tr>
<th>Summit Title:</th>
<th>Being in the Wilderness: Advanced Backpacking</th>
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<tr>
<td>Faculty:</td>
<td>Nathan Franck, Maddy Huggins</td>
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<td>Grade Levels:</td>
<td>Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12</td>
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<td>Logistical Details:</td>
<td>Overnight outdoor trip, $100 Fee (covered by x-fund for FA students), Prerequisite</td>
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**Summit Description:**
Have you been backpacking before and you want to take your skills to the next level? Join us as we backpack along the Olympic Coast! A major goal of this Summit is for you to be able to plan and execute your own backpacking trip in an environmentally sound way. We will also spend time exploring the barriers to being in the wilderness that limit the diversity of people backpacking.

**Questions, Skills, & Objectives:**
- Creating a healthy menu and dehydrating your own meals.
- Developing a hike plan and communicating itineraries.
- Creating Packing lists and packing and maintaining personal and group gear.
- More advanced first-aid techniques.
- How to plan around weather, tides, and other variables that could affect your trip.

**Other Things to Note**
Prerequisite: Backpacking experience, either personal or on an NWS trip
5-6 Day backpacking trip
**Summit Title:** Being in the Wilderness: Introduction to Backpacking

**Faculty:**
- Richard Ha
- Maria Moses

**Grade Levels:**
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

**Logistical Details:**
- Overnight outdoor trip
- $100 Fee required (covered by x-fund for FA students)
- Student Teaching Assistant opportunity (Contact Faculty for info)

**Summit Description:**
"The clearest way into the Universe is through a forest wilderness." - John Muir. The Being in the Wilderness Summit is a basic skills course in safely exploring the wilderness. This program is intended for beginner backpackers with little to no experience for all grade levels. Students will learn basic navigation, healthy food rationing for a multi-day backcountry trip, efficient packing, preparing for all weather types, Leave-No-Trace techniques, and expedition behavior. Students will engage in a marketing analysis through a DEI lens and have the opportunity to design a day’s itinerary in a collaborative setting. We will be backpacking for four nights along the Deschutes River Trail in Oregon (area subject to change, depending on accessibility and weather) from March 22nd - March 26th. On March 18th we will go on a local day hike. Students must be able to attend the Summit in its entirety.

**Questions, Skills, & Objectives:**
- basic navigation
- healthy food rationing for a multi-day backcountry trip
- efficient packing
- preparing for all weather types
- Leave-No-Trace techniques
- expedition behavior

**Other Things to Note**
- Wednesday, March 18th, we will spend the school day from 9 AM - 3 PM on a day hike at Poo Poo Point.
- Sunday, March 22nd we will leave school at 8 AM & begin backpacking along the Deschutes River Trail in Oregon.
- We will backpack until Thursday, March 26th, when we will return to school by 6 PM.
- Students need to be comfortable being away from home for several days
- Students do not need to supply their own equipment
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<tr>
<th>Summit Title:</th>
<th>The Complete Athlete</th>
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<tr>
<td>Faculty:</td>
<td>Joe Bisignano</td>
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<td>Reid Koss</td>
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<td>Melissa Trygg</td>
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**Summit Description:**

This summit will dig deep into everything we know about combining maximum fun, great health and peak athletic performance. We know that many aspects of being an athlete are pretty simple – show up, work hard, etc. We also know that doing them isn’t always easy. In this Summit you will be asked to look inward with a wide angle lens – What are your physical strengths and weakness, mental strengths and challenges, areas at risk for injury, aspects of performance like nutrition and sleep that may be assets or hurting your game.

In this summit you will test your strength and endurance and look to design a program aimed at addressing your weaknesses. Assess your injury risk and execute a plan to lower it. Look at every aspect of your eating and nutrition and learn how to cook and eat the food your body needs. Meet with a sports psychologist and mental focus trainer and try some techniques to improve your mental game. Learn and practice mindfulness so you can find a way to be "in the eye of the storm", "quick but not hurried" and "present and in the moment" while competing at a high level without judging yourself for your performance. Come ready to work out in new ways – Spinning, boxing, etc. Meet professional trainers and athletes and dig deep into your own potential. Open to high school students and anyone who defines themselves as an athlete.

**Questions, Skills, & Objectives:**

- Curious about what the best athletes do to elevate their game?
- Curious about what you could do as an athlete to elevate your game?
- Ready to tackle those aspects of your athletic life that you have been ignoring?
- Ready to sweat and cook and think and share? Then this summit is for you.

**Other Things to Note**
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<th>Summit Title:</th>
<th>Dance as Social Activism</th>
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<tr>
<td>Faculty:</td>
<td>Maya Soto</td>
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<td>Ethan Sobotta</td>
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<td>Logistical Details:</td>
<td>Prerequisite</td>
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**Summit Description:**
CALLING ALL dancers, movers and choreographers grades 7-12! Do you love to dance and perform? Are you interested in creating your own dances for the stage? In this summit, we will investigate the relationship between dance, performance, and social activism. We will produce a dance concert featuring student choreography that brings awareness to social justice issues. With a theme of dance as activism, students will take master classes from professional artists, learn how to choreograph a dance, create, rehearse and produce a show for the community. This is a hands on creative process. Dancers of all experience levels and abilities are encouraged to participate! Students will direct everything from rehearsals to production meetings and run the show. Choreographers are also creative entrepreneurs. In addition to performing, students will experience the business of dance, including project management, budgeting and marketing/promotion.

**Questions, Skills, & Objectives:**
- Explore the relationship between dance and social activism
- Learn and use choreographic tools, methods and processes
- Create choreography centering student ideas and voices
- Interact with diverse professional artists via workshops/master classes
- Experiment with different movement styles
- Practice collaboration, leadership & team building skills
- Engage in all phases of the Creative Process (Generate, Create, Perform)
- Apply entrepreneurial skills and spirit in order to produce a successful dance concert

**Other Things to Note**
Prerequisite: Previous dance experience is required. This summit is for students who are passionate about dance and motivated to create their own choreography.
### Summit Title:

**Designing Smart Speakers for Community Solutions**

### Faculty:

- Tara Linney
- Chris Pesce

### Grade Levels:

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

### Logistical Details:

#### Summit Description:

"Okay, Google", "Hello Alexa" - voice technology - the wave of the future! Come join our Summit to learn about how AI-powered voice technology can be used to create communication solutions for nonprofit organizations. We'll be creating and designing a Smart Speaker, that doesn't sell your data!

#### Questions, Skills, & Objectives:

- How can AI-powered technology be developed to support the needs of a community?
- What are the privacy risks and financial costs associated with the implementation of new technology?
- What makes equity an issue of concern in today’s technology-filled world?
- Why is there a need to integrate empathy into the design of technology?

#### Other Things to Note
Summit Title: Diversity and Dragons: Creating Inclusive Spaces through Role Playing

Faculty: Jen Ford
Nate Kinne

Grade Levels:
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Logistical Details: Student Teaching Assistant opportunity (Contact Faculty for info)

Summit Description:
Grab your Dice Bag of Holding and your +1 longsword brave heroes and prepare to embark on the shared adventure of a lifetime! Using the fabled tabletop role-playing game Dungeons and Dragons, this summit will be a deep dungeon dive into the question, “How can role playing games be used to create spaces that honor diversity and promote equity and inclusion?” This summit will be open to students in 6th-12th grade, and will be structured around morning class time and afternoon play time, with plenty of guest speakers and skill building activities such as cooperative storytelling, creative writing, improvisation, probability statistics, and empathy building. Players can use all these tools to overcome challenges and unite to tell their own legend!

Questions, Skills, & Objectives:
• Learn to play D&D!
• Practice cooperative storytelling and creative writing!
• Use your imagination and ingenuity to solve challenges!
• Have fun and make new friends!

Other Things to Note
No D&D experience required
**Summit Title:** Documentary Film  
**Faculty:** Solomon Davis  
Zach Humes  

**Grade Levels:**  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  

**Logistical Details:** Student Teaching Assistant opportunity (Contact Faculty for info)  

**Summit Description:**  
In this project-based Summit, students will create a documentary from concept to final edit, culminating in a screening for the Northwest community. During the course of production, students will be engaged in discussions about style and ethics, learn advanced video and audio editing techniques, and be introduced to local filmmakers who will share their knowledge and experience.  

**Questions, Skills, & Objectives:**  
**Essential Questions:**  
- What makes documentary filmmaking a powerful force for change?  
- How can NWS students contribute to this ever-evolving art form?  
- What is documentary and what is its importance for the individual / the culture?  
- How will my project connect to the core values of the NWS?  

Students will gain knowledge of:  
- Documentary film history and sub-genres (i.e. expository, poetic, performative etc.)  
- Video and sound editing software  
- The video production process  
- Students will be given opportunities to learn and hone skills in: Photography, Storytelling, Journalism, Sound design and editing, Video editing  

**Other Things to Note**
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<tr>
<th>Summit Title:</th>
<th><strong>Food &amp; Culture Walk Through Seattle</strong></th>
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<tr>
<td>Faculty:</td>
<td>Dani Kim</td>
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<td>Wain Joseph</td>
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**Summit Description:**
In this summit, students will have an opportunity to take a closer look at the dominant food narrative in Seattle. Many restaurants while rebranded and advertised as "authentic", are often appropriated from the native cultures the food originated from. We will re-establish the celebration of these cultural foods by visiting and eating from the local family-owned restaurants in south Seattle, interviewing the immigrant owners about their narratives in establishing the business and featuring them on social media platforms. The objective is to empower the voices of these marginalized communities and celebrate the authenticity they continue to preserve by spreading awareness of their stories to the Northwest School community and the general public. The cultures we will be studying are Vietnamese, Cantonese and Somalian. Students will develop deeper conversations brought up in Ijeoma Oulo’s *So You Want To Talk About Race*, applying your knowledge of vocabulary around intersectional identity and generational narrative.

**Questions, Skills, & Objectives:**
- Students will engage with critical questions to educate and celebrate marginalized communities
- Students will appreciate the cultural history and significance of specific dishes to each respective culture
- Students will present their final product to the Northwest school community as a resource that will continue to grow and build every year.

**Other Things to Note**
Students will attend afternoon field trips 2-3 times a week.
### Summit Title:
Food: Chemistry, Cooking, & Community

### Faculty:
- Erica Bergamini
- Ellie Sandstrom
- David Montero

### Grade Levels:
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10

### Logistical Details:
Student Teaching Assistant opportunity (Contact Faculty for info)

### Summit Description:
This Summit will explore food and cooking through the lens of food science, multi-cultural themes in food preparation and how food can nourish our sense of community. Days will be split into research and/or lab activities in the classroom and field trips and/or cooking activities in the classroom, dorm and off campus. Students will engage in food science laboratory activities, an independent research/action project, food preparation and exploring the role of food in communities.

### Questions, Skills, & Objectives:
- Students will develop skills in the culinary arts.
- Students will show greater understanding of the science involved in nutrition and cooking.
- Students will be able to compare and contrast different food preparation techniques.
- Students will identify a food that has significance to their own community and tell its story.
- Students will identify a community food-related issue and design a research or action project to address it.

### Other Things to Note
We would welcome an 11th or 12th grader as a TA; Contact Erica or Ellie for requirements.
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<tr>
<th>Summit Title:</th>
<th>Getting Schooled by Dogs</th>
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<tr>
<td>Faculty:</td>
<td>Olivia Heeter</td>
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<td>Chris Talone</td>
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**Summit Description:**
In this Summit, students will learn how to properly greet and handle a dog, learn dog body language and how humans should respond, and learn how dogs serve the Greater Seattle community, including how service dogs improve the lives of people with disabilities. We will also make healthy dog treats and spend a few hours creating sculptures of our favorite animals. Students will complete a dog-related project that is meaningful to them personally. There will be two off-campus field trips, one to a local dog park which will include bringing our own dogs, and another to a farm in Olympia to learn about herding dogs and dog agility training.

**Questions, Skills, & Objectives:**
- What can an individual do to make a difference in a dog’s life?
- How can we communicate our wants and needs to a dog?
- How can we listen to the wants and needs of our dog?
- In what ways can we support dog health?
- How can we strengthen our relationships with our dogs?
- What abilities and skills can and can’t dogs do?

**Other Things to Note**
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<th>Summit Title:</th>
<th>Hacking Behavior</th>
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<tr>
<td>Faculty:</td>
<td>Shie Benaderet</td>
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<td>Bradley Lignoski</td>
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**Summit Description:**
Are you more advanced than a rat in a box? Do you feel like you have a leg up on pigeons? Some of the same techniques that can be used to train a rat to earn a reward, or a pigeon to play ping-pong, are built into the tech you use every day. The people who designed some of your favorite - and least favorite - apps like Facebook, Instagram, and Twitter, studied the psychology of behavior and persuasion and now it is your turn to learn how to hack behavior. These techniques have far reaching implications that extend beyond the individual to society as a whole. They affect what we buy, where we direct our precious attention and even influence the outcomes of elections. Join us for a two-week dive into the psychology of habit-formation and app design. Learn to “unhook” yourself from digital devices. We will study psychology, product design, and look at the broader implications of habit-forming digital tools on society. This course will include extensive reading, listening to podcasts, discussion, journaling, basic app design (wireframing), guest speakers and several field trips. We look forward to hacking your behavior!

**Questions, Skills, & Objectives:**
- Develop a deeper understanding of psychology and how apps and products can be designed to be habit-forming
- Apply habit formation techniques to design an app or social movement that influences human behavior
- Build a practice of intentional use of technology by learning how you are being manipulated by your apps and devices
- Reflect on the broader implications to society of recommendation algorithms, persuasive design, and the attention economy

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<th>Summit Title:</th>
<th>Hogwarts in the House</th>
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<tr>
<td>Faculty:</td>
<td>Tamara Bunnell</td>
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<td>Ellen Graham</td>
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<td>Kathryn Wallace</td>
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<td></td>
<td>Grade 12</td>
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<tr>
<td>Logistical Details:</td>
<td>Prerequisite</td>
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**Summit Description:**

The enduring impact and influence of J.K. Rowling’s Harry Potter series is historically unprecedented. What about these books has been so compelling and engaging to readers of so many ages and across so many cultures? In this summit, we will explore the themes and ideas that underlie this seemingly simple tale of good and evil. How can it inform our understanding of the “real” world? In what ways does the Harry Potter universe reflect human history and our natural environment? What sorts of things have been inspired by and created in response to Rowling’s work? What are the books asking us to think about in regard to social justice, fake news, the human psyche, and political control? In the course of our two weeks together, we will explore these and other aspects of the Harry Potter series through writing, discussion, and hands-on activities. There will be a combination of in-class work, field trips, and active workshops in this summit. This summit will be fun, but it will also be rigorous. You can expect a good deal of reading and writing, and will also need to complete a required individual project. Any student wishing to be part of this summit should have read the full series prior to the summit (not just seen the films). All students are welcome, whether magical or muggle (no Death Eaters, please!), from all grade levels.

**Questions, Skills, & Objectives:**

**Other Things to Note**

Prerequisite: Before joining this summit, you must have read all seven books in the original Harry Potter series.
<table>
<thead>
<tr>
<th>Summit Title:</th>
<th>Home Ec in 2020: Not your Grandma's sewing class</th>
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</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Lead Teacher TBD</td>
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<tr>
<td></td>
<td>Guest speakers from Support Faculty</td>
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<tr>
<td>Grade Levels:</td>
<td>Grade 10</td>
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<td>Grade 11</td>
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<td>Grade 12</td>
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<tr>
<td>Logistical Details:</td>
<td>This summit may be added based on interest and registration needs</td>
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</tbody>
</table>

**Summit Description:**

Are you getting nervous about leaving home and the House and heading out into the world as an adult? Do you feel like you’ve missed out on lessons that you need to survive in the real world? The Northwest School Community is full of loving adults who want to share their expertise about adulthood. Learn basics of economics and budgeting from the business office. Write a resume and practice a job interview with HR. Make a weekly menu and food budget with the Kitchen. Learn some basic home improvement and auto maintenance with the facilities team. Adulting is scary - but you don't have to head out unprepared!

**Questions, Skills, & Objectives:**

- What do you need to know to be prepared to be an adult in the 2020s?
- Learn skills that will help you in the real world from NWS faculty and other community members.
- How does preparation for adulthood vary based on your social, economic and cultural background?

**Other Things to Note**
**Summit Title:** The March Goes On: Civil Rights Past, Present, & Future

**Faculty:**
- Chance Sims
- Gianna Craig
- Kevin Alexander
- Anshu Wahi (Tentative)

**Grade Levels:**
- Grade 10
- Grade 11
- Grade 12

**Logistical Details:**
- Application Required
- Time commitment prior to Summits
- Overnight trip
- $1,950 Estimated Fee required (covered by x-fund for FA students)

**Summit Description:**
We are in the midst of a civil rights movement. This summit takes you on a personal, racial, and historical journey through key moments and places of the Civil Rights Movement of the past to help you understand the present. Using the power of perspective and place, we will visit significant sites in the U.S. South. We will connect the events of the past to the current struggles for civil rights. We will meet with historians and activists who participated in earlier movements and those organizing today. After 10 days of travel, we will return to Seattle for personal reflection and examination of racial identity and civil rights locally and nationally. We will conclude this summit by developing a personalized plan to join in the ongoing movement for a just and equitable society.

**Questions, Skills, & Objectives:**
- Why this Summit now?
- Who am I in the active movement for civil rights?
- What is the role of place in this movement?
- How can I complicate my understanding of identity, race, resistance, place, and struggle in the U.S.?
- How do we connect the historical Civil Rights Movement and the movement today in the South and the Pacific Northwest?
- Develop capacity to recognize and organize in response to social injustice
- Foster ability to think critically about racialized events past and present
- Use inquiry-based process to develop critical understanding of social movements and personal identity
- Improve facility for cross-racial dialogue
- Analyze systems of power and institutional racism
- Build vocabulary around civil rights issues, race, and racism

**Other Things to Note**
- Students need to complete an application available from the trip leaders listed above. Application due date is Friday, November 15, 2019.
- Pre-summit meetings will include trainings during 9-12 Interest Group time during Trimester 2 and attendance at some out-of-school events related to our study.
- Students participating on the March Goes on, along with their families, will be invited to a pre-Summit information night in advance of our travel.
- Overnight trip will take place Tuesday, March 17, 2020-Thursday, March 26, 2020. Students must participate in pre- and post-travel days on Monday, March 16, 2020 and Friday, March 27, 2020.
- Estimated fee per student is $1950
<table>
<thead>
<tr>
<th>Summit Title:</th>
<th>Music &amp; Culture of Latin America</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Freddy Gonzalez</td>
</tr>
<tr>
<td></td>
<td>Monica VanLoon</td>
</tr>
<tr>
<td></td>
<td>Flor Waldner</td>
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<tr>
<td>Grade Levels:</td>
<td>Grade 9</td>
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<td>Grade 10</td>
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<td>Grade 11</td>
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<td>Grade 12</td>
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<tr>
<td>Logistical Details:</td>
<td>No language prerequisite</td>
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</tbody>
</table>

**Summit Description:**
This course will dive into the flavors and colors of Latin American culture through music, culinary experiences, art, literature and language. Our focus will be for students to have hands-on experiences with experts from different cultural fields. Participants will engage in a culinary experience in a local restaurant, will listen to different types of music, will visit an artist and engage in conversation with them, and will have the opportunity to play music with a professional artist.

**Questions, Skills, & Objectives:**
Music - Art - Food - Dance - Literature

**Other Things to Note**
**Summit Title:** Print, Paint, and Sculpt Seattle's Secret Spots  
**Faculty:** Sandy Nelson  
Lisa Beemster  
**Grade Levels:** Grade 9  
Grade 10  
Grade 11  
Grade 12  

**Logistical Details:**  

**Summit Description:**  
We invite you to join us as we explore three fascinating spots in Seattle: The Panama Hotel, the memorials to Native American woodcarver John T. Williams, and the James Washington House, (the home of and museum devoted to the life work of visual artist Dr. James W. Washington Jr.). Our summiteers will visit each site, learn about its history and significance, and take multiple photos of both the site itself and also smaller, more intimate spots that may strike you as being especially meaningful.  
Back at school, you will choose at least one photo from each site to use as artistic inspiration in the creation of three works: a print (taught by Sandy), a watercolor painting (taught by Lisa), and a ceramic piece (taught by Randy Silver).

**Questions, Skills, & Objectives:**
- **Goals:** Students will enjoy the experiences of discovery, fascination, and artistic expression.  
- **Skills:** Participants will learn to express themselves artistically through printmaking, a quick and "fixable" watercolor technique, and by engaging in ceramic work with Randy Silver.  

Questions to consider:
- Am I intrigued by the idea of discovering spots in Seattle that reveal aspects of the area's history that are not at all well-known?  
- Would I like to learn new ways of creating artwork?  
- Would I enjoy going out into the city, working with three quite nice art teachers, and getting to know other students from different grades and social groups?  

**Other Things to Note**  
It is important to note that participation in and true enjoyment of this Summit does not require any previous experience with any of the art techniques listed above. Please consider joining us even if you think that you are “not an artist”.
Summit Title: Queer Theory

Faculty:
- Elvin Jones
- Mary Anne Henderson

Grade Levels:
- Grade 11
- Grade 12

Logistical Details:

Summit Description:
What is queer? What does it mean to be queer? This Summit creates space for students to unpack the meaning of queerness through the study of queer theory. Queer theory originally developed out of the radical gay activism of the 1970s and 80s. Rather than words stuck on a page, queer theory is intimately intertwined with the lived reality, marginalization, and resistance of queer people. Queer theory and queer activism are global pursuits. Ideas of queerness are discussed all around the world. This course will be inclusive of international queer voices. In this Summit we will work together to explore queer theory in its many forms. Each student will propose their own Queer Theory project that allows them to pursue their interests and share their understandings and questions with each other. Throughout our time we will engage in discussions, read together, take mini-field trips, and work with many folks in Seattle’s queer community. This Summit is open to all 11th and 12th grade students. We encourage queer, questioning, and straight allies to join us!

Questions, Skills, & Objectives:
- What is queer theory?
- How does it relate to my life?
- How can I engage with queer theory?
- How is queer community built?

Other Things to Note:
10th Graders may take this summit with faculty permission. Contact MaryAnne and Elvin for permission.
<table>
<thead>
<tr>
<th>Summit Title:</th>
<th>Radically Me</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Harumi LaDuke, Christian Stallworth</td>
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<tr>
<td>Grade Levels:</td>
<td>Grade 11, Grade 12</td>
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<tr>
<td>Logistical Details:</td>
<td>Student Teaching Assistant opportunity (Contact Faculty for info)</td>
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**Summit Description:**

Have you ever felt unsure about what to think or do? Do you wish you had a reliable compass of your own to help figure out the next right step? Are you curious about how you can step into your own power and shed fear? Do you know how to recognize and prevent negative societal messages from shaping the way you view yourself and move through the world? In this Summit, you will explore a variety of practices from different cultural contexts, both modern and ancient, that allow you to listen to your own intuition. You will learn to recognize and release society’s influences so that you can more fully experience your true self. This course is about the individual journey. Participants must be willing to dive deep and confront their own fears and self-judgment in order to move towards radical self-acceptance.

**Questions, Skills, & Objectives:**

- What is intuition?
- How do I access my own intuition?
- How do societal norms impact my ability to access my intuition?

**Other Things to Note**

The Teaching Assistant opportunity is open to students who previously participated in Radically Me and/or have demonstrated in area(s) of this Summit. Please talk to Christian and Harumi if you are interested.
<table>
<thead>
<tr>
<th>Summit Title:</th>
<th>Seattle Parks</th>
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<tr>
<td>Faculty:</td>
<td>TBD</td>
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<td>Grade Levels:</td>
<td>Grade 6</td>
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<td>Grade 7</td>
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<td>Grade 12</td>
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<tr>
<td>Logistical Details:</td>
<td>This summit may be added based on interest and registration needs</td>
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**Summit Description:**
There are few things in our culture that are shared by so many people as a public park. We will get out to play in and explore a wide variety of our public spaces to think about what makes a park work (including who is well served or not well served by that use of space.) We will meet the folks responsible for current and future park design and construction and take a deep dive into both the process and product of making a great park. Activities will range from playing on playgrounds to building models of dream parks. Our goal is for everyone to find some concrete way to either build a parking lot park, improve a current park and be involved in the design or construction of a real park.

**Questions, Skills, & Objectives:**
- What makes a truly great park?
- What is the role of public space, especially parks, in the overall life of a great city?
- How do design, materials, landscaping, access, etc. all intersect in the design of a good park?
- How can I be an active member of the public for whom these public spaces are designed and built?

**Other Things to Note**
<table>
<thead>
<tr>
<th>Summit Title:</th>
<th>S(h)elf Discovery: Disruption in the Library</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Charlotte King-Mills</td>
</tr>
<tr>
<td></td>
<td>Alicia Kalan</td>
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<tr>
<td>Grade Levels:</td>
<td>Grade 6</td>
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<td>Logistical Details:</td>
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<tr>
<td>Summit Description:</td>
<td>Reading isn’t a solo experience, it’s a conversation. Open a book and magic happens, we discover something about ourselves and the world. But finding windows of understanding isn’t always comfortable. The publishing industry has a long history of publishing books that reflect specific experiences while silencing others. Ready to disrupt and discover in the library? In this Summit we will examine why there is a lack of representation in the Young Adult publishing industry, how books are marketed and why certain books resonate with us while others fall flat. We will speak with industry insiders, write a reading autobiography, and spend a significant amount of time reading.</td>
</tr>
<tr>
<td>Questions, Skills, &amp; Objectives:</td>
<td>• How does my identity influence the books I read?</td>
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<td></td>
<td>• How do the books I read influence my identity?</td>
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<tr>
<td></td>
<td>• Why is there a lack of representation in books being published and how they are marketed?</td>
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<tr>
<td>Other Things to Note</td>
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<tr>
<td>Summit Title:</td>
<td>Science Fiction, Science Film</td>
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<tr>
<td>Faculty:</td>
<td>Isaac Meyer</td>
</tr>
<tr>
<td></td>
<td>Clare Prowse</td>
</tr>
<tr>
<td>Grade Levels:</td>
<td>Grade 9</td>
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<td>Grade 12</td>
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<tr>
<td>Logistical Details:</td>
<td>Parental permission form will be required</td>
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**Summit Description:**

Students who take part in this summit will learn to critically view how media portrays science as a phenomenon. How the process of science is anywhere along the spectrum of magical, unknown and mysterious to logical and infallible. This will challenge how they think about science and its place in explaining the world around it and how easy it can be used to create misinformation and misconception. We also look at how science fiction is used to explore societal questions around humanity, community and society. Some of the areas of science we will cover are: Genetic Engineering, AI, Environment and Space Travel.

**Questions, Skills, & Objectives:**

- Critical analysis of media
- The difference between science fiction and science fact
- Use of science fiction to explore the future

**Other Things to Note**

Parental permission forms will be required for students under 17 years of age because this Summit will interact with films with MPAA Ratings above PG-13
### Summit Title:
**Sense of Place: An Olympic Coast Expedition**

### Faculty:
Jeremy DeWitt  
Sophie Daudon

### Grade Levels:
- Grade 9  
- Grade 10  
- Grade 11  
- Grade 12

### Logistical Details:
- Overnight outdoor trip  
- $100 Fee required (covered by x-fund for FA students)  
- Prerequisite

### Summit Description:
“"If you don’t know where you are," says Wendell Berry, "you don’t know who you are." In this Summit, you will have the opportunity to examine your relationship to and responsibility for the world as we spend 6 days hiking along a stretch of the Washington Coast in Olympic National Park. We will explore questions such as: What are the different ways we can observe and define a place? What connects humans to a place? What is our responsibility to our "places"? These questions will primarily be explored through traveling 20 miles along the Coast line wilderness. As the journey permits, we will be making and sharing our observations, as well as experiencing and discussing the perspectives of native peoples, artists, writers, historians, and scientists grappling with similar ideas. Additionally, we will support you as you design and carry out an Independent Field Project. Sign up for this Summit if you are intrigued by the idea of slowing down and looking at everything from an intricate piece of sea kelp to the composition of an old-growth forest, if you are curious about the relationship between human culture and landscapes, and/or if you find yourself drawn to the outdoors and wanting to explore why.

### Questions, Skills, & Objectives:

#### Essential Questions
- How do the places you interact with and explore define who you are?  
- How do natural and social systems intersect to define places and vice versa?  
- What are the ways you can observe a place to better understand its components and your relationship with them?  
- How do you share your understanding of a place with others to inspire them to care for it?  
- What is your responsibility to your own “places” (locally and globally)?

#### Skills
- Wilderness Travel: trip preparation and planning, navigation, self-care in the backcountry, and “leave no trace” principles.  
- Observation: exploration and practice of field methods including questioning, sketching, discussion, writing, photographing, story-telling, painting, listening, and comparison.  
- Self-Reflection: purposeful examination of your identity and your relationships with the “places” in your life.  
- Communication for action: use of a variety of methods to clearly convey your questions, conclusions, and insights about place to inspire action for environmental stewardship.  
- Considering, understanding, and embracing multiple viewpoints: encounter, appreciate, and adapt to multiple viewpoints through our expedition group relationships and the perspectives of others on sense of place and/or the Olympic Coast.

### Other Things to Note
**Important details:** Trip dates: March 19th - March 24. The majority of this Summit will take place away from Seattle and will span over the weekend of March 21st and 22nd.

Students are required to have some prior experience backpacking, either on a personal trip or with NWS. Unsure of your experience level? Come talk to us.
**Summit Title:** TinyHaus

**Faculty:**
- Herb Bergamini
- Perry Thiesen
- Victoria Dryden

**Grade Levels:**
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

**Logistical Details:**

**Summit Description:**
In January of 2017, the city of Seattle declared a state of emergency around the crisis of homelessness. While estimates vary, at a minimum there are now over 12,000 residents of King County without housing or adequate shelter. This includes an estimated 1,000 homeless youth in Seattle alone. Meanwhile, Seattle is among the nation’s fastest growing cities and hottest housing markets, home to a rapidly widening wealth gap that is fueling the current crisis in affordability and homelessness. This Summit offer students a chance to learn about and to impact this state of emergency in small but important ways.

Students will spend half of their time building a Tiny House to be placed in a city-sanctioned homeless encampment site, and half of their time learning about the homeless crisis through collaboration with community partners such as urban artworks in the creation of a school mural to represent an ongoing commitment for NWS students to become a part of the solution to the homeless crisis, and classroom-based study of the concept, causes, and consequences of homelessness including research, reading and discussion of texts and documentary films.

Our core objective is for our students to emerge from this Summit not only more educated about the community that surrounds them and some of the challenges the homeless face on a daily basis, but also inspired to use their position of relative privilege to make a difference. We seek to build reading, writing, artistic, creative and critical thinking skills, but also to marry understanding to empathy, and empathy to action. We are hoping art, purposeful interaction, and service will expose students to a marginalized population, deconstruct the stigma surrounding homelessness, and provide a positive platform for human expression and connection.

**Questions, Skills, & Objectives:**
- What is the magnitude of homelessness in our community?
- What factors cause the growth of homelessness in the city?
- Who is affected by homelessness?
- What services exist to help someone who is homeless, and how can we help as individuals?
- What is the state of homelessness in other cities?
- What solutions have been effective in addressing homelessness?
- What can I do to contribute to the solution?
- How do you build a house using current/modern power tools, sustainably sourced materials, and industry standard safety practices?

**Other Things to Note**
<table>
<thead>
<tr>
<th>Summit Title:</th>
<th>Unmaking and Making: The Politics and Histories of Textile Art</th>
</tr>
</thead>
</table>
| Faculty:    | Kate Boyd  
               Julia Freeman                                 |
| Grade Levels: | Grade 6  
                             Grade 7  
                             Grade 8  
                             Grade 9  
                             Grade 10  
                             Grade 11  
                             Grade 12 |
| Logistical Details: | Multiple afternoon field trips may make spring sport participation challenging |

**Summit Description:**
This studio art/research course will reveal cultural politics of cloth through the layering of histories that have been recorded by the evidence of cloth, textile processes and materials choices ending up as contemporary textile art. Students will read interviews, articles and writings about and from historical texts and contemporary textile artists, as well as watch film, go on museum visits and listen to guest artists’ presentations. The very nature of how we will express and present the knowledge we obtain during this summit will be through an intersectional feminist lens and practice. Instead of writing to prove our understanding of the information provided in this course, we will be learning how to record, explain and converse using textile processes. This form of “writing” is in direct response to the written language used to record dominant histories throughout time.

**Questions, Skills, & Objectives:**
- This course will introduce students to processes such as dyeing fabric, embroidery, applique and quilting to create one piece.
- Students will work independently and collaboratively as we participate in the age-old feminist practice of community building through making a group textile piece.
- The final project is an independent art "book" that will also use audio and video recording to record the journey of our thinking, making and interacting during in the two weeks.

**Other Things to Note**
### Summit Title:
**Urban Agriculture in Seattle**

### Faculty:
Lynne Feeley  
Jenny Cooper

### Grade Levels:
- 6-8 graders are welcome if they have experience in the NWS farm/garden or other gardening experience, with faculty approval  
- Grade 9  
- Grade 10  
- Grade 11  
- Grade 12

### Logistical Details:
- Student Teaching Assistant opportunity (Contact Faculty for info)  
- This Summit includes physical work every day, rain or shine. Please be excited to get dirty, work hard, and have loads of fun in the sun and/or rain.

### Summit Description:
“Everybody, regardless of their economic means, should have access to the same healthy, safe, affordable food that is grown naturally.” - Will Allen, Urban Farmer and Founder, Growing Power (Milwaukee, WI)

Where does our food come from? What are the social and environmental impacts of our food system? This Summit will use the NWS farm/garden as a learning space to hone skills in urban agriculture and gain a deeper understanding of our food system through a social justice lens. We will split our time between working in this ever-evolving space and volunteering at Seattle organizations focused on food justice and urban agriculture. Our hands-on work will ground deeper discussions and learning about food justice, environmental justice, and the connections between race, class, land use history, soil contamination, food access, and health. Our work at NWS will include amending soil, planting spring and summer crops, tending to the compost, and working on other independent and team projects. Each student will be expected to develop and carry out a small group or independent project related to the farm/garden. This could be an art project, construction project, hydroponic system, wind or solar powered scarecrow sculpture, planting project, or anything else that is educational, feasible, and builds community within the farm/garden.

### Questions, Skills, & Objectives:
- Where does our food come from?  
- What are the social and environmental impacts of our food system?  
- What are food justice and food sovereignty?  
- How does striving for food justice and improving environmental elements like soil, air, and water support community resilience and equity?  
- What are the social and environmental forces that mediate our relationship with food--growing it, eating it, and thriving from its nutrients?  
- How can we engage in advocacy around racial justice, food justice, and environmental justice?

Students in this Summit will engage in developing the following skills:
- Systems thinking, understanding of the intersections of hard sciences and social sciences, project development and implementation, teamwork, techniques for growing organic food in cities, organic pest management, crop rotation and planning.

### Other Things to Note
No experience in gardening or agriculture needed for Upper School students; Middle School students who have experiences in the NWS Farm/Garden or other experience/skills in gardening/growing food are welcome with faculty permission.
### Summit Title:
**Video Games + Social Identity**

### Faculty:
- Alex Chen
- Frances Tee
- Molly Mac
- Erikk Hood

### Grade Levels:
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

### Logistical Details:
- Parental permission form will be required

### Summit Description:
The goal of our summit is to challenge the stereotypes within gaming culture and encourage you to reflect on your own identity in relationship to the games you play (or don’t play). We will be exploring social justice, identity, and environmental sustainability through the medium of video games. We will discuss questions related to how story influences play, how decisions impact experience, how we identify with characters, how cultures/ideas are preserved through games, and how we pro-socially play with others. Students will be playing video games, analyzing the history of video games, reading/watching research on video games, meeting with members of the video game community, visiting interactive game spaces/museums, reflecting on experiences, and ultimately, creating their own video game and character. Although we are discussing a variety of games – our gameplay during the summit will be primarily focused on story-driven and adventure-based games, particularly games that are often underrepresented. For example, “Never Alone” is a puzzle-platformer adventure video game based on the traditional Iñupiaq tale, "Kunuuksaayuka", which was first recorded by master storyteller Robert Nasruk Cleveland in his collection *Stories of the Black River People*. “Life is Strange 2,” follows two brothers, Sean and Daniel, on the run after a tragic event. On top of juggling grief and newfound responsibilities, the pair also find themselves dealing with bigotry and worse. We hope to foster deep discussions while also providing you a space to be creative. And, of course, we truly hope you have tons of fun!

### Questions, Skills, & Objectives:
- How can games change society in positive ways?
- What is the purposes of games in human life? And how do they give people meaning?
- How can you combat stereotypes through the games you play or create?
- Who has power in gaming communities? And who being oppressed within those spaces?

**Creation Skills:**
- Create an 8-bit (side-scroller) video game level with a character and/or artifact that incorporates your identity in some way.
- Create a ceramic figure or artifact that represents the game you are making.

**Philosophical Objectives:**
- Share how identity impacts the way games are designed, shared, and promoted within society. Sharing thoughts and ideas with peers and having critical conversations on video games in a way that promotes inclusivity by incorporating a variety of perspectives/communities.

### Other Things to Note:
- Parent permission is required for middle school students, since this Summit will interact with games and films with ESRB ratings above *E for Everyone* and MPAA ratings above *PG*.
- While we recognize the cultural and historical impact of First Person Shooter (FPS) games, we will not be playing FPS, or shooter-focused video games.
- For a work list of films, games, and books for this Summit please visit: https://bit.ly/36kGupc