



*Slowing down, sharing stories, making connections:
A free online learning program for youth around the world*

Core Learning Journey 2: The Past and the Global

In this curriculum, students engage in 6 different footsteps to explore the past and global issues.

Footstep 1: Reflecting Back and Looking Forward	Students share some highlights from their first learning journey and select and comment on a photo from Out of Eden Walk journalist Paul Salopek’s Instagram account.
Footstep 2: Connecting Our Own Lives to the Past	Students make a visual representation of how their own lives connect to the human past or history.
Footstep 3: Learning From Other Generations	Students ask someone aged 50 or over to represent how their lives connect to the past or talk with them about an “old” object that is important to them.
Footstep 4: Connecting Everyday Objects to Bigger Systems	Students closely observe an everyday object, generate questions about it, and then represent how that object connects to a bigger system.
Footstep 5: Noticing Global Forces in the Everyday	Students take a walk in their local area, looking for evidence that we live in a globally connected world, take pictures or a video of what they see, and share related ideas and questions.
Footstep 6: Planning Next Steps	Students design – and ideally complete – their own activity for Out of Eden Learn. Or, they represent their overall learning experience on Out of Eden Learn.

This iteration of Out of Eden Learn Core Learning Journey 2: The Past and the Global was published in February 2021.

CORE LEARNING JOURNEY 2

THE PAST AND THE GLOBAL

FOOTSTEP 1: REFLECTING BACK AND LOOKING FORWARD

GET INSPIRED

Welcome to *Core Learning Journey 2: The Past and the Global!* If you joined us for Learning Journey 1, you were invited to slow down to observe and tell stories about your neighborhood or local area. This learning journey will continue with the theme of careful looking and listening. We will also spend more time thinking about how our lives connect to the past and to the rest of the world.

To get started:

- **Check out** Paul's [Instagram account](#) to see recent photos from his walk.
- **Read** [Awad's Refrigerator](#).
- **Review** the [Dialogue Toolkit](#)
- **Respond:** Click here to answer the following questions.
 - **NOTICE:** What caught your attention or interested you about Paul's article?
 - **APPRECIATE:** What did you like, appreciate or value in what you read? Be specific.
 - **EXTEND:** Did you have new thoughts or ideas after reading this dispatch?
 - **PROBE:** What do you wonder about? What critical questions or concerns do you have?

Nobody else in your walking party will see your responses to these questions.

DO AN ACTIVITY: REFLECTING BACK AND LOOKING FORWARD

Reminder: ([here are some helpful tips on how to use OOEL video resources](#))

Now it's time to make your first post and start some conversations with other members of your walking party!

In your post, please include all 3 parts below (or parts 1 and 3 if this is your first learning journey on Out of Eden Learn):

1. Write a few lines about yourself. You might want to think about the following questions:
 - What might your walking party partners want to know about you?
 - What are your hobbies or interests?
 - What are your hopes or plans for the future?
 - What kinds of things concern you in the world today?

Note: Be sure not to use your real name.

2. If you completed a previous learning journey on Out of Eden Learn, what were some highlights of your experience? In particular, can you think of 1-2 posts by your walking partners that especially stood out to you? Describe what they were and what you learned from them.

3. Think back to a photo from Paul’s [Instagram account](#) that you liked or found interesting. You can’t copy and paste the photos but you can share the link or a screenshot. Use the following dialogue tools to share your thoughts:
 - **NOTICE:** What did you notice about this photo and what did it make you think?
 - **PROBE:** What more would you like to know about the photo?

Please note: For all activities, we recommend that you save your work somewhere else before uploading to our website: if there is a connectivity issue, the work you have typed directly into our website may be lost.

INTERACT WITH YOUR WALKING PARTNERS

It’s important to make connections with other OOEL participants. Start getting to know your walking partners!

- **Read** what other participants in your walking party have posted.
- **Write** detailed comments and questions for two walking partners, including one who is not in your class or program. Use one or both of the following dialogue tools:
 - **PROBE** for more details. Ask questions that will help you learn about their ideas and interests. Use these "Creative Questions & Sentence Starters" to help you think of interesting questions:
 - “Tell me more about...”
 - “I wonder if...”
 - “I was surprised by....”
 - “I connected to...”
 - “What I found interesting was...”
 - “I learned from your post that...”
 - “One sentence you wrote that stands out for me is...”
 - **CONNECT:** Do you feel a connection with anything another participant shared, either about themselves or about Paul’s walk? If yes, go to that student’s post and comment on it.
- **Respond** to any comments or questions your walking partners have left for you, or join in other conversations in your walking party.

FOOTSTEP 2: CONNECTING OUR OWN LIVES TO THE PAST

GET INSPIRED

Welcome back! In his writing, Paul often refers to our shared human history. He is especially interested in exploring how history can help us to understand or think in new ways about our lives today.

- **Read [The Natural History of Compassion](#).** Notice how Paul writes about early human history and why we should know about it.

DO AN ACTIVITY: MAP YOUR OWN CONNECTIONS TO THE PAST OR HISTORY

The aim of this activity is to invite you to think about how your own life connects to the past or history.

- **BRAINSTORM.** Make a list of the ways in which you think our human past or history is connected to who you are and the life you are living or expect to live. You can include events, individuals or groups of people, trends, developments, places that you've visited or lived, and/or themes that extend over a few or many years. You do not need to turn in this list.
- **DIAGRAM.** Now use this list to help you to draw a diagram or picture to explain how our human past or history is connected to who you are and the life you are living or expect to live. Organize your diagram in any way you want. If you like, you can use lines or arrows to show connections or influences among the different parts of your diagram. You can draw your diagram by hand and then photograph or scan it, or you can draw the diagram electronically in any application you like. Remember not to include your real name in the diagram.

Note: We have made the activity very open-ended so please feel free to tackle it in any way you want. However, we do ask that you try to make some connections to the past, including before you were born. You can go back to very early human history like Paul or stick to more recent history if you like.

- **DESCRIBE.** Please write a "placard" to help other people understand what your diagram is about and why you made it the way you did. A placard is a short written description that you would find in a museum or gallery next to an exhibit. You can also give your diagram a title.
- **REFLECT.** What new ideas do you have about your connection to history that you didn't have before?

INTERACT WITH YOUR WALKING PARTNERS

Follow these instructions to respond thoughtfully to a person of your choice. [Please make sure that you completed the **INTERACT** instructions from last week if you are waiting for other participants to post.]

- **Explore** the diagrams that your walking partners have posted.
- **Choose** one person who is not from your class or program.
- **Look** at the person's diagram post slowly and carefully. What is interesting or thought-provoking about the diagram and its story?
- **Write** a comment in which you use the following dialogue tools:
 - **NOTICE:** What stands out to you or catches your eye in this diagram? What do you notice?
 - **NAME:** Name the aspects of your identity, experiences, or place you live that may be affecting what you noticed on another person's post.
 - **EXTEND:** Share how this post extends your thinking or gives you a new perspective. Did it help you to think about your own diagram in a new way?
- **RESPOND:** Return to your own diagram and respond to any comments left for you by other participants. Check your Footstep 1 post for comments as well. Try to keep the conversation going or join in other conversations in your walking party.

FOOTSTEP 3: LEARNING FROM OTHER GENERATIONS

GET INSPIRED

Welcome back for Footstep 3! This week, we will explore what we can learn by talking to people who belong to a different generation from our own.

Explore *one* of the following stories:

- **Listen** to (or read) [Grandpa The Gardener Helped Nurture His Seedling Grandson](#). What did Santiago learn from his grandfather?
- Watch [Marie's Dictionary](#), which shares the story of the last native speaker of the Wukchumni language. Notice how the video shares the stories and perspectives of different members of Marie's family.

DO AN ACTIVITY: TALK TO SOMEONE OVER THE AGE OF 50

In the last learning journey, you may have interviewed someone from your neighborhood or local area. This time, you will talk with someone from an older generation so that you can learn about the connections they make between their own lives and the past.

- Ask the person to talk to you about an object that is important to them. We would like the object to be at least 30 years old. Maybe it is something that meant a lot to the person when they were young; maybe it is something that has been passed down through their family. Look at the object slowly together, using the See, Wonder, Connect routine.
 - **See:** What do you both notice about the object?
 - **Wonder:** What do you wonder about it?
 - **Connect:** What connections does the person you are interviewing make to this object? Can they tell you a story connected to the object?
- Write a post in which you share the highlights of your conversation with your walking party. If possible, please share a photo of the object you looked at together."

PLEASE NOTE: You will see the video instructions mention an "Option #2" but that option is no longer offered. Please follow the text instructions for this footstep. You can reference the video for examples of the kinds of objects your peers have learned about.

INTERACT WITH YOUR WALKING PARTNERS

Now it's time to find out how your walking partners' interviews went and what they learned. This week you are welcome to choose how you want to use our toolkit – feel free to be creative!

- **Choose** *two* posts to look at and respond to.
- **Write:** Choose a dialogue tool to respond thoughtfully to these posts.
 - **SNIP:** Cut and paste a phrase or sentence from the post into your comment. Then, use another dialogue tool (such as Probe or Appreciate) to comment on it.
 - **PROBE:** Ask a question about the phrase you snipped.
 - **APPRECIATE:** Share what you like, value, or found interesting.
- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in other conversations in your walking party.

FOOTSTEP 4: CONNECTING EVERYDAY OBJECTS TO BIGGER SYSTEMS

GET INSPIRED

Welcome to Footstep 4! For this footstep we are continuing to practice careful looking and to think about how things that surround us connect to bigger systems.

- **Listen** to [this audio](#) of Shari from the Out of Eden Learn team looking closely at an object and describing all the features she sees.

DO AN ACTIVITY: CONNECTING EVERYDAY OBJECTS TO BIGGER SYSTEMS

The purpose of this activity is to invite you to look closely at an everyday object and then make connections between what you notice and bigger systems that the object might be part of.

SYSTEM: *A group of interacting parts that move or work together to make something happen.*

- **Choose** an object in your home, classroom, or neighborhood.
- **Look** closely at the object for at least five minutes and note down as many features as you can.
- **Write** a list of questions or ‘wonders’ that you now have about your object. For example, here are some of Shari’s questions about the pencil she looked at:
 - *How are pencils made, and who makes them?*
 - *How do you get the lead inside the pencil? (Is it really lead?)*
 - *What kind of wood are pencils made of, and where does it come from?*
 - *What is the history of the pencil? Where was it invented?*
 - *What is the impact on the environment of making pencils?*
 - *Why does your handwriting get messier when the tip is newly sharpened?*
- **Think** about some different **systems** that your object might be part of. Here are some examples for Shari’s pencil.
 - *Pencils are probably made in a factory that has a system for making them.*
 - *The factory may also have a system of purchasing and transporting the raw materials pencils are made out of.*
 - *The factory likely also has a system for hiring and paying workers. They may have systems to protect worker safety and well-being. These systems may be linked to larger economic systems that include labor laws and unions that regulate working conditions and wages.*
 - *Pencils are connected to a bigger system of writing, that includes other things like paper, people’s hands (to write with), notepads, erasers.*
 - *Pencils are connected to a system of trade because they are sold around the world.*
 - *Pencils are connected to a system of human communication because we write notes to other people.*
- **Choose** one of the systems connected to the object and try to imagine the system in action.

- **Draw** a diagram that shows the different parts of the system and how they might interact. If you want, you can do some research about the object, or the system it's a part of, before drawing your diagram. [Here](#) is a slideshow of sample diagrams to get you inspired.
- **Post** your diagram online for others in your walking party to see. If you can, include a picture of your object.

INTERACT WITH YOUR WALKING PARTNERS

- **Look** closely and slowly at one post from a participant in your walking party.
- **Write a comment using at least these two tools:**
 - **CONNECT:** Can you identify a connection with the object or one of the systems in the diagram? Explain what that connection is. For example, the object might be something that you use in your own life, or you might be connected to one of the parts of the system.
 - **EXTEND:** Did the post extend your thinking or give you a new perspective? If so, share how.
- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in other conversations in your walking party.

FOOTSTEP 5: NOTICING GLOBAL FORCES IN THE EVERYDAY

GET INSPIRED

Welcome to footstep 5! In the last footstep, you explored how everyday objects are part of larger systems. Sometimes those systems are part of even larger systems and forces that connect people and places far away from one another. In this footstep you will explore how three of these global forces might be present in your everyday surroundings. The three forces are:

1. Global economic forces. These have to do with how trade, manufacture, employment, and money affect and connect people around the world.
2. Global environmental forces. These have to do with how climate, nature, and earth-related events and systems affect and connect people around the world.
3. Global communication forces. These have to do with how people across geographic, social, and cultural settings are connected through the exchange of information and ideas.

Begin this footstep by doing the following:

- **Read** Paul's dispatch below. Along his walk, Paul often makes an effort to find out how something he observes in a local community connects to global forces or events.

You can explore the Paul's milestone that accompanies the above dispatch [here](#).

- **Watch [this video](#).** It was made to tell people about the problem of microfiber pollution. It also does a good job of showing how interconnected different aspects of our lives can be.

- **Optional:** Have a discussion about the three global forces in your classroom. As a class, look around at your classroom (or whatever environment you are in). Imagine how the everyday objects you see might be influenced by or connected to each of the three global forces.

DO AN ACTIVITY: FINDING THE GLOBAL IN THE LOCAL

Watch [this video](#) that shows what Out of Eden Learn team member, Shari, sees when she takes a walk in Harvard Square (home of the Out of Eden Learn office). **Notice** what global forces she discovers on her walk. ([here are some helpful tips on how to use OOEL video resources](#))

After watching the video, take a walk in your own neighborhood or near your school. As you walk, do the following:

- **Notice.** Find a place where you can imagine taking a picture or making a short video that captures the feel and activity of that place, sort of like Paul's *Glances* videos that accompany his [Milestones](#). Don't make a video or take a picture at first. Just find a spot and stand in it quietly for a full minute, using your senses to notice everything around you. What do you see, hear, taste, and smell?
- **Look** for global forces. Look at the scene again and try to see signs of at least two of the three global forces. You can look for signs of all three forces if you want to. You may also notice other global forces. Once you start to notice global forces, you might start to see how one force is connected to another. For example, you might notice an object that connects to global economic trade because its parts are produced in different parts of the world. You could also see the object as an example of global communication because of all the people involved in making the object who have to communicate with one another in order to produce it. *Do not worry about the overlap between global forces.* Just look for examples of objects or activities that involve global forces and write down at least **two ideas and two questions**.
 - **Ideas:** What idea do you have about how anything in the scene might be affected by or connected to the global forces?
 - **Questions:** What question do you have about how any part of the scene might be connected to the global forces?
- **Capture** an image from the scene that is related to any of your ideas or questions. You can make a very short video, take a photograph, make an audio recording, make a drawing, or write a short description. (Make sure your images don't show people's faces).
- **Create and share.** Make a post that combines an image you captured with the ideas and questions you have that are related to this image.

INTERACT WITH YOUR WALKING PARTNERS

And now it's time to find out about the global forces other students noticed along their walks.

- **Choose** at least one post to look at closely and respond to.
- **Write** a comment in which you:

- **CONNECT:** Make a connection between something in the post and your own experiences, feelings, or interests. For example, how is your own life connected to any of the ideas or questions about global forces mentioned in the post?
- **POV:** Express your point of view (POV), position or opinion on a global issue or theme raised in this person's post.
- **NAME:** Name the aspects of your identity, experiences, or place you live that are influencing the way you see things.
- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in other conversations.

FOOTSTEP 6: REFLECTING ON YOUR JOURNEY

GET INSPIRED

You have reached the final footstep of this learning journey! We hope you will enjoy this concluding footstep.

- **Read** [1 Bucket of Wheat = 1 Candy Bar](#).
- **Respond.** Click [here](#) [*link will appear on our platform*] to answer a couple of questions. Nobody else in your walking party will see your responses.
 - **NOTICE:** What caught your attention or interested you about Paul's article?
 - **APPRECIATE:** What did you like, appreciate or value in what you read? Be specific.
 - **EXTEND:** Did you have new thoughts or ideas after reading this dispatch?
 - **PROBE:** What do you wonder about? What critical questions or concerns do you have?

DO AN ACTIVITY: REFLECTING ON YOUR JOURNEY

Choose one of the following options to summarize your learning experience on Out of Eden Learn:

OPTION 1:

- **Create** a list or collage of your top ten moments within the learning community. Include images or quotations from your own or from your walking partners' posts. If you share content from a walking partner, be sure to attribute them by stating their username. Feel free to be creative with the titles you give to these favorite moments.

OPTION 2:

- **Make** a list of the 5 to 6 most important things that you think you learned from being a part of Out of Eden Learn. What do you think you will most remember from this experience?

OPTION 3:

- **Create** a short video or audio recording that conveys what you think you learned on Out of Eden Learn and which might encourage other young people to get involved.

INTERACT WITH YOUR WALKING PARTNERS

Nearly at the end! Be as thoughtful as you can in your final set of interactions with fellow participants.

- **Read:** Choose at least one post to read and comment on.
- **Write** a comment using one or more [dialogue tools](#).
- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you. Please make sure that you completed all the earlier INTERACT instructions.

Once you have completed the instructions above, please complete a private reflection and survey to unlock a special thank you message from Paul. We really value your thoughts and feedback. Thank you so much for taking part in Out of Eden Learn!



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