

OUT OF EDEN LEARN

“You can’t just explore the world from a textbook.”

5th grade Out of Eden Learn participant, Marblehead, Massachusetts, USA

Out of Eden Learn is Project Zero’s unique online learning community designed to accompany Paul Salopek’s Out of Eden Walk. Classes, after school programs, and young people from around the world are clustered into small, diverse learning groups to undergo a “learning journey” together. They complete weekly activities, post their responses, and read and respond to others’ posts. Our community is open to all schools and students, free of charge.

Out of Eden Learn invites young people and educators to:

- **Slow down** to observe the world carefully and to listen attentively to others
- **Exchange stories** about people, place, and identity
- **Reflect** on how their own lives connect to bigger human stories

We hope that by taking one of our learning journeys participants will develop:

- Strategies for slowing down to engage in close looking and careful listening
- A curiosity to learn more about people and places that are not familiar to them
- New insights into their own lives, communities, and identities
- Strategies for situating their own lives within broader geographic and historic contexts
- An inclination and ability to make connections across context, time, and place
- A range of communication skills, including telling stories and interacting with people from varied backgrounds



Website: <http://learn.outofedenwalk.com>

Blog: <http://walktolearn.outofedenwalk.com>

Twitter: [@OutofEdenLearn](https://twitter.com/OutofEdenLearn)

Instagram: <http://instagram.com/outofedenlearn>

Facebook: <https://www.facebook.com/OutofEdenLearn>

Email: learn@outofedenwalk.com

CORE LEARNING JOURNEY: PART 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

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?
 - **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.

OPTION 1

- 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."

OPTION 2

- Ask the person to do the activity that you did for the previous footstep – that is, ask them to draw a diagram to show how our human past or history is connected to who you they are and the life you they are living. Ask them to talk about the diagram and to explain why they did it as they did.

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.*
 - *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! We will start this week by thinking about the special effort that Paul makes to find out how something he observes in a local community connects to global forces or events.

- **Read** Paul's dispatch below:

December 11, 2015

Milestone: *Rush Hour in Small-Town Azerbaijan*

This 100-mile pause along the trail reveals our world in profound transition.

by Paul Salopek

Gabala, Azerbaijan, 40°58'56" N, 47°50'42" E

Forty thousand years ago, the first bands of anatomically modern Homo sapiens roamed through this part of the Caucasus, inching toward an Asian continent undiscovered by the human mind. A thousand years ago, camel and horse caravans carrying precious goods from Asia to Anatolia and Europe curled around these rugged foothills of the Greater Caucasus range. And on a recent winter morning, the bustle of globalized culture—in the form of cars, oil pipelines, instant digital communications, and the trappings of modern tourism—stirred a haze of . . . antique wood-fire smoke.

What next?

(Paul Salopek, National Geographic, 2015)

- **Watch** the [Glances video](#) that is part of this Milestone.

DO AN ACTIVITY: FINDING THE GLOBAL IN THE LOCAL

This week, we are going to start thinking about the ways in which local neighborhoods are connected to global forces. How are the lives of people in one place affected by changes or developments taking place around the world? In what ways do people's lives in one place seem similar to people's lives in many other places?

- **Explore** one of the following websites that feature pictures of everyday life in different places:
 - [Everyday Africa](#)
 - [Everyday Asia](#)
 - [Everyday Iran](#)
 - [Everyday Eastern Europe](#)

- [Everyday Latin America](#)
- [Everyday Middle East](#)
- [Everyday USA](#)
- **Choose** one photo that you find interesting that may indicate that we live in a globally connected world.
 - **Look** closely at the photo you have chosen for 30 seconds. Jot down 10 things that you notice about it.
 - **Look** at the photo again. Jot down 10 new things that you notice about it.
 - **Notice:** If you haven't already, notice the photo caption and hashtags.
 - **Share:**
 - Which things on your lists might indicate that we live in a globally connected world?
 - Why do you say that?
 - What further information might you need to confirm that you're seeing signs of global forces in this photo?
 - What other questions do you have about the photo? Please note that there are no "correct" answers to these questions.
 - **Connect:** Do you connect personally to this photo? If so, how or why?
- Be sure to share the link or a screenshot of the photo you looked at so that everyone will know what you're writing about.

INTERACT WITH YOUR WALKING PARTNERS

This time you are going to build directly on the work of one of your walking partners. Try to find a post that nobody else has responded to.

- **Look** closely at the post.
- **Write** a comment in which you:
 - **NOTICE:** Share your thinking by pointing out some additional things you noticed in the photo that might be signs of global forces or connections.
 - **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.

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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