



## Special Learning Journey: *Looking Closely at Objects with other Generations*

<b>Footstep 1: Learning From Other Generations</b>	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.
<b>Footstep 2: Connecting Everyday Objects to Bigger Systems</b>	Students closely observe an everyday object, generate questions about it, and then represent how that object connects to a bigger system.

### **FOOTSTEP 1: LEARNING FROM OTHER GENERATIONS**

#### ***GET INSPIRED***

Welcome to Out of Eden Learn! Out of Eden Learn invites you to slow down, share stories, and make connections. For the first footstep, you will explore what you can learn by talking to someone from a different generation.

Explore 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.

Also, please:

- **Review** the [Dialogue Toolkit](#).

## **DO AN ACTIVITY: LEARNING FROM OTHER GENERATIONS**

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

Begin by writing 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?

*Note: Be sure not to use your real name.*

For the activity, 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. Do the following with this person:

- 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. If looking together in person is not an option, you can have a video chat or share pictures and have a phone call with the person.
  - **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 that for all activities we recommend that you save your work somewhere else before uploading it 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**

Now it's time to find out how your walking partners' interviews went and what they learned. You are welcome to choose how you want to use the Dialogue 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 find 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 2: CONNECTING EVERYDAY OBJECTS TO BIGGER SYSTEMS**

### **GET INSPIRED**

Welcome to Footstep 2! For this footstep, we continue 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 a 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.



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