Out of Eden Learn Special Learning Journey:
Stories of Human Migration

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.

Goals of this learning journey:

1. To explore connections and stories in our own lives related to the broad theme of human migration.
2. To learn more about other people’s stories of migration and how migration stories are represented in the media.
3. To reflect on how our own and others’ current migration stories are related to the past or history [note this one won’t be fully addressed in the pilot study]
4. To think about what it means to navigate cultures and places in the world today, including the places where we live.

Website: http://learn.outofedenwalk.com
Blog: http://walktolearn.outofedenwalk.com
Twitter: @OutofEdenLearn
Instagram: http://instagram.com/outofedenlearn
Facebook: https://www.facebook.com/OutofEdenLearn
Email: learn@outofedenwalk.com

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Please note that at the bottom of this document, there is a table of additional resources along with a list of suggested applications that may be helpful for students to produce their work for this learning journey.

**PRE-LEARNING JOURNEY FOOTSTEP: Engage with Paul Salopek’s Out of Eden Walk and Try out our Dialogue Toolkit**

**ENGAGE WITH RESOURCES**

Before you begin your learning journey, we invite you to explore the following resources to familiarize yourself with Paul’s Out of Eden Walk:

- **The Out of Eden Walk trailer**, a video in which Paul explains why he is walking 21,000 miles around the world.
- **Paul’s welcome message**, a slideshow with audio of Paul introducing you and other young people to the Out of Eden Walk.
- **Explore our Dialogue Toolkit**. The Dialogue Toolkit is a set of commenting tools that supports thoughtful exchanges between Out of Eden Learn participants. Throughout your learning journey and for Part 3 of each footstep, we encourage you to use a range of dialogue tools as you engage with the work of other young people.

**DO AN ACTIVITY: TRY OUT OUR DIALOGUE TOOLKIT**

Welcome to your pre-learning journey activity! It’s time to practice using the Dialogue Toolkit. You can choose to respond to the Out of Eden Walk trailer and/or Paul’s introduction message, using the following dialogue moves: NOTICE, APPRECIATE and EXTEND.

- **NOTICE**: What caught your attention or interested you about the Out of Eden Walk trailer or Paul’s introduction message to students?
- **APPRECIATE**: What did you like, appreciate or value in what you read, saw and heard? Be specific.
- **EXTEND**: Did you have new thoughts, ideas or questions after watching and/or listening?

Please note there is no Interact component to this footstep, as it will not be published on our platform and students will not make posts for this footstep. Educators are encouraged to do the above activities with students before beginning the learning journey or engaging on our platform.
FOOTSTEP 1: Our Own Stories of Migration

ENGAGE WITH RESOURCES

Welcome to Out of Eden Learn’s special learning journey: Stories of Human Migration. You’ll begin this learning journey by exploring your own connections to the theme of human migration.

We invite you to explore the following materials to begin thinking about migration:

- **Listen** to this special welcome message from Paul (link will be available on the platform).
- **Watch** Between Borders, a documentary by the Pulitzer Center on Crisis Reporting that shares interviews with several teen migrants during their journey from Central America to the United States.
- **Read** some of Paul Salopek’s Milestone interviews, which are brief interviews he conducts with the nearest human being he meets every 100 miles of his epic walk around the world. In each case, he asks the person: *Who are you? Where do you come from? Where are you going?*
- **Listen** to this migration story about a young Liberian refugee’s journey home after living in the United States for most of his youth.
- **Watch** two video interviews from Life Stories of Montreal.
- **Explore** #migrationstories, a Twitter campaign by the Museum of Modern Art in New York City.

DO AN ACTIVITY: OUR OWN STORIES OF MIGRATION

This footstep invites you to investigate migration or journey stories that belong to your family, local community or a group to which you feel attached. Note that migration stories do not have to involve moving from one country or region to another; they can involve very short distances or frequent journeys you make, for example going to work or school. Migrations can also be forced by governments, wars, or other circumstances such as natural disasters, lack of resources, or changes in the environment.

First, feel free to write a few lines of introduction about yourself to your new walking party community. Perhaps you would like to explain why you chose the avatar that you did. (If you have not already done so, please upload a picture by clicking on your profile in the top right hand corner.) Please don’t reveal your real name or share your personal contact details. Then choose one of the following activities.

- **Option 1:** Listen carefully to someone you know well as they share their migration stories from their own lives or their family’s history. You might ask your interviewee:
  - How did they come to live where they do?
  - Have they ever lived anywhere else?
  - Why did they move?
  - What did they experience when they moved?
  - How did they feel about moving from one place to another?
○ What are some journeys or migrations that they make on a regular basis and why? Retell their story in your own words, either in the form of an audio recording or in a written format. Feel free to include visuals or other creative tools to help you tell the story. For a list of suggested apps, please see the bottom of this document. Here are some tips on recording and using sound to tell stories.

- Option 2: Create a map or diagram that depicts a story of migration connected to your family or community. You may want to start with a map that’s freely available on the Internet and superimpose text, arrows, and pictures to tell a migration story.

**INTERACT WITH YOUR WALKING PARTNERS**

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 more of the following dialogue tools:
  ○ **APPRECIATE**: Share what you like, value, or found interesting. Be specific.
  ○ **EXTEND**: Share how this post extends your thinking or gives you a new perspective. Did it help you to think about your interviewee’s or your own story of migration in new ways?
  ○ **CONNECT**: Do you feel a connection with anything another participant shared, either about themselves or about the person they interviewed? 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: Everyday Borders**

**ENGAGE WITH RESOURCES**

Welcome back! This footstep invites you to consider borders or boundaries in your community. To get started, we invite you to ponder the following questions*:

1. Have you ever been stopped from entering or visiting a place? If so, what did it feel like? If not, how do you think it might feel to be prohibited from entering a place or crossing a border? These could range from country or state borders to more everyday borders like fences, gates, walls, or even social borders that are invisible.
2. How, if at all, is your movement restricted in your everyday life?

With the above questions in mind:

- Read *Mapping Police Stops Across the World* by Paul. Please note an interactive map accompanies this dispatch but it is currently unavailable. It will be available to explore at a later time.
**Watch** *I trekked across Europe so I could go to school safely*, a video in a series on migrants’ stories by the BBC.

**View** *Crossing Borders*, a photo essay by Global Oneness Project.

**View** National Geographic’s Your Shot Contest photographs #borders.

**Watch** this slideshow of previous student work on Everyday Borders.

*Please note that these questions are adapted from Voice of Witness’ *Palestine Speaks* curriculum.

### DO AN ACTIVITY: DOCUMENT EVERYDAY BORDERS

Before taking a walk, consider the following questions:

1. Why do boundaries exist?
2. Who do you think sets up or controls boundaries?
3. Do you ever set your own boundaries? Why or why not?

- **Take a slow walk** in the area where you live and/or go to school. As you walk, ask yourself: what kinds of borders and boundaries do you notice? How is your movement restricted or enabled? Are there any ‘invisible’ borders: places where not everyone feels able to go even if there is not an explicit sign blocking their entry? Are there places where you don’t feel welcome or don’t like to go?
- **Photograph or sketch** some of the borders or boundaries that you notice; or, **produce a map** that features different kinds of borders in your neighborhood. Post your photos, sketches, or map. For a list of suggested apps, please see the bottom of this document.
- **Reflect.** Be sure to include a written explanation of your choices and/or a story of your own experiences with borders. You may want to share your answers to some of these questions: *Why do you think borders exist? Who do you think sets and controls them and why? Do any boundaries make you feel a certain way?*

*Please note that Out of Eden Learn uses the term “walk” in a very broad sense and is not meant to exclude individuals with limited mobility.*

### 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** posts from your walking partners.
- **Choose** two posts from students who are not from your class or program.
- **Write** comments in which you use the following dialogue tools:
  - **NOTICE:** What stands out to you or catches your eye in the posts? What do you notice?
  - **CONNECT:** Do you feel a connection with another student’s photographs, sketches, or reflection? If so, explain how.
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...”

**Respond:** Return to your own post 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.

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**FOOTSTEP 3: Migration in the Media**

**ENGAGE WITH RESOURCES**

This footstep invites you to take a critical look at the way in which migration stories are reported in the media. In doing so, we hope you will develop analytic skills that will help you to engage more thoughtfully with media reporting.

- **Watch** Chimamanda Adichie’s speech on the global migrant crisis.
- **Watch and listen** to firsthand accounts of teens currently in the process of migration, courtesy of Andrea Gordillo, a recent graduate of the Harvard Graduate School of Education. Transcripts for the raps featured in this video can be found here.
- **Explore** the artists’ galleries on this website after watching the video. As you browse artworks, comment on pieces that catch your attention. We encourage you to use moves from our Dialogue Toolkit in your comments.
- **Read** Photo Editor’s Notebook: What Makes the Image of Omran Daqneesh so Extraordinary?
- **Read** Facing History and Ourselves’ article, Little Boxes by Anthony Wright.
- **Read** The readers’ editor on...the semantics of migration or Why Language Choice Matters.
- **Read** Where media fails on the reporting of migrants and refugees.

**DO AN ACTIVITY: MIGRATION IN THE MEDIA**

For this task, you are going to look for recent migration stories in the media and analyze how they are told or represented.

- **Choose** two different reports from the media (one can be by Paul Salopek, for example The things they leave behind, The wars of autumn, or “This is not a life”) and compare and
contrast them. You may also choose to analyze reports that are multimedia in format, for example a photo essay, a short video, or perhaps another visual format like this comic by Somalian refugee Samia Yusuf Omar.

- **Consider** the following questions as you compare the two reports:
  - What is the date of publication? Has this report been written or produced in response to a particular event or development to do with migration and if so, what?
  - What kind of publication does the report appear in and who is likely to be the intended audience? Do you know anything about the author?
  - What is the length of the report and its position in the publication?
  - What do you notice about the style of the report and the author's choices of words? What is the headline or title of the report and why do you think that is? What do you think is the attitude of the author towards modern day migration and/or migrants?
  - If there is an image, look closely at it for a couple of minutes and jot down what you notice about it. Why do you think this image was chosen? How might things such as the subject matter, lighting, colors, perspective, and overall composition of the image help to convey a certain message about migration or migrants?
  - What questions or wonders do you have about the report or what it describes? What information is missing?
  - What stands out to you as similar or different about the two reports?

- **Share** your main findings and reflect on any insights you gained by looking closely at the media reports. How do you think the reports seek to influence our opinions about migration and migrants? If possible, provide links to the reports. Feel free to be creative in how you present your ideas. For example you could:
  - Write a short essay that compares and contrasts the two reports.
  - Create a summary table that compares and contrasts the two reports. (You would have to scan or photograph your table to upload it to the platform.)
  - Write a “two voice poem” that juxtaposes or weaves together lines from each of the two reports. Here are some examples from Mr Brown’s class in Beaverton, Oregon, USA who developed this idea.
  - Develop a short guide or set of tips about the kinds of things to look out for when trying to judge the viewpoint of a media report about modern day migration or migrants.
  - Draw an image or diagram that shows ways in which the media reports on migration.

**INTERACT WITH YOUR WALKING PARTNERS**

Now it’s time to find out what kinds of migration stories your walking partners found in the media and what they learned from them.

- **Choose** two posts to look at and respond to.
- **Write:** Choose two or more dialogue tools 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.
  - Use one or two dialogue tools of your choice.
• **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: Migration Today

**ENGAGE WITH RESOURCES**

This footstep invites you to dive deeper into migration stories unfolding in the world today. To get started:

- **View** *Uprooted*, interactive narrative maps of the global migrant crisis.
- **Watch** *The Displaced*, a documentary by the New York Times.
- **Watch and read** *Calgarians make welcome videos for Syrian refugees*.
- **Read** this article on Uganda, “One of the World’s Most Welcoming Asylum Countries.”
- **Watch** *Afghanistan by Choice*, a documentary by the Pulitzer Center on Crisis Reporting.

Other resources you might want to explore (these are optional):

- **Read** *We Shall Meet Again, Sanam*, a comic book about a young migrant’s journey from Afghanistan to Sweden.
- **Read** the *United Nations World Youth Report* – notice the kinds of challenges this report describes young migrants facing.

*Please note that this video is filmed using Google’s 360-degree technology, meaning that if viewed on a desktop computer (not a tablet or other small electronic device), you can see a full 360-degree view of every scene. Click and drag on the video to explore each scene. Use Google Chrome or Firefox to watch this video in order to ensure the 360-degree technology is fully functional.*

### DO AN ACTIVITY: MIGRATION TODAY

- **Option 1:** Listen to a migration story of someone you do not know well; for example, a neighbor, a teacher at your school, a friend or colleague of your parents, or maybe someone you see regularly but have never had a chance to talk to. If possible, talk to someone who has experienced moving from one cultural context to another, for example from one country to another or one community to another. Some questions you might ask them:
  - Why did they move?
  - What was their experience like?
  - What did they find challenging or difficult, if anything about moving?
  - How do they remember the place where they used to live?
  - What advice would they give to someone arriving in your community to live?
As you did for footstep 1, be creative in how you tell this person’s story and feel free to include visuals or other creative tools to help you tell the story. For a list of suggested apps, please see the bottom of this document. Pay attention to Chimamanda Adichie’s speech on global migration, which we asked you to watch in the previous footstep: consider how you can include small details in your storytelling to convey this person’s individual story.

- **Option 2:** Taking inspiration from the video-making project in Calgary, consider how you might help someone arriving in your community to navigate local cultures and norms, particularly if they do not speak the local language(s). Think about what they might find surprising or difficult – perhaps by considering what you would like to know if you were moving somewhere else or by drawing on your own migration experiences or those of people you know.

Create a booklet, slideshow or video that would help someone understand how to carry out an everyday activity in your community such as riding a bus, buying products at a store or supermarket, finding a doctor, getting lunch at school, or finding school supplies. Remember to look closely at small details that you might usually take for granted. We encourage students to work in groups for this option. If you decide to work in a group, please note that each student should individually post their group’s project.

**INTERACT WITH YOUR WALKING PARTNERS**

- **Look** closely and slowly at several posts by your walking partners
- **Write** comments and questions on at least two posts that stand out to you
  - **CONNECT:** Do you feel a connection with the stories shared by your walking partners? If so, explain how by commenting on their posts.
  - **EXTEND:** Do any of your walking partner’s posts 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.

Congratulations on completing the *Human Stories of Migration* learning journey! We really appreciate all of the work you’ve done.

As a concluding activity:

- **Reflect** on how your ideas about migration changed or developed over the course of this learning journey by answering questions in this private reflection. [link to survey will appear on the platform]
Additional Resources

EXPLORE

Tools: Centre for Oral History and Digital Storytelling’s Digital Toolbox

Digital Toolbox

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Project: Time of Remembrance

Immigrant & Refugee Projects

Project: Immigration narratives by students at Oakland International High School
Project: **Mapping Memories: Experiences of Refugee Youth**

Photo essay: **Life in a Refugee Camp, As Seen by Children**

Interactive map: **Fortress Europe**

Project: **Migrantas**
Non-profit organization: Voice of Witness

WATCH

Video: a day in the life of Palestinian refugee Jamila Jad, Global Lives Project

Video: Chimamanda Adichie's The Danger of a Single Story TED talk
**Stories: Why Flee? by the Hello Sweden Project**

The aim of the Hello Sweden campaign is, amongst other things, to change negative attitudes towards young people who are forced to flee to Sweden. We want to tell the real stories behind the statistics. We hope that these stories illustrate that these children have their own personal history and a life before they were forced to flee, a family who wants the best for them, dreams for the future, and that there is a context that stretches far beyond Sweden’s borders.

On the website you’ll find the engaging and emotional stories of young people who have fled their home countries and come as unaccompanied minors to Sweden to build a new life. These are aimed to be used as examples in your lessons.

- There is no war, no threat
- Most of all I miss my mum
- I only had one chance to flee

**Abstract: Moving Stories by the Ethical Journalism Network**

**Report: Moving Stories by the Ethical Journalism Network**
Blog: **Prosper Blog**

Stories: **Fight for Families**

Book: **Everyday Ruptures**

Book: **The Warmth of Other Suns: The Epic Story of America's Great Migration**
Stories: Facing History's Global Immigration page

Article: The Value of Oral History

Article: What I'm Learning from Walking 21,000 Miles Around the World by Paul Salopek

Story: Judah's Story: On Finding 'Home' & Helping Others Find Theirs
Stories: Global Voices’ stories on immigration and migration

LISTEN

Audio: StoryCorps’ stories about migration
Suggested Applications:

- **Voicethread**: combine various media to create a story (register [here](#) for free account)
- **Pixotale**: visual storytelling, combine photos, videos, and text to create a story
- **Educreations**: combine various media, including drawings and audios, to create a story
- **SoundCloud**: upload and listen to audio tracks
- **StoryCorps App**: audio recording and sharing
- **TimelineJS**: interactive timeline creator
- **BatchGeo**: mapping
- **7 Scenes**: mapping
- **ThingLink**: annotate images and videos