

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 1

FOOTSTEP 1: SETTING OFF

ENGAGE WITH PAUL'S JOURNEY

Welcome! We are so glad to have you along on this learning journey. We are going to begin by finding out about journalist Paul Salopek and his amazing walk. To get started, please do the following:

- Listen to Paul's welcome message to you and other students on Vimeo [here](#) or YouTube [here](#), which he recorded from Turkey in August, 2014. (He set off from Ethiopia in January, 2013.)
- Watch a [short video](#) in which Paul explains why he is taking a seven-year walk around the world.
- Read this dispatch by Paul.* Then click here to answer the following two questions. *What caught your attention or interested you about Paul's article? What questions or wonders do you now have?* Nobody else in your walking party will see your responses to these questions.

**Students may be asked to read [Sole Brothers](#) or [Electronic Oasis](#); they will get the dispatch they don't get now for Footstep 6. We offer an [annotated version of Sole Brothers](#) and an [annotated version of Electronic Oasis](#).*

DO AN ACTIVITY: LOOKING AHEAD

Now it's time for you to do your first post on Out of Eden Learn! The purpose of this first post is for you to introduce yourself to the other members of your walking party. We also want you to start a conversation within your walking party about Paul's walk. Please follow these instructions:

- Upload an avatar for use in Out of Eden Learn, if you have not already done so. (Click on the picture of the cheetah cub, choose "Edit profile" and then upload an image which is *not* a photo or picture of you.) Write a few lines about yourself and describe three things that you enjoy doing. What's the story behind your choice of avatar?
- What do you find most interesting or exciting about Paul's walk from what you have learned about it so far?
- Is there anything in particular you would like Paul to look out for or pay attention to as he walks?

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

An important and fun part of your learning journey will be making connections with other young people. Start getting to know who is in your walking party!

- Read what other young people in your walking party have posted.
- Leave detailed comments and questions for *three* students who are not in your class or program. Use the "Creative Questions & Sentence Starters" thinking routine found on [this](#) page to help you get started.

- **Connect:** Do you feel a connection with anything another student shared, either about themselves or about Paul's walk? If yes, share a comment about it. (See the interface below.)



Discussion Idea



Connect

Make a connection between something in the post and your own experiences, feelings, or interests.

- Respond to any comments or questions other students have left for you.

FOOTSTEP 2: CREATING NEIGHBORHOOD MAPS

ENGAGE WITH PAUL'S JOURNEY

Welcome back for Footstep 2! We hope that you are enjoying this learning journey so far. We kick things off this week by inviting you to explore where Paul has walked so far since setting off on January 10, 2013.

- Look at Paul's route in the [Map Room](#). How many countries has he walked through so far? Where is he currently?
- Explore 3 different [Milestones](#) from the Out of Eden Walk website.

DO AN ACTIVITY: CREATE A NEIGHBORHOOD MAP

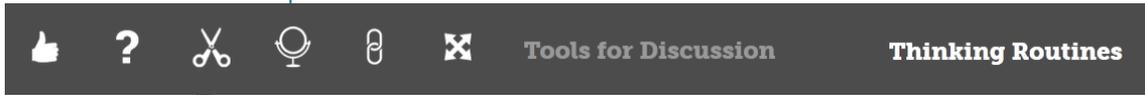
The aim of this activity is to invite you to think about your own relationship to a place. It is also a chance for you to share more about yourself with other participants. We hope you have fun with it. Read on to find out what to do ...

- Sketch a map of your neighborhood or local area, as you see it through your eyes. This map does not have to be "accurate" or similar to other maps that exist. You can draw this map on paper and then scan it or photograph it to upload to the site. Alternatively, you can draw it electronically – for example through [Doodle Buddy](#) or [PaintBox](#). *Do not use Google Maps or a similar online mapping service to represent your neighborhood.*
- Write a true story to go with your map. If you like, you can record yourself telling a story and upload an audio file instead of writing it down. Your story could involve:
 - The whole map or one special place that features on your map.
 - A memory of something that happened to you when you were younger in one of the places on your map.
 - A typical day in your life that features places marked on your map.
 - A story about your neighborhood that you have heard from someone else – it could be a story that happened before you were born.
 - How your neighborhood has changed over time.

INTERACT WITH YOUR WALKING PARTNERS

We hope you find it interesting to browse through other people's maps and stories. 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 were waiting for other students to post.

- Choose *one* person who is not from your class or program. Look at his or her neighborhood map post slowly and carefully. What catches your eye and makes you want to learn more? What is interesting or thought provoking about the map and its story?
- **Snip:** Write a response that involves "snipping" – that is, copy a phrase, sentence or section of what the person wrote that caught your attention and paste it into the comment box. Then ask a question about what you chose to snip, or say what you found interesting or important about it. Please make your comment as detailed as possible.



Discussion Idea



Snip

Cut and paste a phrase or sentence from an original post into your comment.
Combine with an **Appreciate** or **Probe**.

- **Respond:** Return to your own map and previous posts. Respond to anyone who left a message for you last week: try to carry on the conversation.

FOOTSTEP 3: TAKING NEIGHBORHOOD WALKS

ENGAGE WITH PAUL'S JOURNEY

Welcome back for Footstep 3! We hope that you will enjoy this amusing but thoughtful piece by Paul about his tricky camels, Fares and Seema.

- Read [Camel-ology](#). You can read an annotated version [here](#). Notice how Paul pays careful attention to small details in this piece.
- Now watch the accompanying [video](#) (scroll to the bottom of the dispatch). Notice how the video incorporates lots of different angles and perspectives.

DO AN ACTIVITY: TAKE A WALK IN YOUR NEIGHBORHOOD

Now it's time for you to do a walk of your own – though one that is a lot shorter than Paul's. Students have told us that they are surprised by what they notice when they slow down to look with fresh eyes at where they live.

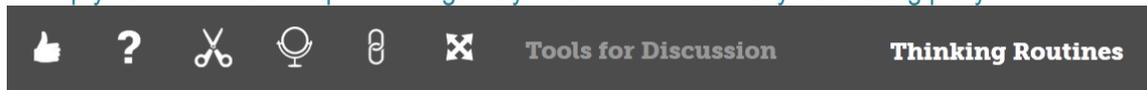
- Plan to take a walk in your neighborhood or local area. It may include places on your sketch map. You can walk by yourself or with a classmate, friend, or family member.

- As you walk in your neighborhood or local area, take photos of things that catch your attention. What do you see, feel, hear, taste, or smell? Try to look at the place and the people who live or work there with fresh eyes. Here are some ideas for different kinds of photos you can take:
 - Photos that capture a whole neighborhood scene, and photos that zoom in on a detail you find interesting.
 - Photos where you're pointing the camera up and photos where you're pointing the camera towards the ground.
 - Photos of things that are common or familiar in your neighborhood, and photos of things that might be unexpected or surprising.
 - Something special that you'd like to share.
- Post two photos that you took on your walk.
- Tell the story of why you took these two photos and why you chose to post them. What do you like about the photos you took? What would you like other people in your walking party to notice or understand about them?
- How, if at all, did taking a walk and/or taking these photos make you think in new or different ways about your neighborhood or local area?

INTERACT WITH YOUR WALKING PARTNERS

And now it's time to find out what other people saw, as well as to enjoy looking at all the varied photos. This week you are welcome to choose how you want to use our toolkit – feel free to be creative! If need be, please go back and complete the previous INTERACT instructions.

- Choose *two* posts from other students to look at and respond to.
- **Engage:** Choose one or more strategies from the toolkit (including ones from the [Thinking Routines](#) page) to help you to listen and respond thoughtfully to another student in your walking party.



Discussion Idea

X

Appreciate

Share what you like or value in the post you've read. Be specific.

- Be specific about what you find interesting or what you want to learn more about.
- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you: try to carry on the conversation or join in other conversations. Catch up on any INTERACT instructions you were not yet able to complete from previous footsteps.

FOOTSTEP 4: LISTENING TO NEIGHBORS' STORIES

ENGAGE WITH PAUL'S JOURNEY

Welcome to Footstep 4! You are already over halfway through this learning journey. We will start this week by thinking about the special effort that Paul makes to listen to other people.

- Listen to this special audio that Paul recorded for Out of Eden Learn [here](#). In it he shares advice for talking to and – most importantly – listening to other people.
- Read [Tomatoes](#). You can read an annotated version [here](#). Notice how Paul is telling the stories of people whose stories might otherwise not be told. How does this piece make you feel – and why?

DO AN ACTIVITY: LISTEN TO A NEIGHBOR'S STORY

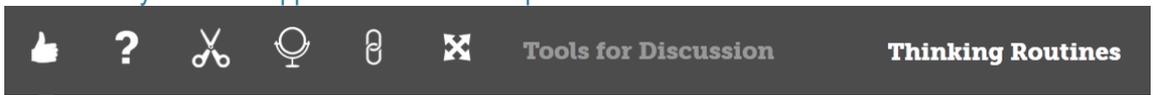
Now it's your turn to try out your skills at listening and to share a new story with your walking party.

- Your task this week is to talk and listen to an adult who lives or works in your local area. This person could be someone you have never spoken to before or someone you already know. It does not need to be someone who has lived in the area for a long time.
- Ask the person for a story or memory about your local area. For example, how did they come to be in this place? How have they seen the area change over the years? What are some of their memories about the area? Do any particular events in the area stand out in their mind?
- Write up the highlights of your conversation or recreate a story that they told you. Include a short description of the person you talked with – for example, how you know them, the setting where you talked, what they look like, and what they were wearing. Alternatively, you can upload an audio file of you retelling their story in your own words.

INTERACT WITH YOUR WALKING PARTNERS

And now we invite you to appreciate someone else's work – in ways that involve you slowing down to listen carefully to what someone else has shared and then giving them some thoughtful feedback. We really look forward to reading your comments.

- Read and respond to *one* post from students in your walking party, using the following two tools:
 - **Appreciate:** Explain what you appreciate about their work on neighbors' stories. Remember to be specific about what you like or appreciate about their post.



Discussion Idea

Appreciate

Share what you like or value in the post you've read. Be specific.



- **Extend:** Did the post extend your thinking or give you a new perspective? If so, share how.



Discussion Idea



Extend

Describe how the post extended your thoughts in new directions or gave you a new perspective.

- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you: try to carry on the conversation or join in other conversations. Also make sure that you've completed the INTERACT instructions from previous footsteps.

FOOTSTEP 5: DOCUMENTING THE EVERYDAY

ENGAGE WITH PAUL'S JOURNEY

Welcome to Footstep 5! We are especially excited to see what you will do with this footstep: there is lots of opportunity here for you to be creative. First, we invite you to get inspired by Paul.

- Listen to Paul talking about “The River of Culture” [here](#) – an audio he created especially for Out of Eden Learn.
- Look at two or more of the following examples of Paul's work in which he captures details of everyday life:
 - [The Prophet's Mosque](#), a short video and description of Muslim pilgrims breaking their fast at Medina during the holy month of Ramadan.
 - [Milestone 18: Displaced](#), a short video shot at a small Syrian refugee camp in Jordan. This video is one of a series of [Glances](#) that Paul creates at each of his [Milestones](#).
 - [Milestone 19: Refuel](#), a short video shot at a gas station in Jenin, in the West Bank.
 - [Trail Notes: Coffea Arabica](#), a short video that shows how the Bedouins of Saudi Arabia prepare coffee.
 - [Awad's Refrigerator](#), a slideshow that explains how his walking guide made a water-cooler from discarded materials.

DO AN ACTIVITY: DOCUMENTING THE EVERYDAY

There are aspects of our everyday life that might be very interesting to other people but which might seem very “normal” to us. There may also be parts of our everyday lives that we usually don't find time to notice. This is your chance to notice some new things and to share your observations with other people.

- Choose to focus on one of the following:
 - PLACE: Document everyday life in a place that you know.
 - PROCESS: Document how people in your community do something as part of their everyday lives. For example, you could focus on how a type of food or drink is prepared, how an object is made or repaired, or how someone goes about another kind of daily task or activity.
- Choose one of the following formats*:
 - A short video in the style of Paul's [Glances](#), without voiceover. Try to use the camera to draw

attention to small details. Write a short description to explain what you were trying to show in the video.

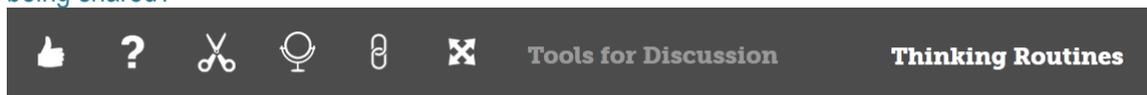
- A short video that is similar in format to Paul's Glances but which includes you talking in a voiceover about what you observe.
- A slideshow that includes photos of what you observed. You may add text to annotate your slides. Alternatively, you could upload your photos directly to our website and add text.
- Use drawings, photos, and/or text to create a step-by-step guide to a process you observed, perhaps similar to Paul's piece about Awad's Refrigerator. You could scan and upload your document or copy and paste your content directly on to our website.
- Write a story or memory of something you observed that means a lot to you – for example, something that you remember playing or making when you were younger, or a place you know well. Write about the place or process in detail, including sounds, sights, smells, flavors and/or textures you can remember.

Please note: at present you **cannot upload videos or PowerPoint presentations directly to our website. You can only share a video or PowerPoint if you, your teacher, or a parent upload your video or PowerPoint to Google Drive and post the link so that members in your walking party can access it (the email account details will remain private). You need to be 13 years or older to have a Gmail account. If you do not have your own Gmail account, please check that someone is willing to post your video or PowerPoint before you choose this option. For participants in countries where access to Google Drive is an issue, please be in touch with us. Dropbox, for example, could be a good alternative. **Whatever the format, please do not include identifiable images of you and/or other people.***

INTERACT WITH YOUR WALKING PARTNERS

We hope you are getting comfortable with our toolkit and that you find it useful. Please follow the instructions below. We look forward to reading the conversations that unfold.

- **Read:** Choose *one* other student's post to read and comment on.
- **Reflect back:** Start by using the tool "reflect back." What are you "hearing" in the video, drawings, or story being shared?



Discussion Idea

X

Reflect back

Say what you think you're hearing. "What I hear you saying is... Is that what you're trying to say?"
The goal here is to confirm your interpretation and get "on the same page."

- **Probe:** Next, use the “probe” tool to find out more about the other student’s perspective by asking him/her some thoughtful questions.



Discussion Idea



Probe

Probe for more details. Ask questions that will help give you more insight into another person's perspective.

- **Respond:** If you receive a comment this week, including a question, please be sure to respond! Also, respond to any comments on your posts from previous weeks and make sure that you completed all the parts of the earlier footsteps.

FOOTSTEP 6: LOOKING AHEAD

ENGAGE WITH PAUL’S JOURNEY

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

Read this dispatch by Paul.* Then click here to answer the following two questions. *What caught your attention or interested you about Paul’s article? What questions or wonders do you now have?* Nobody else in your walking party will see your responses to these questions.

**Students may be asked to read Sole Brothers or Electronic Oasis - whichever they did not get for Footstep 1. We offer an annotated version of Sole Brothers and an annotated version of Electronic Oasis.*

DO AN ACTIVITY: PLANNING A NEW JOURNEY

As a concluding activity, we are giving you two rather different options. Read on and pick the one that most appeals to you.

OPTION 1:

- Describe a walk that you would like to take to try to understand more about the world and/or about yourself. It might be:
 - A long walk like Paul’s or a much shorter one.
 - Somewhere you already know or somewhere you have never visited.
 - A walk that involves looking at things slowly and up close or one that is more about taking in a bigger picture.
- What would you hope to learn by taking this walk?
- Here are some ideas for how you might develop and present your ideas:
 - A sketch map of your route with an accompanying explanation.
 - A written itinerary of your route with details of what you hope to see and why.

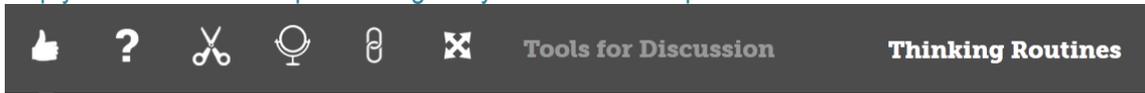
OPTION 2:

- Find out where Paul is right now. Do some research about a place that Paul could walk to from his current location. What would be interesting for Paul to visit or observe? Do you have any specific ideas about people he should try to talk with or questions he should ask them? What or whose stories should he be trying to tell and why?
- We will select some of your suggestions and share them with Paul. For these suggestions to be helpful to him, they should be as specific as possible and backed up by some research. Try to include historical, geographic, political, economic, cultural, and/or religious details about the place in your suggestion.

INTERACT WITH YOUR WALKING PARTNERS

Nearly at the end! Be as thoughtful as you can in your final set of interactions with fellow participants. Once you have completed the instructions below, 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.

- **Read:** Choose at least *one* post to read and comment on.
- **Engage:** Use one or more strategies from the toolkit (including ones from the [Thinking Routines](#) page) to help you to listen and respond thoughtfully to the student's post.



Discussion Idea



Appreciate

Share what you like or value in the post you've read. Be specific.

- **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.



[Click here for more details about this Creative Commons license.](#)