

## OUT OF EDEN LEARN

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

*5<sup>th</sup> 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](mailto:learn@outofedenwalk.com)

# CORE LEARNING JOURNEY 2: THE PAST AND THE GLOBAL

## FOOTSTEP 1: REFLECTING BACK AND LOOKING FORWARD

### **ENGAGE WITH PAUL'S JOURNEY**

Welcome! We are so glad that you have come back for another learning journey. Your last learning journey invited you 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. In addition, we will spend more time thinking about how our lives connect to the past and to the rest of the world. To get started, please do the following:

- Listen to Paul's welcome message on Vimeo [here](#) or YouTube [here](#). This is the same message that you listened to in September but this time round you may notice new things about what Paul is saying.
- Check out Paul's [Instagram account](#) to see recent photos from his walk.
- Read this piece of Paul's writing [link to either [1 Bucket of Wheat = 1 Candy Bar](#) or [Awad's Refrigerator: split the sample half-half](#)]. Then click **here** to respond to what you just read. Nobody else in your walking party will see your responses
  - What caught your attention or interested you about Paul's article?
  - What questions or wonders do you now have?

### **DO AN ACTIVITY: REFLECTING BACK AND LOOKING FORWARD**

Now it's time to do an activity and post something for your walking party to see. The purpose of this first post is for you to introduce yourself and spark up some conversations with other members of your walking party.

- Write a few lines about yourself. *Be sure not to share your real name.*
- What were some highlights of your first learning journey on Out of Eden Learn? In particular, can you think of two or three posts by other students that especially stood out to you? Please explain what they were and what you learned from them.
- 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 for others to see if you access Instagram from a computer. What did you notice about this photo and what did it make you think? What more would you like to know about the photo?

## 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: CONNECTING OUR OWN LIVES TO THE PAST

### ENGAGE WITH PAUL'S JOURNEY

Welcome back for Footstep 2! 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 [1,981 Degrees Fahrenheit](#), noticing 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. 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: it is up to you.

1. 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 and/or themes that extend over a few or many years. You do not need to turn in this list.

2. **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 a way that you think makes sense. 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.

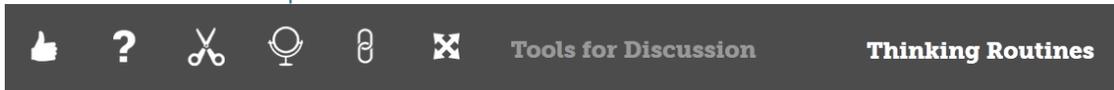
3. **PLACARD.** Please write a placard to help other people understand what your diagram is about and why you made it the way you did. A placard is a short written description such as you'd find in a museum or gallery next to an exhibit. You can also give your diagram a title.

4. **REFLECTION.** In what ways do you think your diagram was influenced by the place in which you live?

## **INTERACT WITH YOUR WALKING PARTNERS**

We hope you find it interesting to browse through other people's diagrams 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 diagram 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**

X

#### **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: LEARNING FROM OTHER GENERATIONS**

### **ENGAGE WITH PAUL'S JOURNEY**

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

Read [Sami's World](#). Notice how Sami talks about his own past, as well as the past of his city and country.

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

As Paul walks, he is constantly trying to talk to and learn from other people. In the last learning journey you interviewed someone from your neighborhood or local area. This time we are asking you to talk with someone from an older generation so that you can learn about the connections they make between their own lives and the past.

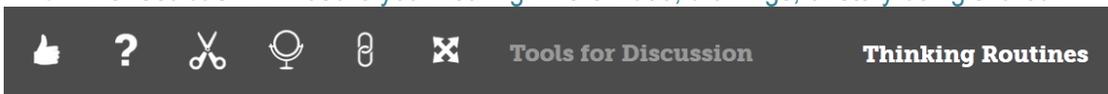
Please let the person you talk to choose from one of the following options.

- 1. Ask the person to do the activity that you did for the previous footstep – that is, draw a diagram to show how our human past or history is connected to who you are and the life you are living. Ask them to talk about the diagram and to explain why they did it as they did.
- 2. 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 he or she was young; maybe it is something that has been passed down through his or her family. Look at the object slowly together, using the [See, Wonder, Connect routine](#).
  - What do you both notice about the object?
  - What do you wonder about it?
  - What connections does the person you are interviewing make to this object? Can they tell you a story connected to the object?
- Share the highlights of your conversation with your walking party. If possible please share the diagram the person drew or a photo of the object you looked at together.

## INTERACT WITH YOUR WALKING PARTNERS:

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

- Choose two posts from other students to look at and respond to.
- Engage: Choose one or more strategies from the toolkit to help you to listen and respond thoughtfully to another student in your walking party. Be specific about what you find interesting or what you want to learn more about.
  - **Reflect back:** What are you "hearing" in the video, drawings, or story being shared?



### Discussion Idea



#### 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: 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: 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.

## **FOOTSTEP 4: CONNECTING EVERYDAY OBJECTS TO BIGGER SYSTEMS**

### ***ENGAGE WITH PAUL'S JOURNEY***

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.

Read [Electronic Oasis](#). You read this article on your last learning journey but we think that you will notice new things this time around. In particular, notice how Paul connects small details to bigger stories going on in the world

### ***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.**

1. Pick 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. Here is Shari from the Out of Eden Learn team modeling what she notices about a pencil. [Click here](#) to listen to an audio.
2. Next, generate a list of questions or 'wonders' that you now have about your object. Here are some of Shari's questions about the pencil:

- 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?

3. Now think about some different **systems** that your object might be part of. Here are some examples for Shari's pencil:

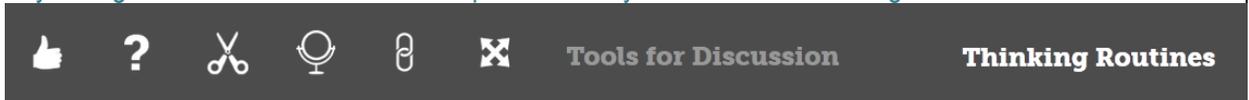
- Pencils are probably made in a factory that has a system for making them.
- Pencils are connected to a bigger system of writing, that includes other things like paper, people's hands (to write with), notepads, erasers.
- Pencils are connected to a system of trade because they are sold around the world
- Pencils are connected to a system of human communication, because we write notes to other people.

4. Pick 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. 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:**

Take a look at other students' diagrams and respond to one post from students in your walking party, using the following two tools.

- **Connect:** Choose one diagram that shows a system that you might be connected to in some way and 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 shown in the diagram.



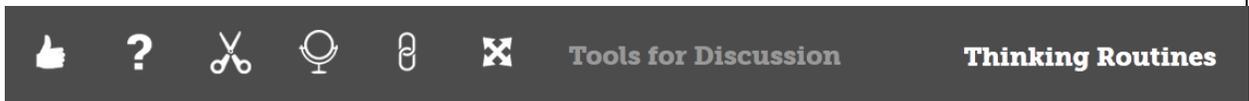
#### **Discussion Idea**

X

#### **Connect**

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

- **Extend:** How did doing the activity and then seeing other people's work extend your thinking in new directions?



#### **Discussion Idea**

X

#### **Extend**

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

## **FOOTSTEP 5: NOTICING GLOBAL FORCES IN THE EVERYDAY**

## **ENGAGE WITH PAUL'S JOURNEY**

Welcome to Footstep 5! We will start this week by thinking about the special effort that Paul makes to find out how something he is observing at the local level connects to bigger developments happening out in the world.

Read [Pneumococcus](#), Paul's account of how he got ill after leaving the sterile conditions of the desert.

## **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 are people's lives in one place similar to people's lives in many other places?

- Choose one of the following websites that feature pictures of everyday life in different places:
  - [Everyday Africa](#)
  - [Everyday Middle East](#)
  - [Everyday Eastern Europe](#)
  - [Everyday Latin America](#)
  - [Everyday Asia](#)
  - [Everyday USA](#)
  - [Everyday Iran](#)
- Pick one photo that you find interesting.
- 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.
- Which things might indicate that we live in a globally connected world? Why do you say that? What else might you need to find out to be sure that you're seeing signs of global forces? What other questions do you have about the photo? Please note that there are no "correct" answers to these questions.
- Please be sure to share the link 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 other student. Try to find a post that nobody else has responded to.

- Share your own thinking by adding some additional things that you notice 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.

**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.

## **FOOTSTEP 6: PLANNING NEXT STEPS**

### ***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 piece of writing by Paul [link to either [1 Bucket of Wheat = 1 Candy Bar](#) or [Awad's Refrigerator](#): split the sample half-half]. Then click **here** to answer a couple of questions. Nobody else in your walking party will see your responses.

- What caught your attention or interested you about Paul's article?
- What questions or wonders do you now have? (or alternative questions from Footstep 1)

### ***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: DESIGN YOUR OWN ACTIVITY**

Design an activity of your own that is related to Paul's Out of Eden Walk. It could be something you do by yourself, something you do with a small group or the whole class, or something you do collaboratively online with students from another class in your walking party.

- Once you've designed your activity, please post your activity for your walking party to see.
- If you worked with other students, each of you should post the same thing but please list the user names of everyone who worked on it.
- If the activity you have in mind is manageable you can go ahead and do it right away. If and when you complete your activity, your teacher can email it to us and we may share it in one of our galleries.
- If your activity is more ambitious, you may want to spend this week designing and planning it, with an eye to completing it over a longer period of time.
- We encourage you to use your imagination, and we hope that you have fun with this final footstep! We may feature your work in a special gallery on our website.

## OPTION 2: WHAT WAS YOUR JOURNEY?

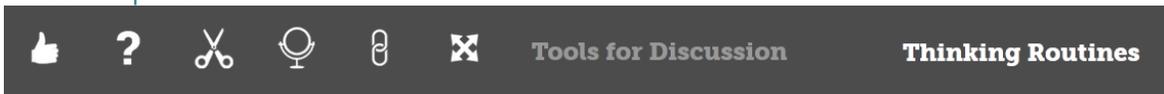
Pick one of the following options to summarize your learning experience on Out of Eden Learn.

- Create a list or a collage of your top ten moments within the learning community. Include images or quotations from your own or other students' posts. Feel free to be creative with the titles you give to these favorite moments.
- Make a list of the 5-6 most important things that you think you learned from being part of Out of Eden Learn. What do you think you will most remember from this experience?
- 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. 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 to help you to listen and respond thoughtfully to the student's post.



### Discussion Idea

X

#### 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.](#)