Out of Eden Learn

Project Zero, Harvard Graduate School of Education
Project Zero 50th Celebration Artifacts

Explore artifacts, resources, and more from our recent 50th anniversary celebration.

Read More
Digital exchange programs
Out of Eden Learn

Free online learning program for youth around the world
slowing down, sharing stories, making connections
How it works

learn.outofedenwalk.com
Out of Eden Walk

A TWENTY-FOUR-THOUSAND-MILE WALK ACROSS HUMAN HISTORY

In 2012 a reporter set out to retrace our ancestors’ global migration.
On foot.
Why?

Out of Eden

https://www.nationalgeographic.org/projects/out-of-eden-walk/

Paul Salopek
Journalist and National Geographic Fellow
• **Slow down** to observe the world carefully and to **listen attentively** to others

• **Exchange stories and perspectives** about people, place, and identity

• **Reflect** on how their own lives connect to bigger human stories
How it works

Classrooms from around the world are clustered into diverse online learning groups of students of a similar age to engage in a shared “learning journey”

60 countries
30,000+ students
Connecting our own lives to the Past.

There is not always good things... we caused these problems...

Is it too late? But we can't just wait for the End of the World! Let's stand for it for our home, Earth.
An Out of Eden Learn Footstep: Everyday Borders

• **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...

https://learn.outofedenwalk.com/everyday-borders/
The Dialogue Toolkit

write a comment

**Dialogue tool**
**Probe**

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

**Dialogue tool**
**Snip**

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

**Dialogue tool**
**Name**

Name the aspects of your identity, experiences, or place you live that are influencing the way you see things.
Possible sentence starters:
- I am thinking of [the topic] from the point of view of someone who...
- [name the particular identity/experience that is influencing your perspective on the topic]

https://learn.outofedenwalk.com/dialogue-toolkit/
By now, you will have posted your images to Padlet. If you weren’t able to do the activity, that’s no problem! You can scan through others’ photos. Browse the photos on Padlet, then choose at least one post to respond to. Write a comment using one or more of the following tools from the dialogue toolkit.

**The Dialogue Toolkit**

- **NOTICE**: What stands out to you or catches your eye in the post?
- **APPRECIATE**: Share what you like, value, or found interesting. Be specific.
- **EXTEND**: Describe how the post extended your thoughts in new directions or gave you a new perspective.
- **NAME**: How does your personal experience or the place you live influence your perspective on the post?
Learning from the activity

• How did this activity encourage you to look at your surroundings in new ways? How did it encourage you to think about borders in new ways?

• What did you learn from looking at other people’s pictures and posts?
Students’ Everyday Borders
A Pedagogic Framework


[https://ger.mercy.edu/index.php/ger/article/view/480](https://ger.mercy.edu/index.php/ger/article/view/480)
What are one or two things you are going to take away from this session that seem relevant to your own context or practice?
Videos, blog, social media

https://www.youtube.com/c/outofedenlearn

https://learn.outofedenwalk.com/video-galleries/getting-started/

https://learn.outofedenwalk.com/video-galleries/inside-the-classroom/

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