

Exploring in Your Community

Community Exploration 1

Sense Walks

- **Slow down**, closely observe your environment
- **Engage** all your senses
- **Notice** details
- **Share** with your classmates
- **Enjoy** yourself!



While you are on your walk, you could:

- Take some sketches. They can be close up shots or the whole scene.
- Use your five senses. What do you smell? What do you hear? Is there something you can touch? Take a photo or sketch a picture that represents your senses.
- Find something that is familiar to you, but might surprise someone who doesn't know your community. What is it? How would you describe it? Why would it be surprising?

Modified from Out of Eden <https://learn.outofedenwalk.com/>

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Community Exploration 2

Creating Neighborhood Maps

- Create an image of your community, as seen through your eyes. This map does not have to be “accurate” or similar to other maps that exist.
- Write a true story to go with your map. You can write it on paper or record yourself telling it. Your story could involve:
 - The whole map or one special place on your map.
 - A memory or 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.
 - How has your neighborhood changed over time?



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Community Exploration 3

Everyday Borders

EXPLORE Paul Salopek's "Mapping Police Stops on a Global Walk"

<https://www.nationalgeographic.org/projects/out-of-eden-walk/articles/2018-01-map-police-stops>

WATCH a video in a series on migrants' stories by the BBC

https://www.bbc.com/news/video_and_audio/features/magazine-36744907/36744907

VIEW "Crossing Borders" a photo essay by Global Oneness Project

<https://www.globalonenessproject.org/library/photo-essays/crossing-borders#photo=28>

WATCH Example of other students' ideas of boundaries

<https://www.youtube.com/watch?v=WTH9pwdekMQ&feature=youtu.be>



DO an activity

Before taking a walk in your local area, consider the following questions:

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

- **Take a slow walk** in the area where you live. 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? 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.
- **Reflect** on your experiences with borders. *Why do you think borders exist? Who do you think sets and controls them and why? Do any boundaries make you feel any emotions?*

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Community Exploration 4

Documenting the Everyday

LISTEN to Paul Salopek's "The River of Culture"

<https://learn.outofedenwalk.com/forum/educator-resources/paul-salopek-materials/the-river-of-culture-by-paul-salopek-audio-and-text/>

EXPLORE Trail Notes

Coffea Arabica

<https://www.nationalgeographic.org/projects/out-of-eden-walk/articles/2013-10-trail-notes-coffea-arabica-2/>

Awad's Refrigerator

<https://www.nationalgeographic.org/projects/out-of-eden-walk/articles/2013-10-trail-notes-awads-refrigerator/>

DO an activity

There are aspects of everyday lives that might be very interesting to other people but which might seem very ordinary. OR There may be parts of everyday lives that usually don't find time to notice. This is your chance to notice some new things and to share your observations with other people. Focus on one of the following:



PLACE: Document everyday life in a place that you know.

PROCESS: Document how people in your community/home do something as part of their everyday lives. (how a type of food or drink is prepared, how an object is made or repaired, or how someone carries out a daily task or activity.)

CREATE

- A how to video
- A how to slideshow with photos
- A step-by-step guide with words and photos for someone else

OR

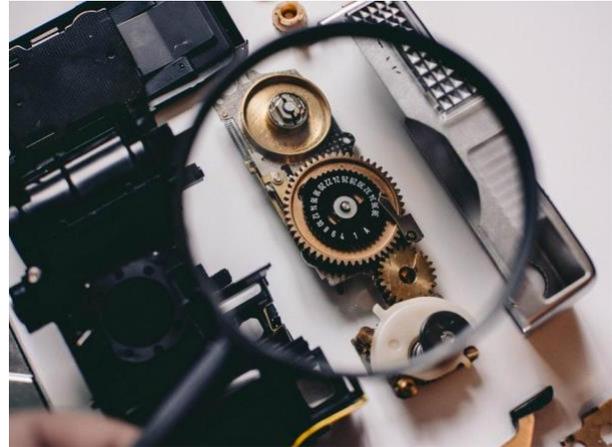
- A story of what you documented

Exploring in Your Community

Slow looking can be done everywhere.
Have you ever taken the time to slowly look
around your home?

Choose your favourite room in your house.
Right where you are sitting, what are 20
things you notice? Is there anything you
notice that you haven't noticed before?

Pick 5 of those things to have a closer look
at using the Parts, Purposes, Complexities
Activity.



Parts, Purposes, Complexities (Modified from Slow Looking by Shari Tishman)

For each object you choose, consider these questions:

1. What are its **parts**?
 - a. What pieces or parts do you see?
 - b. How many parts does it have?
 - c. Are there any hidden parts?
 - d. Is the object complete or are there parts missing?
2. What are its **purposes**?
 - a. What are the purposes of each of these parts?
 - b. Who uses this item and what is it used for?
 - c. What is it worth to everyone in your family?
3. What are its **complexities**?
 - a. How are its parts and purposes connected?
 - b. Which object is the most complex?

Your objects can be simple or more complicated.

