

“Slow Journalism - Urban Slow Walks”

Border Crossings Everyday



“All truly great thoughts are conceived while walking.”
– Friedrich Nietzsche, *Twilight of the Idols*

Learning Objectives: First, let’s read the learning objectives for this activity: 1) Students will learn to observe and document hidden borders and boundaries in their community, and in the target language environment; 2) Students will learn to reflect on the cultural and social meanings associated with each invisible and visible boundary.

Learning Outcomes: At the end of this activity, students will be able to write a reflective entry describing their feelings, perceptions, and senses associated with walking slowly across cultural spaces with the goal to observe, notice, document, and reflect social and cultural practices.

Introduction: In this activity, you will learn to be observant and notice critical cultural and social moments and practices in your everyday environment by engaging in what is known as “slow journalism.”

- **(6 min) Before you begin this activity, gain some inspiration:** Are you familiar with Paul Salopek’s Out of Eden Project? The Pulitzer Prize-winning journalist is walking across the world mapping milestone marks using GIS to document his journey and capture the human stories. Here is a link to the video where Paul is walking the land accompanied by a group of students – <https://www.youtube.com/watch?v=3KEYIOLt3tY> Here is a link to his ArcGIS Online Milestone Map from his own walk across the world – <http://storymaps.esri.com/stories/2018/eden-walk-milestones/>

We are curious to learn what you think of this project. Does it provide inspiration for your teaching? Share your thoughts with your group.

- **(5 min) Footstep 1:** This footstep invites your group to consider borders or boundaries in your community. To get started, we invite you to ponder over the following questions:
 - 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.
 - How, if at all, is your movement restricted in your everyday life?**Prep: Before you leave the room, open this link on your phone -** <https://rb.gy/ldrej>
- **(30 min) Footstep 2:** Take a slow walk with your group. As you walk, ask yourself: what kinds of borders and boundaries am I crossing in this urban space? How is my 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 I don't feel welcome or don't like to go?

- While walking, look around you, photograph, film or sketch 3-4 borders or boundaries that you and your group partners will notice. Think about "Encounters", "Glances", "Obstacles - visible or Invisible, surmountable-insurmountable".
- Interact with your walking partners:
 - Start getting to know your walking partners!
 - ○ APPRECIATE: Share what you find interesting or striking in your walk. Be specific in your walk
 - ○ EXTEND: Share how the photos you have taken extend your thinking or give you a new perspective.
 - ○ CONNECT: Do you feel a connection with anything another participant noticed or shared on the story map? If yes, go to that student's post and comment on it.
- **(20 min) Footstep 3:** Produce a story map of your slow walk that features the borders your group have identified during your walk (Include at least 5 border crossing).
- Upload your walk itinerary, your photos, sketches, or map to **this ArcGIS Story map - <https://rb.gy/ldrej>**
- **Prepare a short blog/reflection entry for each image, sketch and photograph you will upload to the map.**