Drexel Climate Pedagogy Incubator

Week One Session Plan: Building Community

Our weekly session plans are designed for a 3h session, starting with a communal breakfast and welcome during the first hour. Please feel free to adopt, adapt, or remix the session plans to fit your specific context and needs. Please note that some session segments repeat from week to week, reflecting the consistent structural elements and throughlines of our curriculum. We repeated the original rationales for each technique or principle (repeated segments marked with asterisk) for users engaging with the session plans in non-chronological order.

Activity	Pedagogical techniques or principles	Rationale
Breakfast and welcome	Community-building Team-teaching	**Community-building** lies at the heart of our Incubator project, in accordance with Christine Nieves Rodriguez's insight that community is a climate solution. We aspired to foster deep relationships between participants, starting with one of humanity's oldest community-building practices: shared meals. We tried to resist the corporate catering complex by sourcing our food from small local vendors and aiming for near-zero-waste packaging/serving solutions. In alignment with our community-centered, power-sharing approach, we used **team-teaching** to design and facilitate Incubator sessions.
Reflection and participant introductions Prompt: "What made you say yes to this invitation?"	Freewriting Snowball discussion	Rooted in the artistic tradition of surrealism, and codified by Peter Elbow in *Writing Without Teachers* (1998), **freewriting** is a technique for generating ideas and making connections without worrying about conventional norms of writing/thinking (grammar, logic, structure, etc.). Freewriting allows participants to access alternative cognitive pathways (free association, divergent thinking) and to process ideas before being asked to work with others. The **snowball discussion** is a simple and effective example of high-structure, participatory discussion. Participants begin by talking and actively listening to one other person. Then, pairs are consolidated into groups of four. Participants begin by sharing not their own ideas but those learned from their original paired partner (according to the principle of interdependence). The groups of four can be further consolidated into groups

		of eight, sixteen, and so on, or everyone can move straight to a whole-group discussion.
Gift exchange instructions: • Bring an object that represents your connection to the Incubator for gifting (in advance) • Explain your object and gift to another participant	Interdependence	Creating opportunities for low-stakes gift-giving between participants builds structural **interdependence** and reinforces the core values of generosity and mutuality within the group.
Comparing models of community agreements: • community agreement model from All We Can Save circles • student-generated model Annotating and developing cohort community agreements	Community agreements Think-Pair-Share Social annotation	**Community agreements** are a common practice for establishing group norms in participatory settings, especially when working with sensitive or contentious subject matter. While community agreements can be a powerful tool for moderating group communications, they can also become perfunctory or performative if not developed and upheld in a truly democratic fashion. **Think-Pair-Share** is a highly versatile pedagogical technique that allows participants to formulate their own ideas before sharing, first with one other person, and then with the whole group. This approach encourages wide participation by offering processing time and the opportunity to rehearse/test ideas. In this case, the think-pair-share activity took the form of **social annotation**, with participants annotating documents individually, and then comparing and compiling notes with others. (For an online equivalent, see social annotation software like Hypothesis or Perusal.)
Outdoor walk and paired processing of session content	Freewalking	The embodied equivalent of freewriting, **freewalking** is a processing/generative technique, where thoughts (if solitary) or conversation (if partnered) are allowed to flow freely as participants take a short walk outside. Like freewriting, freewalking can, but does not have to, start with a structured

		prompt. (Activity may need to be adjusted based on participant mobility.)
Discussion of reading: • selecting passages • pointing to a challenge that resonates	Magpie method Circle of voices	A low-stakes way to engage participants in responding to a text is the **magpie method**, where readers simply point to a passage, or item on a list, that resonated with them for some reason (with or without explanation). This initial exchange can serve as an entry point for more in-depth discussion. The **circle of voices** is a participatory discussion technique that makes space for each person to briefly share a response (in this case, a passage from a text) while others listen attentively. After each person takes their turn, the floor opens to a whole group discussion. During the discussion, participants must reference a point made by another person to take the floor.
Wrap up reflection and preview of next week	Reflection Building knowledge organization systems	Setting aside time for a closing **reflection** allows for a deeper processing and consolidation of the material. Taking the time to intentionally articulate connections between current, past, and future components of the curriculum helps participants **build knowledge organizations systems** which allow them to better absorb new information and integrate it with prior knowledge.