Drexel Climate Pedagogy Incubator

Week Two Session Plan: Climate Emotions

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.
Community agreement recap & revisions based on participant feedback	Community agreements	***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.
Introduction to the field of climate emotion studies: Panu Pinkhala	Mini-lecture	While we adopted a highly interactive, collaborative pedagogical approach throughout the Incubator, largely relying on preparatory readings for content delivery, occasional **mini-lectures** allowed us to introduce key conceptual frameworks prior to hands-on engagement within sessions.
Climate emotion toolkit: • Climate emotion wheel	Think-Pair-Share Visualization Iteration Spectrum line	***Think-Pair-Share** is a highly versatile pedagogical technique that allows participants to formulate their own ideas before sharing, first with one other person,

• Climate feelings timeline • Ecological emotion spectrum line		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 activities centered around **visualization** exercises, asking participants to create personal climate emotion wheels (synchronous visualization) and timelines (diachronous visualization), to share and compare with others. In working on visualizations, we employed the principle of **iteration**: participants returned to select exercises following sharing/discussion to thicken/deepen their initial responses. The **spectrum line** exercise is a form of embodied survey, where participants physically place themselves on a spectrum in response to a question (e.g. "how anxious are you about climate change?"). The placement requires interactivity, as participants negotiate their positioning relative to others. (Activity may need to be adjusted based on participant mobility.)
Outdoor walk and paired processing of session content (different partner than last session)	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.)
Climate emotions toolkit: • Neologisms • Glossaries	Neologisms Glossary Play	Naming climate impacts (emotional or otherwise) for which we do not yet have the words can be a powerful step in processing and responding to climate change. Inventing creative **neologisms** (modelled on examples like Glen Albreht's *solastalgia* or Arlene Geronymus's *weathering*) allows participants to claim ownership of their experiences and communicate with others. Creating co-authored **glossaries** of terms (existing and invented) is a way to build

		collective knowledge and develop a shared discourse around climate impacts and climate emotions. Both creating and compiling new vocabulary entails an element of creative **play**, understood to be an indispensable component of early childhood education but often neglected in higher education settings, despite its positive impacts on engagement, motivation, well-being, creativity, and innovation.
Climate emotion toolkit: • Poetry reading of Ode to Dirt by Sharon Olds • Creating erasure poems based on Ode to Dirt	Poem read-aloud Erasure poems	While incorporating poetry into a climate class outside of the field of literary studies might feel odd, poetry offers a surprisingly powerful (and compact) means of integrating intellectual, emotional, and social engagement. A **read-aloud** is an embodied, semi-improvisational, communal experience in which participants choose how little or much they wish to read, creating a unique collective rendition of the poetic text. **Erasure (or blackout) poetry**, where readers black out some segments of a poem while leaving others, offers an easy entry point into a poem, allowing participants to foreground and/or create new meanings. The activity can serve as a brief introduction, or be expanded into a full lesson plan.
Gift exchange instructions: • Gift your completed erasure poem to a fellow 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.
Debriefing and metacognitive discussion of climate emotion toolkit	Metacognition Transfer	Our Incubator experience was designed to function on two levels: as a learning community where participants actively engage with each other and the material, and (on the meta-level) as a masterclass in ready-to-use pedagogical strategies participants can apply in their own teaching practice. Moments of **metacognitive reflection** allow participants to take stock of

		the *how* (rather than the *what*) of the session and consider how they might **transfer** what they experienced into their own teaching contexts.
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.