Drexel Climate Pedagogy Incubator

Week Three Session Plan: Climate Justice
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.
Gift-giving: playlist • Share a song or piece of music that drives/inspires your work to be included in our shared Incubator playlist	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.
Introduction to the concept of intersectionality	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 justice rotating stations and key terms	Rotating stations Embodied learning Groupwork Peer-instruction Discussion	The **rotating stations** format allows for a more **embodied** engagement with session content, as participants move around the room studying the materials included at each station. The station items include both

• Indigenous knowledge (key terms: kincentric, backgrounding, settler colonialism • Racial justice (key terms: environmental racism, slow violence, climate debt) • Gender justice (key terms: gender-based violence, intersectionality) • Disability justice (key terms: ableist ecologies, debilitation, productivism)	Participant choice	print-based materials (scholarly articles, graphs, definitions of key terms, etc.) and other types of objects (books, artefacts, botanical specimens, etc.) for more multi-dimensional sensory engagement. Participants have time to browse the items individually before moving on to small-group conversations at their stations. (Activity may need to be adjusted based on participant mobility.) We opted for a **groupwork** format for the rotating stations exercise (i.e. participants traveled from station to station in small groups) to continue building group cohesion and to capitalizing on our collective knowledge. In designing the activity, we made sure it included the four key components of successful groupwork: belonging, interdependence, task-worthiness, and accountability. After a period of exploration, the small groups were tasked with formulating and recording questions about the applicability of each justice lens to their own teaching practice. In this part of the activity, participants engaged in extensive **peer instruction**, clarifying concepts, encouraging concept-transfer, and relying on one another for insights into their respective areas of disciplinary and extra-academic expertise. Questions generated during the activity served as prompts for a closing whole-group **discussion** during which participants **chose** which questions/prompts they wished to address. As choice is an important component of human motivation, as well as a key tenet of democratic pedagogy, we tried our best to model what choice/autonomy might look like in a climate classroom.
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 organization**

		systems which allow them to better absorb new information and integrate it with prior knowledge.