Drexel Climate Pedagogy Incubator

Week Four Session Plan: Climate Pedagogies

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.
Somatic check-in and values affirmation	Somatic check-in Values affirmation	To remind participants of the importance of embodiment in learning settings, we conducted a brief **somatic check-in**, encouraging everyone to take up space and settle into the three-dimensional fullness of their physical bodies. Developed by Geoffrey Cohen and colleagues, **values-affirmation** exercises prompt students to reflect on their core values to strengthen social belonging in educational settings.
Introduction to content-methodology alignment in climate education	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 pedagogy jigsaw: • Place-based pedagogy • Project-based pedagogy • Critical pedagogy Participants researched the above pedagogical concepts as part of their homework assignment and came prepared to define, teach, and apply them together.	Jigsaw	Designed for interactive, student-centered content delivery, the **jigsaw** is a perfect strategy for creating interdependence, accountability, and group-worthiness in collaborative tasks. Having researched different key concepts, participants first congregated in "expert" groups to consolidate their understanding, and then moved to mixed "jigsaw" groups, where they were the sole expert on their material. Members of the jigsaw groups began by teaching each other and moved on to apply what they learned to a shared task: in our case, cross-disciplinary applications of pedagogical methods in climate education.
Outdoor walk and paired processing of session content (participants' choice: solo or with a new partner)	Freewalking Participant choice	*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.) *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 student choice/autonomy might look like in a climate classroom.
Hands-on workshop: • Ethnobotanical specimens • Zines	Authentic deliverables	During our hands-on workshops we modeled the power of **authentic deliverables** for processing and communicating learning. Under the guidance of colleague-experts from the Academy of Natural Sciences (for ethnobotanical specimens workshop) and Drexel's arts therapies department (for zine workshop), participants created original artefacts inspired by our readings and conversations. This hands-on activity also provided a welcome sensory break at the mid-point of our curriculum.
Gift exchange instructions: • Gift your completed	Interdependence	*Creating opportunities for low-stakes gift-giving between participants builds structural **interdependence** and reinforces the core

ethnobotanical specimen/zine to a fellow participant		values of generosity and mutuality within the group.
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.