Drexel Climate Pedagogy Incubator

Week Six Session Plan: Reflection

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.
Structured personal reflection • How is your vision of yourself as a climate educator evolving? • What kind of climate educator are you becoming/do you wish to become? • What is your (emergent) climate justice pedagogy roadmap? • What resources can you draw on? • What obstacles do you anticipate and how will you	Structured reflection with prompts	This **structured reflection** took participants through a series of **prompts** addressing their identity as climate educators; their vision for future growth; the internal and external resources available to support their work (including our own emergent community); and any anticipated obstacles, along with strategies for addressing/removing them. We made sure to provide sufficient time for participants to write down their thoughts and ensured privacy/confidentiality by not requesting that participants share their reflections unless they wish to do so.

address/remove those obstacles?		
“Magical object” making	Creative expression	While words, written or spoken, are the primary means of communication in most academic classrooms, we wanted to create opportunities for multimodal **creative expression** throughout the Incubator experience. The “magical object” activity directly followed the reflection prompt concerning overcoming obstacles by inviting participants to make an object using air-dry clay, with the intention of reminding a fellow participant (who would receive the object as part of this week’s gift-exchange) that they now belong to and can seek support from our community.
Gift exchange instructions: • Gift your “magical object” 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.
Structured reflection with 6 pillars of climate justice: https://centerclimatejustice.universityofcalifo”rnia.edu/what-is-climate-justice/	Structured reflection with visualization	Our second **structured reflection** sequence centered on a **visualization** of the “Six Pillars of Climate Justice” taxonomy.
Outdoor walk and processing with new colleagues (pair or small groups)	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.)
Structured reflection with Joy Harjo’s “For Those Who Would Govern” The poem asks aspiring leaders a series of questions pertaining to their capacity for self-governance, their record	Structured reflection with poetry Multimodality	Our final **structured reflection** used a **poem** to invite reflection on our own roles as educators and leaders. Our recursive, **multimodal** approach to facilitating reflection throughout the session offered participants multiple entry points into articulating their current and future commitments as climate educators.

of service, their openness to accountability (to human and other-than-human kin), etc.		
Reflection debrief TPS Select any part of today's reflections to share with a partner, and then the group as a whole.	Think-Pair-Share	*__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.
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.