Drexel Climate Pedagogy Incubator

Week Five Session Plan: Knowledge Exchange

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 Introduction to presentations	Somatic check-in	To honor our commitment to a pedagogy of embodiment, we opened the session with a brief **somatic check-in**, encouraging participants to arrive and settle into the space of the room, their seat, and their embodied being. We acknowledged the fatigue many of us were feeling at this point in the academic term and encouraged participants to take a moment to breathe and recharge while listening to our community playlist.
Gift exchange instructions: Your presentation is your gift to the group. Your attention and active listening is your gift to each presenter.	Interdependence	We framed today's presentation session as an intellectual gift-exchange, including the gift of knowledge and the gift of active listening. *Creating opportunities for low-stakes gift-giving between participants builds structural **interdependence** and reinforces the core

		values of generosity and mutuality within the group.
Presentations	Presentations Active listening Magpie method	The bulk of our fifth session was dedicated to structured, timed participant **presentations**. Each presentation included a brief overview of research (theory), followed by one example of a pedagogical application (praxis). In addition, participants submitted one image to accompany their presentation (images were compiled into a slideshow before the session) and prepared a handout in which they shared an outline of key points as well as a brief list of resources. During the presentations, we encouraged participants to engage in **active listening** as an act of gift-giving and communal care. To aid the listening process, we made sure to respect presentation time limits and built in intentional transitions between presentations. To facilitate active listening, we employed the **magpie method** (introduced in week one), inviting participants to note salient points and/or connections that resonated with them as they listened.
Presentation reflection	Reflection	*Setting aside time for a closing **reflection** allows for a deeper processing and consolidation of the material. In this case, reflection time served as a bridge between presentations and the semi-structured discussion to follow.
Standing “happy hour”	Standing discussion	Because the presentations took up the bulk of week five’s session, we were not able to engage in our customary freewalking exercise–but still wanted to include movement in the session plan. To this end, we replaced a traditional classroom discussion with a **standing (“happy hour”) discussion**, where participants had the opportunity to walk around our space and dynamically engage with one another in pairs or small groups. (Activity may need to be adjusted based on participant mobility.)

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.