



ROCKLAND PLUS

Rockland P.L.U.S. 2016 Learning Objectives

PLUS 2016 focuses on developing sustainable communities that integrate mass transit choices into 'people movement' with a look and feel that fits both Rockland and each local community. We will begin with each school developing a modified Transit Oriented Development (TOD) opportunity in their own community. This will culminate with a presentation of the projects at the March 18th symposium, followed by a collaborative project where students work with other schools to redevelop Exit 10 on the New York Thruway in South Nyack.

Logistics

In each class visit, we will want to project something from our website to share with the students. We can bring the materials on a thumb drive if this is easier, so please just let us know in advance. The visits each have an activity, or activities, involved and something to do between visits like capture a photo of a local space or analyzing and considering planning concepts. For each visit we will have materials for the students to work with. These materials build on each other. We will provide a folder for each student with the items we will use for all our visits. Please help us by making sure the students have those folders and the work completed for our visits.

FIRST VISIT ENVIRONMENTAL WORDS/CONCEPTS COVERED: Sustainability, Economic Impacts, Mass Transit, Light Rail, Bus Rapid Transit, Air Pollution

VISIT #1: An introduction to Rockland PLUS, Community Enhancing Features, Smart Growth and Transit-Oriented Development

OUR NEEDS: Projector & link to website

Visit Plan -

- ***Introduction** - To us and overall program*
- ***Presentation** - Introduction to "Community" using online slideshow*
- ***Activity** - Introduction to Community Enhancing Features – Students will select 3 items important for HS students; 3 items for ES students; pick 3 items for senior citizens. After considering how different ages and stages require different places and spaces, students narrow to 5 features that are important to the whole community. They work in teams to collaboratively select 5.*
- ***Share** - Discuss examples of group's choices*
- ***Introduce** - TOD section of slides and how TOD can create a true destination, with town centers/public spaces and catalyze growth/activity with proper planning with examples of success stories that include BRT/train/bikeable/great public spaces.*
- ***Assignment** - Introduce their assignment to work in focus groups to collect 4 photos to build the base for their project.*

Objectives:

- Students will identify and discuss the social, economic, environmental/health desires and needs of individuals in a community at different ages of their life.
- Working collaboratively, students will discuss, weigh and select community services and design features that are central to sustainable community development.

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- Students will identify key features of Transit-Oriented Development (TOD) and explain their role in the development of a healthy, robust, sustainable community for all ages and stages –
- Students will view a street map of their current community transit hub to familiarize them with the directions for a site visit and completing a site and community assessment.

Before Our Second Visit: Community Assessment:

- *Students review community assessment worksheet before visiting local transit ‘hub’*
- *Students will visit site outside of school instructional time and complete page 1 photo essay. Using camera or smartphone photograph four images that capture the items requested on the assessment form. Send images to rocklandplus@gmail.com identified in the following way: school, last name, photo # per the item # on the form. Nanuet student ‘Lee’ would for example on item #1 which asks “how it feels to be waiting in this station” would tag image as ‘Nanuet_Lee_1.jpg’*

SECOND VISIT ENVIRONMENTAL WORDS/CONCEPTS COVERED: APES

WORDS: Sustainability, Planned Development, Green Development, efficient building techniques, xeriscape for water conservation, recycled materials designs, planning with public transit, pedestrian friendly venues, preserve historical and cultural feel

VISIT #2 – A review set of their photos of local TOD, Complete Community Assessment in teams, Review Sample TOD, HUB Site & Green & Blue Features, Begin to plan site selecting Community Enhancing, Green Features & Blue Features for their TOD Hub –

NEEDS: Projector & link to website

Visit Plan -

- ***Students Site Assessment -PLUS team shows a sampling of the submitted photos for discussion. Students share with presenters about their community so we learn about the community and the students’ perspective.***
- ***Activity – Students work in teams of 4 or 5 to do the Community Assessment and briefly discuss.***
- ***Tie it together – PLUS team will summarize and connect the different group responses***
- ***Team Planning with Cost Benefit Analysis***
 - ***Students review what we need to consider when planning for redevelopment, then begin to consider the development of their TOD site with discussion of the transit station and options/enhancements for train/BRT/bike racks/pedestrian walkways, etc.***
 - ***Educators Distribute feature cards & Cost/Benefit sheet. Students lay out feature cards and consider/weigh their cost/benefits before selecting for inclusion in their site.***
 - ***Get it on paper – Introduce site mapping activity and poster presentation template. Students will first work in groups of 4 to 5 to sketch features they’ve selected for their site plan on the backside of poster template sheet.***

Second Class Visit Objectives

- Gather feedback from students about the image samples they collected
- Students will evaluate the strengths and needs of their local community based on their and peers’ completed community assessment
- Students will identify, evaluate and select specific community features for a community in order to address a balance of social, economic and environmental needs.
- Students will identify and select a variety of green building tools for water and energy saving

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and green infrastructure features and a variety of blue features for sustainability

- Students will complete a cost assessment of their selected features
- Students will begin to conceptualize their physical plan for the space

Before Our Third Visit: Developing a Plan/Poster Presentation:

- *Students will review their card selections and sketches and, using information from their classwork, consider additional green infrastructure and other sustainable planning options.*
- *Students will review the prior year's posters on the PLUS website and discuss layout and division of labor for the development of their own*

THIRD VISIT ENVIRONMENTAL WORDS/CONCEPTS COVERED: Cost Benefit Analysis, Mass Transit, Light Rail, Bus Rapid Transit, Air Pollution, External Costs (True Costs), Ecological Footprint,

VISIT#3– Review 3 spheres of S.E.E., Review poster instructions with students and work with them to complete their site plan and to lay out their poster.

- ***Review - S.E.E., remind them about planning with a local and regional perspective,***
- ***Activity - work in their teams again to try flesh out their plans and complete the poster template***
- ***Share - plans with group***
- ***Review – presentation plan for the Symposium.***
- ***Review - the Symposium event***

Third Class Visit Objectives

- Students will work from their concept plan from visit #2 to map out a site design on large paper for inclusion in their poster
- Students will sketch out their poster presentation to include the 3 spheres of how to S.E.E. a community through Social, Environmental, Economic considerations
 - Location and notation of what currently exists at the site/a map overview;
 - Highlights of features of the revamped site;
 - Environment- LEED/green features;
 - Social & Economic -Community building features;
 - Social & Economic - Stakeholders to be included in the team;
 - Site plan/design (photo of classroom drawing).
- Educators review the symposium event to discuss the role of the students during the day and how their local project will assist them with the afternoon redesign of Exit 10 group project.

Before the Symposium: Final Preparation for Symposium:

- Students will complete their poster presentations
- Students will prepare a set of notes with key ideas to help them with their presentation

At the Symposium

- Students present to professionals and collect feedback on their project designs
- Presentation on group project – Exit 10 on the thruway
- Work collaboratively in teams with peers from other schools and professionals/mentors to apply their planning knowledge to developing a preliminary plan for Exit 10
- Students present three key elements of their plan to the PLUS participants