



ROCKLAND PLUS 2017
PLANNING LAND USE WITH STUDENTS

FACILITATOR GUIDE

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ROCKLAND PLUS

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Facilitator's Information 2017

Thank you for being part of Rockland P.L.U.S. 2017. As a facilitator, you play an important part in the symposium. Your role is to:

- **Guide your group(s)** of young people through the two main activities for the day
- **Encourage all** students to participate in the discussions
- Provide an atmosphere where all ideas are **respectfully heard and considered**
- **Support an 'idea incubator'**, where creative thought and concepts are encouraged – strike a balance between novel, even edgy, and realistic
- **Have fun!**

The following is the schedule and basic steps for the day:

8:00 – 8:30 a.m. - Check- In

Hammond Hall

Check-in and pick up Facilitator Packet

- Teachers will receive nametags for your student group
- Student name tags will indicate their assigned group for both Sessions I & II

8:30 – 8:50 a.m. – Brief Explanation of the Day and Facilitator & Mentor Introductions

Watson Room

Welcome, quick overview of the day, and an introduction to the mentors/facilitators.

School presentation teams of 8 – 15 matched with their Facilitator & Mentors, go to Session I breakout rooms

9:00 – 9:30 a.m. - Session I: Poster Presentation 30 Minute Session

Breakout Rooms

(a) Student Presentation of Posters (10 minutes per group – some have 2 groups presenting)

- Facilitator, students, and mentors introduce themselves. **(5 minutes)**
- Students Present Posters illustrating their redevelopment plan for a site in their community.
 - Encourage students to take their time and thoroughly address each section of their poster.

(b) Mentor Feedback (10-15 minutes depending on 1 group or 2 presenting)

- Mentors ask questions and provide suggestions after the students have finished their presentation.
 - If needed question prompts are included to encourage the conversation. **(Appendix A)**
- If time, guide students in a discussion of how the project could incorporate the mentor feedback.
- Students complete the provided Planning Feedback Form **(Appendix B)** outlining mentor suggestions
- Thank Mentors
- Return to the Watson Room foyer with poster and Planning Feedback Form
- Place posters and feedback forms on easel for viewing by the event participants

9:40 - 10:00 a.m. - Coffee and Morning Snack and Poster Display

Watson Room Foyer

10:00 - 10:25 a.m.: Introduction to Session II - Collaborative Mapping Project of IRG properties in Pearl River

Watson Room

Participants receive an overview of the IRG site for envisioning redevelopment, and an explanation of the collaborative mapping session.

- Students move into mixed school planning groups before heading to their assigned Session II breakout rooms. Integrated teams of ~ 10 students, 2-3 from various schools, will be in each group.
- Student name tags indicate their group and breakout room number.

10:30 - 12:00: Session II – Collaborative Planning and Mapping

Breakout Rooms

Each planning group will have 2-3 assigned mentors. The room will have a full set of supplies for the collaborative mapping session.

Introductions and Icebreaker Activity (10 minutes): Facilitate a round of quick introductions supported by the provided icebreaker activity - Tell the students that each planning group has been assigned 2-3 mentors to work with them to give feedback and insights

- Keep in mind that students will need time and encouragement to warm up to each other, to the mentors, and to the new site.

Orientation to the Site (15 minutes):

- Review and discuss the information shared in the introduction to Session II and the materials provided at the table. Begin with the map and project highlights sheets as these will be new to the students. Be sure the everyone is oriented to the site and note what already exists at this location.
- Brainstorm:
 - Ideas for use of 3 of the buildings -- IRG has been shopping for tenants
 - Rethink exterior space – Paved & Open Areas
 - Consider how to build better connections to the community
 - Consider how the passenger rail line might be used in the future
 - Think of community partners to engage with on new property usage
- Remind the students to use the planning skills and resources they have already developed through the work they did in planning for their local redevelopment site.
 - Consider the wants and needs of **all ages and stages of life**
 - Balance the linked **social, economic, and environmental** aspects of the community
 - As a group, identify what **County weakness** you want to address at this site and what **strengths** you can build on

Considering Features (30 minutes)

- **Lay out the planning cards** to help students think through what will be included and how it will be laid out on the map.
- Have the students **fill in the Cost Benefit form (Appendix C)** to help make decisions as to what to include to revitalize this area.
- **Engage the mentors** in providing feedback on student selections.
- As the facilitator, **you can make suggestions and encourage discussion** e.g. “How would you create a multiuse community hub? What would attract people to this area?”
- **Brainstorm using sticky notes to jot down ideas** until ready to actually map them can be helpful. Also using the props in the baggie (poker chips etc.) can make things visual until you draw them in.
- Groups may want to select a name/logo for their new community.
- **Label Room # and everyone’s name on the back of the map**

Sketch it out (35 minutes):

- With your sticky note ideas and planning props students sketch out the map.

Prepare to Share (10 minutes)

Be sure to reserve 5 – 10 minutes at the end of the session to prepare for the presentation back in the Watson Room. The presentations will be short - **2 minutes each**.

- Students select spokesperson(s) and map holders
- Use the Final Wrap Up Form (**Appendix D**) to help highlight features of the redevelopment plan.
- ****Before you leave for lunch, pack up all supplies and bring them down to the Watson Room with the map and your presenter notes (Appendix D). Be sure to hand these in at the table in the Watson Foyer.**

12:10 - 12:40: Lunch

Watson Room

12:45 - 1:20: Student Feedback Presentations

Watson Room

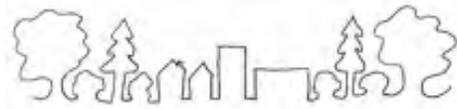
We have 15 groups to hear from, so we will ask students to provide a highlight from their planning projects and the most valued mentor feedback.

Mentor Thoughts - mentors who remain may join in and share observations on:

- A strength of the plan
- Biggest challenge to the team in planning

1:20 p.m. – Wrap Up & Evaluations

1:30 p.m. – Students Depart



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★ APPENDIX A ★

Suggested Prompts if Needed for Discussion of Local Plan

Why did you choose these social and economic features? Do they benefit all ages? How?

What energy saving features have you chosen? Why?

Why have you chosen these green infrastructure features?

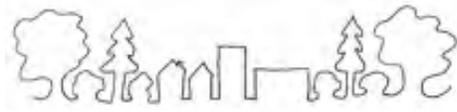
What transit connections have you chosen? What enhancements have you added to make mass/alternative transit more attractive to users (like yourselves)?

Have you suggested features that will help reduce contributors to climate change? Reduce or make us more resilient to the impacts of climate change?

What interconnections do you see between the social, economic, and environmental features you've chosen?

Which of these features are you most excited about? Which do you think most beneficial to the local community? To the county?

Which of these features do you think would be most difficult to implement? How might you address these challenges?



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★ APPENDIX B ★

SOCIAL=ECONOMIC=ENVIRONMENTAL (S.E.E.)

Mentors help us S.E.E. the community!

Feedback From Your Mentors On the Local Plan

PLEASE HAVE GROUP COMPLETE & RETURN WITH LOCAL POSTER!

POSITIVE & UNIQUE IDEAS THIS PLAN BRINGS TO THE COMMUNITY:

1.

2.

3.

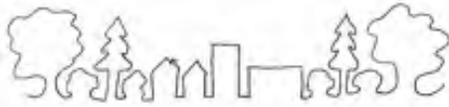
SUGGESTIONS FOR HOW TO IMPROVE THIS PLAN:

1.

2.

3.

ADDITIONAL PARTNERS WE COULD SUGGEST YOU WORK WITH:



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★ APPENDIX D ★

FOR FINAL WRAP UP PRESENTATION OF IRG PORTION PROPERTY PLAN!

PLEASE SELECT ONE PERSON TO SPEAK TO THE GROUP AND TWO OTHERS TO HELP DISPLAY THE PLAN.
THIS WILL BE SHORT AND FOCUSED!

S.E.E. this project – Thinking of how revisioning this location can support the Social, Economic and Environmental Needs of Sustainable Planning...

1. Did you think about how to improve people movement/transit?



2. List 3 highlights from your project. How does your proposed project address existing weaknesses while drawing from the strengths of the community – to become the ‘heart’ and ‘economic engine’ of the surrounding community?

3. Is there one suggestion your mentors offered that really helped improve your project?

MENTOR
MINUTE