



ROCKLAND PLUS 2018
PLANNING LAND USE WITH STUDENTS

FACILITATOR GUIDE

Event Program Partners:

Keep Rockland Beautiful
Lamont-Doherty Earth Observatory of Columbia University
Rockland Conservation & Service Corps
Rockland Economic Development Corporation
Saint Thomas Aquinas College

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**Old York
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Facilitator's Information 2018

Thank you for being part of Rockland P.L.U.S. 2018. 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 and be mindful of the limited time allocated for each activity
- **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

LOBBY Romano Building

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

Romano Hall Lower Level

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

School presentation teams of 8 – 12 matched with their Facilitator & Mentors, go to Session I breakout rooms. Wait for your school group outside of the Romano Building before leading them to your assigned classroom which will be on one of three floors in Macguire Hall.

9:10 – 9:40 a.m. - Session I: Poster Presentation 30 Minute Session

Breakout Rooms Maguire Hall

(a) Student Presentation of Posters - Use Magnets to place posters on the blackboards/white boards

- Start with facilitator, students, and mentors introducing themselves. **(5 minutes)**
- Students Present Posters illustrating their redevelopment plan for a site in their community. **(10 minutes)**
 - Encourage students to take their time and thoroughly address each section of their poster.

(b) Mentor Feedback & Discussion **(10 minutes)**

- 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.

(c) Capture Mentor Feedback /Record **(5 minutes)**

- Students complete the provided Planning Feedback Form **(Appendix B)** outlining mentor suggestions
- Thank Mentors
- Return to the Romano Room with poster and Planning Feedback Form
- Give posters and feedback forms to one of the volunteers who will be taping them up at the back of the room for viewing by the event participants

9:55 - 10:15 a.m. - Morning Snack and Poster Display

Romano Hall Lower Level

10:20 - 10:40 a.m.: Introduction to Session II - Collaborative Mapping Project of IRG properties in Pearl River

Romano Hall Lower Level

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, ~3 from various schools, will be in each group.
- Student name tags indicate their group and breakout room number.
- After the introduction, pick up supplies for the collaborative mapping session and wait for the students and your 2 assigned mentors outside the Romano Building before guiding them to Maguire Hall.

10:50 - 12:00: Session II – Collaborative Planning and Mapping

Maguire Hall Breakout Rooms

Introductions and Icebreaker Activity (10 minutes): Facilitate a quick round of introductions supported by the provided icebreaker activity - Tell the students that each planning group has been assigned 2 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 (10 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 everyone is oriented to the site and review what already exists at this location.
- Brainstorm:
 - Ideas for use of the 3 buildings selected for redevelopment -- IRG has been shopping for tenants
 - Rethink exterior space – Large parking lots, open areas and pathways
 - Consider how to improve transit for the region – is there a connection that can be made to the passenger rail line that runs between Pearl River & Nanuet?
 - Consider how to build better connections to the local community (Nanuet & Pearl River) and Rockland County
 - 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 interdependent **social, economic, and environmental** aspects of the community
 - As a group, identify what **County weaknesses** you want to address at this site and what **strengths** you can build on

Considering Features (15 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.
- Use 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 multi-use community hub? What would attract people to this area?”
- Let the students discuss and toss around ideas – if the group is really not starting then suggest that they each offer an idea from their morning project to incorporate into this new site.
- **Sticky notes and white board are useful for jotting down ideas** until they are ready to actually map them can be helpful. Also using the props in the baggie (poker chips, yarn etc.) can make things visual until you draw them in.

Sketch it out (30 minutes):

- With your sticky note ideas and planning props students put pen to paper & sketch out the map.
- Groups are encouraged to select a name slogan or logo for their new community.
- **Label Group # and everyone’s name on the back of the map**

Prepare to Share (5 minutes)

Be sure to reserve 5 – 10 minutes at the end of the session to prepare for the presentation back in Romano. The presentations will be a very short highlights opportunity - **2 minutes each!**

- Students select a spokesperson(s) and map holders
- Use the Final Wrap Up Form (**Appendix D**) to jot down notes to help highlight features of the redevelopment plan.

- ****Before you leave for lunch, pack up all supplies and bring them down to Romano with the map and your presenter notes (Appendix D). Be sure to hand these in at the table in the upper lobby of Romano.**

12:10 - 12:40: Lunch

Romano Lower Level

12:45 - 1:20: Student Feedback Presentations

Romano Lower Level

We have 13 groups to hear from, so we will ask students to work from the sheet they completed with 3 highlight from their planning projects and the most valued mentor feedback. **2 minute wrap ups!**

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 & reminders that evaluations are going with the teachers
Mentimeter poll!

1:30 p.m. – Students Depart
Name Tag Vote as they exit



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★ APPENDIX A ★

First Session Local Plan Presentation:

Suggested Prompts if Needed for Discussion

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? Can you explain how they will benefit the community?

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 (a) help reduce contributions to climate change? (B) reduce our footprint (3) make us more resilient to the impacts of climate change?

What linkages and 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? What about 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:

1.

2.

3.

OTHER COMMENTS:



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**