



ROCKLAND PLUS

Rockland P.L.U.S. 2018 Learning Objectives

RPLUS 2018 focuses on developing sustainable communities that (1) integrate mass transit choices into 'people movement'; (2) address immediate and long-term environmental issues, such as materials reuse, energy, water conservation and climate change; (3) and provide economic and socially vibrant places to live and work, representing places where youth can see themselves and others living at all ages and stages of life. The program will culminate with a presentation of the projects at the March 23rd symposium, followed by a collaborative project where students work with other schools to plan to redevelop a portion of IRG (the former Pfizer campus) in Pearl River.

Logistics

Each visit, we will want to project something from our website to share with the students. We will have activities and materials for the students to work with that build on each other, and in some instances we will request them to complete a small activity in preparation for our return. 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 is completed for our visits.

VISIT 1

OUR NEEDS: Projector & link to website

KEY WORDS WORDS/CONCEPTS:

Sustainability, Economic Impacts, Hybrid Electric Vehicles, Mass Transit, Bus Rapid Transit, Air Pollution, Resilience, Climate Change, Human (Ecological) Footprint, Energy Star, Solar Energy

First Class Visit Objectives:

Students will:

- work collaboratively to discuss, weigh and select community services and design features that address the needs of individuals in a community at different ages of their life.
- consider how planning decisions impact well beyond the immediate project itself, affecting the wider community on multiple levels
- consider how planning can influence climate and climate impacts.
- identify and discuss the interdependent social/community, economic, environmental/health features that are essential to sustainable community development.
- identify desirable and sustainable features of their own community

Visit Plan -

- ***Brief Introduction*** – to RPLUS partners
- ***Activity*** – *This or That? Making choices between housing, energy sources, transportation, and shopping preferences. Illustrating differences in the impacts on resources and community.*
- ***Group Activity - Community Enhancing Features (CEFs)*** – *Working individually, students select community features that meet the needs/desires of different ages groups in a community – children;*

Rockland P.L.U.S. 2018 Learning Objectives

youth; adults, seniors, then narrow choices to just 5. Working collaboratively in groups of 4-6, students discuss and come to agreement on 5 community features.

- ***Share CEFs*** – *Share feature choices of the group with class*
- ***Sustainability Venn Diagram*** - *Discuss Critical/Interdependent Elements of Sustainability*
- ***Presentation/Discussion*** - *“Rockland, Transit and Climate impacts” using online slideshow*
- ***Program Overview*** – *Introduce the RPLUS elements*
- ***Assignment*** - *Leaving class with oversized post-it, students continue compiling a list of places where they (1) see evidence of really cool things in their own community AND in the County that they feel add to the value and benefit of living here; (2) feel the community is forward thinking in terms of sustainable planning.*

- ***Teacher and Student RPLUS Work between visits 1 and 2*** – *Review and add cool and forward thinking features.*

VISIT 2

OUR NEEDS: Projector & link to website

KEY WORDS WORDS/CONCEPTS: 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, Cost Benefit Analysis, Mass Transit, Light Rail, Bus Rapid Transit, Air Pollution, External Costs, True Costs, Ecological Footprint

Second Class Visit Objectives:

Students will:

- work collaboratively to rate the strengths and needs of their local community and the County using community assessment table
- review Feature Cards and select a range of planning tools for enhancing water and energy savings, protecting watersheds, providing climate mitigation and climate resiliency, and creating a socially and economically vibrant community
- narrow down selected features using a cost/benefit analysis table
- conceptualize and sketch out a physical redevelopment plan for a local site

Rockland P.L.U.S. 2018 Learning Objectives

Visit Plan -

- ***Students review their findings about their own community***
- ***Community Assessment Activity*** – Students work in teams of 4 or 5 to complete the Community Assessment form, then as a group review and discuss overall strengths, weaknesses and opportunities in the community
- ***Introduce local site for redevelopment planning***
- ***Introduce and explain Feature Cards***
- ***Distribute feature cards & Cost/Benefit sheet.*** In groups of 4 to 5, students lay out feature cards and discuss their cost/benefits before selecting for inclusion in their redevelopment plan.
- ***Introduce Site Mapping activity and Poster Presentation template*** – briefly show sample poster-to give overall context.
- ***Get it on paper*** –Students will work in groups of 4 to 5 to begin work on their redevelopment plan, sketching out features they've selected for their site plan on provided paper

Teacher's RPLUS work between visits 2 and 3 –Provide time for students to complete their maps; Review template for poster presentation; Go through steps to access and download photos from Image Bank on website (<http://www.ldeo.columbia.edu/edu/plus/imagebank.html>)

VISIT 3

OUR NEEDS: Projector & link to website

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

Third Class Visit Objectives:

Students will

- Put finishing touches on site map and select/layout/describe features for their poster that 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 and introduce IRG Pearl River site

Visit Plan -

- ***Students Review card selections and mapped plans and consider additional green infrastructure and other sustainable planning options.***
- ***Review the prior year's posters on the RPLUS website and discuss layout, spheres of S.E.E., and division of labor for the development of their own poster***
- ***Activity*** - Students work in their teams again to flesh out their plans and complete the poster template, providing text and selecting images from the on-line Image Bank
- ***Share*** – Groups share plans with the class to determine best ideas from each

Rockland P.L.U.S. 2018 Learning Objectives

- ***Assess*** – are there ways to merge the best ideas into a strong project from the class?
- ***Review*** – presentation plan for the Symposium
- ***Present*** - the collaborative case study (slides)
- ***Review*** – symposium agenda and logistics

Before the Symposium: Final Preparation for Symposium:

Students will:

- complete and send in their poster presentations for printing (teachers review before sending)
- prepare a set of notes with key ideas to help them with their presentation
- agree on each student's role in the presentation and rehearse

*Teachers will select the students and the posters that will be presented at the symposium.

At the Symposium:

Students will:

- present posters to professionals and collect feedback on their project designs
- work collaboratively in teams with peers from other schools and professionals/mentors to apply their planning knowledge to developing a preliminary plan for IRG campus
- present unique key elements of their plan to the RPLUS participants