ROCKLAND P.L.U.S.
PLANNING LAND USE WITH STUDENTS

Facilitator’s Information

Thank you participating in Rockland P.L.U.S. 2011. As a facilitator, you play a very important role in helping the students to engage in an exciting exchange of ideas and information with their peers and their mentors. With your guidance, they will use what they’ve learned from others to revise and refine their site development plans and poster presentations.

In this packet, you will find:

1. Agenda for the day
2. Table of student presentation groups and their assigned facilitators and mentors
3. Poster Presentation Feedback Form

The following provides guidelines for your day:

8:00 – 8:30 a.m. - Check-In
Teachers will have name tags for their full student group which will designate the students as members of the presenting teams or the feedback teams. Student tags will indicate their assigned group for Session I, where they will be meeting with 11-12 students from 4 of the 5 participating schools.

Each facilitator will be provided with a packet containing: an agenda; room assignments for Sessions I & II; maps of the campus; and Poster Presentation Feedback Forms. Student tags will indicate their assigned group for Session I, where they will be meeting with 11-12 students from 4 of the 5 participating schools. Each group will have one presenting team of 2-3 students who will present to the other students in the group, along with their facilitators and mentors. After the morning’s introductory program in the Ellipse Room, you will be matched with your student team and together you will proceed to your room assigned for Session I.

8:30 – 9:45 a.m. – Opening Remarks and Mentor Introductions

10:00 – 10:45 a.m. - Session I – Poster Presentation

I. Introductions and Icebreaker
   a. Begin the session by introducing yourself to the group. Draw the students’ attention to the provided Rockland County map and point out the location of your own school/office – or, if you are not from the local area, give them a sense of where you are from and what you do for a living.
   b. Gather the group around the map, noting that each of the participants have been working on redevelopment plans for their chosen local site.
i. Beginning with your group’s presenting team, ask each student to introduce him or herself, then point out the location of their chosen redevelopment site – this will get all the students involved in conversation immediately.

c. Next, ask the mentors to reintroduce themselves.

d. Invite the presenting team to begin their poster presentation and remind the other students that they are looking for ways to enhance the project. Remind them they have an assessment form to use and encourage them to jot down notes and thoughts during the presentation.

II. Student Poster Presentation

a. Give the students ample time to present before encouraging and facilitating questions from the group. If the students speed through encourage them to slow down and ask general questions to encourage them to emphasize some of the points of the plan based on the guiding questions (below) that were provided to the students to help them prepare for the presentation of their poster:

FOCUS ON MAPS – Where is your site located? What currently exists there? What might have existed there in the past? Why did you pick this site – what vision did you have for this site?

IMPORTANT FEATURES OF THE SITE – What is special about this site? Are there features you want to preserve? How does it fit within the community – Does it currently provide for the community in some way? What possibilities are there to enhance the community with this property?

SITE PLAN – Focus on the site map and explain the key features of the project. This is the main thrust of your presentation, so take your time. Be sure to wrap up the presentation of your site plan with an explanation of how this plan addresses the three key spheres of sustainable planning that we have talked about in class: Economically sustainable – Environmentally positive – Socially connects the community

GREEN FEATURES/LEED – What green features did you include:
  - Energy & Atmosphere
  - Water Efficiency
  - Transportation/Transit
  - Indoor Environmental Quality
  - Sustainable Site – such as reducing heat island effect or light pollution, or increasing biodiversity
  - Other

MITIGATIONS OF EXISTING SITE ISSUES OR PROJECT DEVELOPMENT ISSUES - How would your project mitigate some of the existing impacts on the environment? AND/OR how are you reducing the negative impacts of your project by changes you have made in your plans and design?

II. Student Feedback Session
a. Begin a discussion session with the group by posing a clarifying question, possibly based on the questions above. Encourage each of the students to refer to any notes they made on their sheet during the presentation. Go around and ask each of the students what questions they might have for the presenters, and ask them for suggestions or feedback they have for the project.

b. Remind all the students that they might hear an idea or suggestion that they would like to take back to their group to use in their own project – they have a space on the bottom of the form to make note of this. Ideas that work in one project can easily be successful in other projects!

c. Then move to the mentors and ask them for their feedback and suggestions. As a group, help the student presenters prioritize and clarify all the feedback and thoughts so they can be sure they are set to move to the next part of the day.

d. Ask the students to leave the top portion of their feedback forms with the student presenters. When it is time to move on the PLUS team will assist in gathering the students who will move to their school groups. Facilitators will remain with the presenter teams.

11:00 – 11:45 a.m. - Session II - Integrating Feedback, Revising and Refining

I. In this second session, students will reconvene with their school groups. You may need to move with your student group and mentors to another room – refer to your room assignments. In this session:

   a. Ask the students to think about how they can improve their plan based on the feedback they received in the prior session.

   b. The mentor team will help the team to incorporate the ideas they received, focusing on an environmentally suitable plan, that is economically strong and provides for an opportunity to build and strengthen the social aspects of the community.

   c. Remind the students that they will have the opportunity to ask other mentors questions just before lunch – encourage them to jot down things that they might be able to ask the mentor pool at the end of this session.

II. Make sure the student presenters are ready to summarize their plan to the group after lunch. There will be notecards for the students for jotting down key concepts to mention. They will have 4 minutes to cover the following:

   • Located where?
   • Current use?
   • Original plan
   • Any revisions made based on feedback during the day

III. Shepherd students over to the Faculty Lounge for mentor questions and the cafeteria for lunch (adjacent locations) – posters should come back with the students and we will post them in the ellipse room or the after-lunch presentations. Easels will be provided in the front of the room to display the posters.

12:00 – 12:10 p.m. – Mentor Q & A in Faculty Lounge
12:00 – 12:40 p.m. – Lunch in Cafeteria

12:50 – 1:20 p.m. – Poster Presentations in the Ellipse Room
Guide your student group back to the Ellipse Room for presentations. Please join us for the after lunch presentations if you can!

1:20 p.m. – Evaluations

1:30 p.m. – Students depart