



ROCKLAND PLUS

Draft Learning Objectives

First Visit –PLUS is about visualizing and designing a community that fits you and others.

5 min. Introductions

10 min – My Place Sheet –different places are important at different times of your life

5 min. – Slides - Community Slide & Discussion, Sustainable planning slide post and leave up

15 min Community Enhancing Features – After focusing on how different ages and stages require different places and spaces, students select features that are important to the whole community (introduction, indiv. complete sheet and then collaboratively)

5 minutes to launch the activity for our next visit

With PLUS Presenters - First Class Visit

- Students will identify the wants and needs of individuals in a community at different ages of their life.
- Working collaboratively, students will discuss and select community services and design features that are central in sustainable community development.

Homework:

Select a site

Complete the Community Assessment Form – teacher can suggest this as independent and then as a class compare, or a team assignment

With Teacher or Homework

- Students will discuss and select a site for redevelopment in their local community.
- Students will describe their selected site and list the assets/opportunities and challenges of developing the site.
- Students will research potential community partners and explain how the partners would support or impact this project.
- Students will complete an assessment of the surrounding community, ranking its strengths and needs.

Second Visit

10 mins - Students share with presenters about their community – we learn from this about the community and the student perspective.

10 mins – Review the SEQRA concept and go over the document. Clarify that for our project this is a design tool used to guide the process as you focus on your new plan.

5 mins. – Review ppt of ways to consider green plans – infrastructure etc.

10 mins.- Work in groups to sketch ideas for a site plan that include SEQRA concerns, green infrastructure such as rain garden, rain barrels at downspouts, rooftop gardens, swales, solar, walking and biking paths...

With PLUS Presenters - Second Class Visit

- Students will evaluate the strengths and needs of the surrounding community and propose a use for their chosen site that addresses its needs/opportunities.

- Students will address considerations outlined in the State Environmental Quality Review Act to help them formulate a specific development plan for their site that is in compliance with New York State guidelines.
- Students will outline ideas for a specific site plan based on review of their community assessment, SEQRA considerations and possible mitigations, and a discussion of green infrastructure pieces

Provide links to green infrastructure sites.

With Teacher or Homework

- Students will review and further research suggested green infrastructure options before selecting which will be included in their development plan.
- Students will review the sample poster presentation on the PLUS website and discuss layout and division of labor for the development of their own

Third Visit

Listen and review with the students their plan for the space.

Sketch the space as teams or as a class.

Review with the students how the poster will be designed.

As time allows students work in groups to lay out the various pieces of the poster

With PLUS Presenters - Third Class Visit

- Students will sketch out their poster presentation, which will include: the location of the site/a map overview; important features of the site; SEQRA considerations and mitigations; LEED/green infrastructure; community stakeholders to be included, the site plan/design (photo of classroom drawing).

Goal:

1) Students must synthesize their work into a poster for presentation

With Teacher or Homework

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

Symposium Goals:

- 1) Students present to professionals and collect feedback on their project designs*
- 2) Apply what you have learned - Students work with teams from other schools to bring their planning knowledge to a new site developing a preliminary plan*
- 3) Present new plan*

At the Symposium

- Students will present their presentation proposal to selected community professionals for feedback.
- Students will use what they have learned from the development of their project and from mentor feedback to work collaboratively with students from other schools to map out a new redevelopment project for the Rockland Psychiatric Center.