



ROCKLAND P.L.U.S.
Planning Land Use with Students

Rockland P.L.U.S. 2020 Learning Objectives

RPLUS 2020 focuses on developing sustainable communities that:

- (1) Address immediate and long-term environmental opportunities and challenges relating to energy conservation and climate change, water conservation and watershed protection, and waste reduction and materials reuse;
- (2) Integrate alternative and mass transit choices into ‘people movement’;
- (3) Engage youth in planning for economically and socially vibrant places to live and work

*The program entails 3 classroom visits and the development of a poster presentation of the students’ local planning project. Selected students will participate in the culminating **Symposium on Friday, March 27th at the Rockland County Fire Training Center in Pomona.** After presenting on their local site, students will work collaboratively with peers and professionals from across the county planning for the redevelopment of the former Empire Chair Factory in Haverstraw.*

Logistics

In 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 at each workshop and the work is completed for our visits.

Our website has an abundance of additional resources for students to use to help build a stronger understanding of all the planning elements and to specifically help them with their site plan. Please encourage your students to utilize these resources: <https://www.ldeo.columbia.edu/edu/plus/Rockland.html>

Surveys & Evaluations

We need your help in collecting data that helps us gauge and share the impact of the program. You will be receiving a link to a pre-workshop survey. It is very important that all the students participate in the pre and post workshop surveys, as well as the evaluation for participating students at the end of the symposium. Teacher feedback is also very important. Please be sure to complete the survey that we will be send to you at the end of the program.

VISIT 1

OUR NEEDS: Projector & link to website

KEY WORDS WORDS/CONCEPTS:

Sustainability	Human (Ecological) Footprint	Public Transit	Bus Rapid Transit (BRT)	Greenhouse Gas Emissions
Climate Change	Resilience	Climate Smart Community	Complete Streets	Economic Impact

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.

Visit Plan -

- ***Brief Introduction to partners (5 mins) and pass out folders***
- ***Intro. Activity (3 mins) – (1st slide of ppt) You’ve been offered your dream job! Exactly the same, but must choose between 2 locations, both in Westchester. Quickly jot down your choice.***
- ***Discussion of Benefits/Challenges with ppt visuals (12 mins) – Elicit and discuss benefits and challenges/environmental impacts to individual/community, tying to supporting slides and noting key concepts on Board.***
- ***Group Activity with Community Enhancing Features (CEFs) (10 mins) – Working individually, students select community features that meet the needs/desires of different ages groups in a community – Child; Teen; Adult; Senior - then narrow choices to just 5. Working collaboratively in groups of 4-6, students discuss and come to agreement on 5 community features.***
- ***Sharing of CEFs & where they fit in the Sustainability Venn Diagram (10 mins) – Groups share a chosen CEF. Class discusses how it ties to interdependent environmental, economic, and social spheres of sustainability.***
- ***Program Overview & Assignment (3 mins) – Introduce program objectives/elements and what students will ‘walk away with’: Poster presentation of a site in your own community illustrating your vision and understanding of how we can shape the world we live in. 150 students will share their vision with others – professionals and students from across county – at the Symposium on Friday, March 27th at the Fire Training Center. An opportunity to work with other students and learn similarities and differences in assets and challenges of their communities and to learn from and inspire professionals. How will we get there? 3 workshops and independent work developing the poster.***

Assignment - Teacher and Student RPLUS Work between visits 1 and 2 (2 mins) –Students will identify features in their own community AND in the County that they feel are cool/benefit to living here; and (2) that demonstrate the community is forward thinking in terms of sustainable planning. They will list/post these on the provided over-sized Post-it before the next visit.

VISIT 2

OUR NEEDS: Projector & link to website

KEY WORDS WORDS/CONCEPTS:

Ecosystem Services	Watershed	Green Infrastructure	Native Plants for Water Conservation	Storm Drain	Water Sense
Energy Star	Solar Energy	Hybrid Electric Vehicles	Recycled Material Design	Pedestrian Friendly Venues	Preserve Historical/Cultural Character

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
- identify and discuss examples of sustainable projects and the range of features/planning tools for enhancing water and energy savings, protecting watersheds, providing climate mitigation and climate resiliency, and creating a socially and economically vibrant community
- review the local site for redevelopment and an example of the illustrated poster they will create.

Visit Plan -

- ***Group Community Assessment Activity (10 mins)*** – Students work in teams of 4 or 5 to complete the Community Assessment form and discuss overall strengths, weaknesses and opportunities in the community
- ***Discussion of Community Assessment with tie-in to sustainable features from ‘homework’ (10 mins)***– Students share and discuss their highest strengths & lowest weakness in the local community and County. Educators note supporting examples that students provided in pre-visit assignment.
- ***Presentation and Discussion of Sustainable Examples & Feature Cards (10 mins)***- Students are introduced to inspiring examples of sustainable community planning and some of the specific ‘green’ features in each. These are used to introduce the Feature Cards that the students will utilize in planning for their local site.
- ***Introduction to Local Site for Redevelopment Planning (10 mins)***- Introduction of site overview & location on a map of the county, identifying nearby landmarks and features for student notes
- ***Poster Introduction (5 mins)***- Show sample poster-to give overall context

VISIT 3

OUR NEEDS: Projector & link to website

KEY WORDS/CONCEPTS COVERED:

Cost Benefit Analysis	True Costs
Circular Economy	External Costs

Third Class Visit Objectives:

Students will

- Review, assess and select features for their redevelopment plan utilizing a Cost-Benefit Analysis table
- Conceptualize and sketch out a physical redevelopment plan for a local site

Visit Plan -

- **Introduction of Site Mapping Activity & Distribution of mapping paper, Feature Cards, Cost/Benefit Table (5)**– Review materials and objectives for class period. Let students know they will need to complete their map and the poster presentation on their own – will review resources at end of period.
- **Cost-Benefit Analysis & Feature Card Selection (15)** - In groups of 4 to 6, students lay out feature cards and complete Cost/Benefit Analysis table before selecting features for inclusion in their redevelopment plan.
- **Get it on paper (20)** –Students work in groups of 4 to 6 to begin work on their redevelopment plan, sketching out features they've selected for their site plan on provided paper
- **Review poster presentation template, Image Bank, and other resources (5)** on the RPLUS website and briefly discuss layout, spheres of S.E.E., and division of labor for the development of their own poster

Teachers' RPLUS work between last visit and the Symposium: Students Submit Posters No Later than 3/17/20

- Review Poster Presentation Template, on-line resources, and sample Poster Presentation
- Discuss elements to be included from their redevelopment plan, including:
 - How they S.E.E. their project through Social, Environmental, Economic lens/spheres
 - Location and notation of what currently exists at the site/a map overview;
 - Historical uses of the site;
 - Highlights of features of the revamped site;
 - Environment- LEED/green features; Climate Smart Community features;
 - Social & Economic –Community-building features;
 - Social & Economic - Stakeholders to be included in planning/partnering on their site and why they were chosen;
 - Site plan/design (photo of classroom drawing).
- **Prepare and Submit Poster –**
 - **Develop Poster** - 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 poster
 - **Assess** – are there ways to merge the best ideas into a strong project from the class?
 - **Finalize** – selected poster presentations for the Symposium
 - **Submit** - Posters to Margie: mkt@ldeo.columbia.edu
- **Prepare group for Symposium**
 - **Develop** – presentation plan for the Symposium
 - Outline a set of notes with key ideas to help them with their presentation, agree on each student's role in the presentation, and rehearse
 - **Review** – symposium agenda and logistics

*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 the former Empire Chair Factory in Haverstaw
- present unique key elements of their plan to the RPLUS participants