

# WORKSHOP 1: KICKOFF AND INTRODUCTION

# Workshop 1 Participant Agenda

## KICK-OFF WORKSHOP

### Agenda

- 5:00 p.m. Dinner
- 5:15 p.m. Introductions, “Fast Name Game”
- 5:25 p.m. “Get to Know Each Other”
- 5:35 p.m. Regional mapping part one: “Your Life on a Map!”
- 6:15 p.m. Project introduction
- 6:25 p.m. Metropolitan Council 101
- 6:30 p.m. Regional Mapping part two: “Plan a Region” activity
- 7:15 p.m. 10- minute break
- 7:25 p.m. Regional mapping part three: “Council Systems in your Neighborhood”
- 7:45 p.m. Strengths and growth areas
- 8:00 p.m. Worries, hopes, and workshop reflection
- 8:15 p.m. Brief feedback session and clean-up

Next workshop: [Put date of next workshop here]

# Workshop 1 Schedule and Script

## Kickoff

This is the complete script for the kickoff workshop one. It includes instructions on how to do each activity and links to the key handouts needed for kickoff workshop one.

### Supplies needed

- Maps of county where workshops will be held.
- Sticky nametags
- Pencils (mechanical or sharpened)
- Tabloid 11x17 paper (one for each participant) for the mapping activities. One activity each side.
- Papermate Felt tip pens – flair porous-point pens, .7mm, assorted ink colors pack of 12 pens. These are used to draw maps.
- Sticky notes for worries and hopes exercise
- Sticky poster paper for worries and hopes exercise
- Projector

### Tasks assigned to team members:

- Coordinating food order
- Printing
- Waivers
- Tracking attendance:
- Archiving materials (collecting & scanning materials; uploading into folder)
- Field notes to capture what participants said (should be done by someone not facilitating)
- Documenting insights from participants (notetaker sits with participants as they work on mapping exercise and other small group discussions)

## Schedule and Script:

This schedule offers a summary of each activity. As needed, detailed scripts and handouts are included in the following pages.

**5:00 p.m. Dinner**

**5:15 p.m. Introductions: “Fast Name Game” (activity, 10 minutes)**

Before beginning this activity, have everyone stand in a circle. Disperse staff around the room. Start with the students in the center.” disperse staff team around the room.

The name game uses name association to help us learn each other’s names. Everyone will go around in a circle saying their name and another word with the same first letter. The next person will say the name and association of the previous person, and then their own name and association. If my name is Mulki, I could say, “Mulki Magic.” Then if Sergio is next, he would say, “Mulki Magic”, Sergio Spectacular.”

**[Note to facilitator:** Use your own name and the person next to you in the example.]

**5:25 p.m. “Get to Know Each Other” (activity, 10 minutes)**

- Young leaders and Metropolitan Council staff split up into four groups (3-4 people in each group).
- (For 5-7 minutes) Identify four-to-five things you all have in common and three things you don’t have in common.
- (For 2-5 minutes) If time permits, each group shares the things they have in common and things they do not.

**5:35 p.m. Regional mapping part one: “Your Life on a Map!” (Activity, 45 minutes)**

Goals for this activity:

- Get to know each other and the places we live.
- Think about space and regions.
- Connect our lives with Met Council policy.
- Identify places where we have important relationships with other people.

(Script is available in the “handouts and activities for workshop 1”)

**6:15 p.m. Project introduction**

Introduce the project and give an overview (We used the handout to present the phases of the project.)

**Listen:** What is the topic you are most interested in and why?

**[Note to facilitator:** This question helps get to know the group and plan how to deliver the curriculum based on their interests. Facilitators can refer to individuals as the curriculum moves to topics, they are interested in.]

**6:25 p.m. Met Council 101/ What is the Met Council?**

Introduce young leaders to the work done at the Met Council.

Presentation is available [here](#)

**[Note to facilitator:** This section will be modified for your organization. Explain your agency to the workshop participants.]

**6:30 p.m. Regional mapping part two: “Plan a Region” (Activity, 30 minutes)**

Introduce the topic of regional planning through a hands-on activity where participants design a region, adding elements from the Met Council's policy areas.

**7:05 p.m.**

**10-minute break**

**7:15 p.m.**

**Regional mapping part three: "Met Council Systems in your Community"**

Goals for this activity:

- Learn about regionalism and think regionally.
- Identify ways to manage growth, development, and land use.
- Identify how policies influence urban, suburban, and rural cities.

**7:25 p.m.**

**Strengths and growth areas**

Goals for this activity:

- Identify strengths and growth areas
- Help workshop leaders understand participant strengths and growth areas to enhance collaboration during workshop series

**7:40 p.m.**

**Closing: Worries and Hopes**

Goals for this activity:

- Identify worries and hopes for participants.
- Help workshop leaders understand how to prevent worries.
- Record hopes to celebrate our accomplishments at the end of workshops.

**7:50 p.m.**

**Brief feedback session and clean-up**

- What was good about the workshop tonight? What are things to improve on?

# Workshop 1 Activities Detail and Handouts

## Introduction

This section breaks each activity into individual components. Toolkit users may lift one or several activities to do outside of complete curriculum.

## Regional mapping part one: Your life on a map!

**Total time needed:** 45 minutes

### Materials needed:

- For each participant– tabloid size paper, pencils, and colored fine tip felt markers
- Slide with “Ideas to include” listed in step 1, questions from step 2
- Projector

### Total staff needed:

- One facilitator, one staff member taking field notes in each small group

### Script:

“Let’s talk about why we are starting with a map drawing activity. The Metropolitan Council focuses on our region. All the work we do is focused on planning outcomes for our specific geography. Therefore, neighborhoods and communities are at the heart of what we do. Let’s get to know each other by:

- Getting to know each other and the places we live.
- Thinking about space and regions.
- Connecting our lives with Met Council policy.
- Identifying places where we have important relationships with other people.”

### Step 1: Draw your map (distribute supplies for map) (20 minutes)

Facilitator distributes supplies.

“Draw a map of the town where you currently live. When you think of a map, you might think of an atlas or a roadmap—something that tells you where something is so that you can find it. These maps are slightly different. We don’t want you to worry about making your map super accurate or feel like you must put everything in exactly the “correct” place geographically. That’s not what we care about. We care about is that you draw on your map the places around your town that mean the most to you. What’s most important is that you put these places on the map, more than that they are in the correct spot.”

“Some ideas to include: [project onto screen]

- Your home.
- Anywhere else you have lived before.
- Your important places: 3-5 places that matter most to you.
- Important landmarks, places that you think are important and make the town what it is.
- Sidewalks, trails, roads, or public transit routes that you travel often.
- Other places that are important to you.”

“After we’ve completed the maps, we will take some time to discuss them. Does anyone have questions?” [pause for questions]

**Step 2: Talk about your map with one other participant.** (10 minutes, may extend if discussions are going well)

Ideally, place one staff notetaker with each pair to take notes on key themes from the conversations.

1. Why are these places important to you?
2. Who are the important people or communities in these places?
3. Are there places on this map where you feel most welcomed? Least welcomed?
4. What do your two maps have in common?
5. How many places have you lived? How would you describe these places?
6. After looking at your maps, how would you describe the town to people who don’t know the area? What are they like? How would you describe your neighborhood?

**Step 3: Share with whole group** (10-15 minutes)

We would love to hear what everybody talked about in your groups.

- What are big ideas you’d like to share with the group?
- Is there something your partner said that you liked? What resonated with you?
- What did you learn about your town?
- What questions do you have about your town after making this map? What would you like to know more about?

## Regional mapping part two: “Plan a Region.”

Total time needed: 30 minutes.

Materials needed:

For each participant – Land use map of county where workshop is held, blank regional map template (with different types of communities: urban core, suburban, rural, etc.) pencil, colored fine tip felt markers.

Total staff needed:

- One staff member per group
- One staff member facilitating

NOTE: This activity is policy focused. Connect with staff in your organization who work with a policy area to ensure information is correct and up to date. Be prepared to go off script to answer policy area questions from the group.

### Script:

For this portion of the activity, we will be divided into pairs and/or groups (depending on the ratio of staff to participants)

[Pass out a [regional map template](#) and [land use map \(example in link\)](#) to each pair or group.]

### Step 1: Name your three communities

First, check out the “regional map template” handout. With your partner or group, we will work together to fill in and modify the imaginary regional maps. These maps are an imaginary, simplified version of a region. As a **simplified** activity, we will be working with an imaginary region that has three communities/cities - one urban, one suburban, and one rural. We listed the population for each community on the bottom of the map. I want to note that regions have more cities and therefore we must consider how one city impacts the region.

Before we start, go ahead and name your cities in your region. You have 1-2 minutes.

Everyone can go ahead and share any fun or creative city names.

### Step 2: Regional thinking question – Forecasting

(3-4 minutes)

Discuss with the group: Let’s say a well-known corporation moves their headquarters/offices to the suburban community in your region. What kind of impact will that make on your region?

*Explanation of forecasting, purpose of forecasting, and why it is important:*

- The Met Council has staff who calculate forecasts for 5, 10, 20, and 30 years into the future.
- Some key forecasting information includes regional and local-level data for: population, number of households, and employment.
- Explain how the scenario presented above might impact forecasting and why it is important for us to know this information. Explain how it impacts growth and development across the various policy areas. You’ll have an opportunity to provide more details in policy area discussion below.

### Step 3: Policy area 1: Managing growth, development, and land use (6 minutes)

(2 minutes to discuss with each other, 2 minutes to share aloud.)

Imagine yourself as a regional planner. You must think about how different systems interact with each other and how it impacts both growth of a population and development in a region.

Land Use uses forecasted growth in population, households, and employment in a community to determine what development patterns will happen in the city. Let’s look at the [land use map \(example in link\)](#) that was passed out.

1. What do you notice about this land use map? What do you think the different colors and categories indicate?
2. What do you notice about the difference in land use categories? Why do you think some communities are greener and others more yellow?

Land use maps tell cities where they can develop and what they can develop in those areas. It is important for cities to have land use categories because it helps to protect natural resources, helps to improve transit and transportation, and it even helps a city create land use patterns that provide businesses and industries (like schools) with access to people, materials, and markets. And if forecasting tells us that they will see a growth in population, land use policy and land use maps help guide development and growth in the region. We will be thinking about forecasting and how that will influence our region, and how we can manage that growth and development in the long term for this exercise.



Now let's look at your imaginary regional maps. Today, your task as a regional planner is to consider how land is used and how we guide development in the region. And you will need to keep in mind how rural, suburban, and urban communities land uses differ as you fill in your maps and discussion questions.

Rural communities usually have fewer people and that is because the land in rural areas is used for agricultural purposes. That means that fewer people live on this land and homes are spread farther apart.

Suburban communities are in the middle (between urban and rural). They have fewer people than urban areas, but more than rural.

Urban communities are the most urbanized cities, meaning that they have a lot of people in one area and/or dense development. This means you must accommodate more people in one area of the region than the rest.

Because land use focuses on how development is guided, where people are, and where people need to be. It means that land use policy is part of other areas the Met Council creates policy for. For the Met Council that includes policy around housing, water resources and services, regional parks, and transportation.

#### **Step 4: Policy area 2: Housing (6-7 minutes)**

Let's start with Housing Policy. **3 minutes to discuss with each other, 2 minutes to share.**

1. Where do people live and where do people want to live? (Near work, near parks, etc.). Draw your map.
2. What housing needs do you and other people have? How might that change based on where you live in a region?
3. How does the type of housing and amount of housing built in a city change based on the type of city it is? (rural Vs. urban Vs. suburban) Draw this out and fill in your maps with housing and label what type of housing it is.

Share your thoughts with the group. Why do you think we cannot build the same number of homes in a rural community and an urban community?

Size of population; preserve natural resources; industries that require agricultural land; would not be efficient growth or development of the region (if we added lots of people to a rural area suddenly, we would have to make sure our systems accommodate that growth. That means we would have to ensure we have the right infrastructure to serve a lot of people in a short amount of time like transportation options and infrastructure, water resources, etc.)

Housing is not an area that the Met Council has complete authority over, but there are a few aspects of housing policy that communities must abide by and that includes **land use density**. Parameters exist around the type of community/city in a region. In more urbanized communities with more people like the City of Minneapolis, there is higher density meaning you can build more housing units per acre (apartment buildings, duplexes, houses are closer together, etc.) and in less urbanized areas like some suburbs and rural communities, there are larger homes with more land. That is why in rural communities sometimes we see 1 house every 3 acres or so.

Affordable housing is important in a region because not everyone can afford the same things. The Met Council ensures that cities have specific land guided for affordable housing based on the affordable housing needs of each community that the MC identifies.

#### Step 4: Policy area 3: Water resources (5-6 minutes)

Ok, so there are homes in your region. But what about water? **2-3 minutes: discuss with each other, 2-3 to share aloud.**

1. What role does water play in your life? Where is there water on your map?
2. What role does water play in the region?
3. How do you think we need to think about water on a regional level?

The Met Council's Water Resources Policy Plan focuses on ensuring sustainable water resources in the region. The plan aims to balance the demands of growth with the protection and management of our lakes, rivers, streams, wetlands, and groundwater.

There are three components to water resources: The first is **wastewater and treatment**: the Met Council owns and operates regional wastewater collection and treatment systems for the urbanized portion of the metro area. Essentially, they clean the waste coming in from the sewer system.

Second, we have **water quality**— the Met Council is responsible for ensuring that waste treatment management policies, programs, and facilities are implemented in the metro area to provide wastewater treatment and urban stormwater management to protect water quality in the region. In addition, the Met Council in cooperation and consultation with our many partners fills gaps in monitoring and assessment of the water quality of area lakes, rivers, and streams.

Regional **Water Supply**: The Council's role in water supply planning includes developing the regional Master Water Supply Plan, maintaining a regional database of technical information related to water supply issues and concerns, aiding communities in the development of their local water supply plans, and identifying approaches for emerging water supply issues.

#### Step 5: Policy area 4: Regional parks and trails (5 minutes)

The Met Council oversees the regional parks and trails system in the region and works on making this system equitable and accessible. The Met Council works on expanding, conserving, and maintaining our regional park and trail system while connecting the system to natural resources important to our region, such as lakes. Some of the regional parks and trails planning goals are to preserve high-quality resources, increase climate resiliency, foster health outcomes, connect communities, and enhance quality of life. Currently, there are a total of 56 regional parks and reserves with regional trails totaling over 400 miles. Our system also has recreational features such as the Como Park Zoo located in the Como Regional Park in St. Paul. While the Met Council does the planning for these parks, local agencies are the ones who operate and maintain the regional parks. This includes 10 partnering counties, cities, and special districts.

**2 minutes discuss with each other, 2 minutes to share aloud.**

1. Draw: Add regional parks and trails to your map.
2. Do you ever go to regional parks?
3. Why is it important to have regional parks and trails?

#### Step 5: Policy area 5: Transportation (6 minutes)

At this point, you all have considered housing and water in your region. Now, let's discuss: How are we supposed to get around? **2-3 minutes with each other, 2 minutes to share aloud.**

1. What forms of transportation are important to you?
2. What forms of transportation and transportation infrastructure (roads, highways, etc.) are important for the region? Add a few examples of them to your map.

### 3. Why do you think we plan transportation policy as a region?

People in the Twin Cities metro area are on the move. Every day residents take nearly 10 million trips, whether it's in a car, a bus or train, or by biking or walking. On weekdays, those trips total nearly 70 million miles. Therefore, we need a transportation policy plan that creates goals and objectives for the region to create an accessible multimodal transportation system to meet the demands as the population grows in the region. So, as a metropolitan planning organization, the Met Council is charged under state and federal law with overall planning for the seven-county metro region's transportation system, including highways, transit, aviation, bicycles, and pedestrians. Because efficient movement of people and goods supports a healthy economy, a high-functioning transportation system is essential to a prosperous regional future.

## *Strengths and Growth Areas*

15 minutes.

Handout is available on the next page. Give it to participants now.

“To bring your full potential to this project, it's essential to know what you feel confident about – your strengths- and what you'd like to be able to do better – your growth areas. Here is a list of qualities that people have. What do you see in yourself here? What would you like to see? Take some time to reflect on your strengths, as well as your growth areas. Use this handout and write 1-3 words to describe your strengths and then your growth areas.”

Allow 3 minutes for people to select strengths and growth areas. Facilitator can watch to see when everyone looks finished or if participants have questions about what words mean.

“If you feel comfortable, please share your strengths and growth areas that you want to explore as we work together in the workshops.” (Notetaker records what people say – use to offer encouragement as the workshops progress.”

## *Closing: Worries and Hopes*

**10 minutes**

What do you worry about in this project? What do you hope for? Spend 5 minutes thinking about your worries and hopes for the collaboration project we're doing together.

Find a partner. Share your worries and hopes. When you are ready, write them on the sticky note and stick them on the big poster board.

Make a big circle, select a couple of posts from the wall from both Worries and Hopes. Read out loud, alternating between worry and hope. Start with worry, end with hope.

Alternative activity: Read a worry and a hope out loud. If you feel the same step into the circle. (Give them time to share why is this a hope or worry for you).

- Adaptability:** I adapt easily to new situations.
- Bravery:** I have taken frequent stands in the face of strong opposition.
- Caring:** I know how to comfort others.
- Cautiousness:** I tend to take precautions.
- Competence:** I come up with good solutions.
- Creativity:** I like to solve complex problems.
- Curiosity:** I like to know how things work.
- Good memory:** I can handle a lot of information.
- High achieving:** I do more than what's expected of me.
- Ingenuity:** I am full of ideas.
- Intellectual:** I am quick to understand things.
- Leadership:** I take charge.
- Optimistic:** I look on the bright side.
- Organized:** I keep things tidy.
- Patience:** I am usually a patient person.
- Persistence:** I don't quit a task before it's finished
- Rationality:** I do things in a logical order.
- Romanticism:** I see beauty in things others might not notice.
- Team-player:** I enjoy being part of a group.
- Wisdom:** I have a broad outlook on what is going on.

**Please describe 1-3 strengths of which you can contribute to this project.**

**Please describe 1-3 growth areas where you can learn a new skill during this project.**

To get started:

1. Add your name to this sheet and your Regional Map
2. Work with your partner/group to add a name to the communities in your region. **(At the Metropolitan Council we refer to cities and townships as communities).**

### Regional thinking

Let's say a well-known corporation moves their headquarters/offices to the suburban community in your region. **What kind of impact will that make on your region?** (Think about how the policy areas and systems listed above will be impacted.)

### Policy area 1: Managing growth & development/land use

1. Look at your county's land use map:
  - a. What do you notice about this land use map? What do you think the different colors and categories indicate?
  - b. What do you notice about the difference in land use categories? Why do you think some communities are greener and others more yellow?

### Policy area 2: Housing

1. Where do people live and where do people want to live? (Near work, near parks, etc.).
2. How does the type of housing and amount of housing built in a community (city) change based on the type of community (city) it is? (urban vs. suburban vs. rural)
  - a. Fill in your regional maps with housing and label what type of housing it is.
  - b. Why do you think we can't build the same number of homes in a rural community as an urban community?

### Policy area 3: Water resources (policy area and system)

1. What role does water play in your life?
2. What role does water play in the region?

### Policy area 4: Regional parks and trails (policy area and system)

1. Draw: Add regional parks and trails to your map
2. Do you ever go to regional parks?
3. Why is it important to have regional parks and trails?

### Policy area 5: Transportation (policy area and system)

1. What forms of transportation are important, and important to you?
2. What forms of transportation and transportation infrastructure (roads, highways, etc..) are important for the region? Add a few examples of them to your map.
3. Why do you think we have to plan transportation policy as a region?

Image of map for “Plan a Region” activity

Use linked file to download high quality layout [here](#).

