

WORKSHOP FORMAT AND FACILITATOR INSTRUCTIONS

The September 22nd and 23rd mapping workshops are a visioning exercise for the future of Tulsa. Please encourage participants to think big and beyond conventional limitations. The workshop is an opportunity for community members to think beyond what they *expect* to see to what they *want* to see happen in the future.

CITYWIDE WORKSHOPS

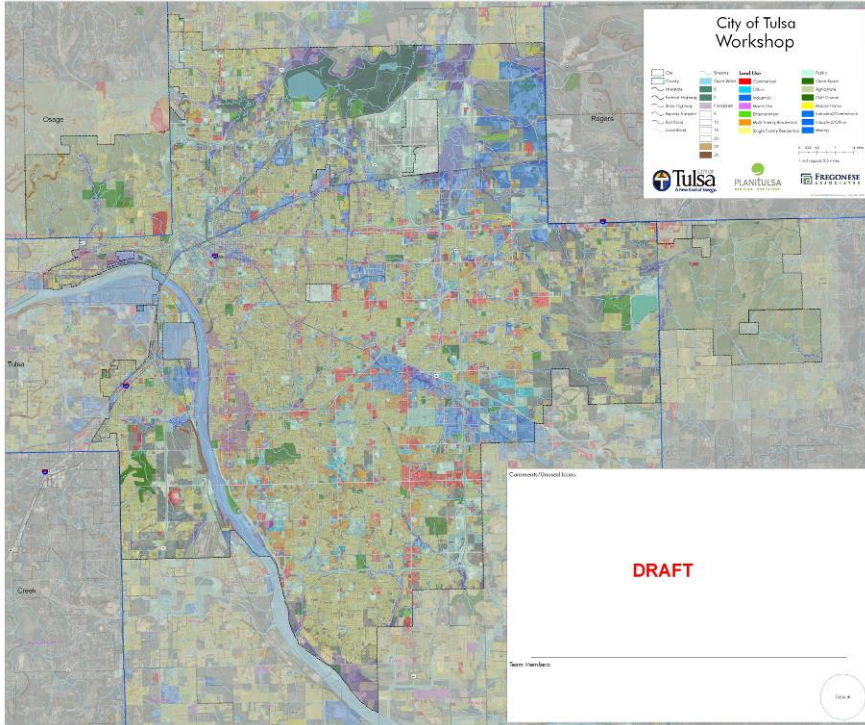
One of the keys in developing successful plans is to identify and capture a commonly held vision of the future. This vision must be logical and resonate with the public at large. The workshops are reality-based—they use maps that accurately represent the current physical form of the area, and the workshop process simulates the real trade-offs that must be made as an area grows and changes. However, they are also simple enough



that people can use their intuition to examine novel ideas. The process is both a source to discover innovative ideas, and to reveal where a community can reach consensus on certain issues. It also is an educational, and in some cases, an eye-opening experience for the participants.

The entire workshop session will last approximately two and a half hours. It will be broken into three main parts. First, everyone will sit down and view a presentation from the project team on the current state of the region, growth forecasts, as well as city and regional planning principles. In the second and most substantial portion of the session, the groups at the tables will work on a collaborative mapping exercise. Finally, during the last twenty or thirty minutes, participants (not facilitators) representing the small group tables will describe their maps, or visions for the area, to the entire group.

During the map exercise portion of the event, participants will work hands-on to place projected population and job growth using various types of development. Participants will work together in groups of 8 to 10 people representing a cross-section of interests. The project team will provide the participants with all the instructions and background necessary for them to take part in the map exercise.



Each group will receive a base map on which to work. The base map will clearly depict developed areas; wetlands; public, protected or committed lands; flood prone areas; steep slopes; and roads and highways. It will also show developed and vacant land. You will be acting as a neutral facilitator for this small group. Your job is to familiarize participants with the materials and the process, answer questions, assist in resolving conflicts, and guide the group toward

completing the tasks within the allotted time. While your job is not an especially difficult one, there are several reasons why it is an essential part of a successful workshop:

- One of the primary responsibilities of the facilitator will be to manage the personalities at the table.
- You will act as “scribe” for the group. Think of yourself as their graphic hand. When the group chooses to locate a land use you will be the one to either physically place it on the map or to make sure that you see consensus among the group as the stickers are placed.
- There will be questions and discussions that need guidance. Your job will be to make sure your table addresses the tasks at hand and asks themselves the difficult questions as to what is appropriate for the area over the long term.
- With 8 to 10 people around a table, and a limited amount of time, it can be difficult to reach consensus—your job is to keep things rolling along when conversation bogs down.
- You will work to ensure that side conversations or personality conflicts do not detract from the group’s ability to focus on the task at hand.
- Someone at the group needs to track the time and make sure that the exercise is running on schedule.

We hope that the above description does not make the project sound like a difficult job. In fact, experience has shown that both facilitators and participants have a great time during this workshop.

Workshop Process

The workshop process is intended to challenge residents and stakeholders with the task of deciding where new growth should and should not occur within the area, the general form that new growth should take, and the type of transportation system needed to serve it. Participants will be asked to grapple with the issues and trade-offs related to placing growth in different locations given land use, environmental, and infrastructure constraints.



In the workshop, participants will be given a hands-on opportunity to place projected population and job growth within the city. Following a detailed presentation on the current state of the region, future growth projections, and detailed workshop instructions, participants will work together in groups of 8-10 people to create their “vision” for the area.

At each table the neutral facilitator, you, will provide support to familiarize participants with the materials and the process, answer questions and help resolve conflicts, and help the group complete the tasks within the time allotted.

Each group will be asked to create a vision using a series of development types, represented by “chips.” These chips are scaled to the base map, and allow a fairly complex task—showing how an area might grow, balancing land use, design, transportation, and other concerns to be fun and easily accomplished. Each “chip” consists of varying intensities of growth. For example, housing in a residential subdivision is characterized by smaller lot sizes than a large-lot subdivision and would require less land for the same number of homes. A set of chips representing current types of development will be on each table that includes the amount of household growth projected in the next few decades. Participants will have the ability to trade in chips for others that represent different development intensities while still finding homes for the same total amount of growth on the map. A description of each of the development types is provided in the chip materials. Listed below are the 13 development chip types that will be used for the workshops:

- Downtown
- Urban
- Village
- Transit Development
- Main Street
- Strip Commercial
- Commercial Center
- Light Industry
- Business Park
- Urban Neighborhood
- Small-Lot Sub
- Residential Sub
- Large-Lot Sub

Participants can distribute population growth across the study area using the chips described above. Each group will put together their own combination of chips to create a vision. This approach requires that participants consider the trade-offs involved in planning for growth, and the ways in which that growth can and should be accommodated.

In addition, each table will have transportation “chips” representing different types of transportation changes, including public transit, roads, and trails.

At the end of the workshop, each table will be encouraged to present their design to the entire workshop group. The input gained from this workshop will be instrumental in developing scenarios for testing and modeling, as well as developing a vision for the county.

The maps are the only mechanism to communicate the group’s ideas. Please encourage participants to write, label, draw, sketch, cut, and paste any and all of their agreed-upon ideas on the map or in the margins. To maintain consistency and ensure consensus, you may have to write down their ideas often. The end result should be a map that is clear enough that the project team can easily interpret and input the groups’ ideas.

FACILITATOR’S ROLE

It is important that all participants have fun, learn what is involved in planning for the city, and inform the team about their desires. As a facilitator you should make sure that everyone has the opportunity to share his or her opinions and that areas of consensus are documented on the map.

As a facilitator you should be neutral. This may be difficult and you may hear things said that you believe are wrong. However, the workshop works best if participants are allowed to discover what works for them on their own. While there is no hard-and-fast rule, you should be fairly passive in your conduct. Use your expertise to help explain concepts or brainstorm new ideas. Intervene to channel participants’ ideas onto the map, to aid them when they appear stuck, and to ensure they are accomplishing the steps outlined on the next page.

Engage both extroverts and introverts. One of your primary challenges as the facilitator will be to manage the personalities at the table. Each group will most likely contain a mix of gregarious extroverts and quiet introverts. Your role is to ensure that everyone’s voice is heard. It will be natural for the extroverts to begin as the most active. This will break the ice and work to your advantage. As the exercise progresses, however, you may need to turn attention to the opinions of the quiet participants and ensure that the more outgoing group members speak in turn. Experience has shown that often quiet participants are in fact actively processing information and have many great ideas to share.

Set basic ground rules. Facilitators should set some basic ground rules with your table; the following are helpful examples:

- Focus on interests and ideas, not positions.
- Listen in order to understand everyone’s ideas. Ask questions.
- Respect different viewpoints.
- All ideas count, even wild ones.
- Everybody should participate.
- Everyone shares responsibility for following the ground rules.

WORKSHOP EXERCISE

Please lead your group through the steps that follow. Next to each step number is an approximate duration of time. Please use these times as a guide only. Feel free to spend more or less time on a task, as needed, while keeping track of the overall schedule.

Step 1. (5 min.) Introductions. Take a moment for everyone to introduce themselves. Everyone should tell the group what he or she hopes to accomplish with this exercise. Each participant should write his/her name on the base map in the designated location and locate his/her home and workplace on the map to help them get oriented.

Step 2. (5 min.) Familiarize participants with the materials. You should familiarize the participants with the materials: the base map, pens, scissors, chips and chip menu, chip trading guide and development type packet (the chip materials will be discussed in Step 5, so don't go into too much detail now). Go through the map legend to make sure everyone understands what the different colors and symbols on the map represent. The base map shows the developed areas, its environmentally constrained areas, as well as undeveloped lands.

Step 3. (5 min.) Identify the group's goals for the workshop map. Goals can include anything that has to do with land use, development, housing and transportation in the area. Write the goals on the map. Near the end of the session, you should return to the goals to make sure that the group has met what they set out to do. If your group members are having difficulty identifying goals, simply move on to the next step.

Step 4. (10 min.) Discuss and draw in areas for new open space and parks. Use the **green marker** to define the areas on the map that the group feels are important for new open space or parks in the city.

Step 5. (10 min.) Introduce chip materials. Go over the Chip Menu briefly. The menu shows that different development types are represented by chips (game pieces or stickers). The "chip menu" handout summarizes the chip type information shown in the presentation. Understanding the trade-offs in intensity and style between these types is fundamental to playing the workshop game. This will be discussed in the presentation, but you should have a good understanding of these types before facilitating the group.

You will also have transportation chips representing road improvements, new public transit lines and trail networks.

Explain the chipset envelopes. Multiple envelopes on your table will contain different chipsets that each accommodate Tulsa's potential growth using a different combination of development chips.

TIME CHECK – by 7:00pm or so, you should be ready to start experimenting with placing the chips on the map. Steps 6 – 11 should take about 1 hour—this time is yours to spend as you see fit. Feel free to move back and forth between the steps.

Step 6. (10 min.) Choose a starter chipset. The chipsets are intended as a starting point only. The group should agree which set to begin with and move on to Step 7. As the exercise progresses, they may trade chips as they see fit.

Open the envelopes and spread the chips out on the table. This illustrates the differences in development patterns and land consumed. However, please do not spend too much time on choosing a chipset.

Step 7. (30 min.) Place development chips on the map. The central task of the game is to place chips on the map representing the group’s vision for land use and transportation in the county. The group can also return to its previously-identified goals as a starting point. As they place the chips, the participants should think of transportation changes or improvements to support all this new development. They may draw these desired transportation changes on the maps now or later, in Step 7.

Encourage the participants to play with different ideas as the chips are moved around. This is the time to experiment with different themes. **Don’t stick the chips down yet!**

Trade and cut chips. With your guidance and the chip menu, participants can trade chips as the group sees fit. Use one of the unused envelopes as a “chip bank” with which to trade. If the bank runs out of a particular chip which you need, you may pull chips from other chipsets.

Use the Chip menu to see the relative “values” of each chip based on the amounts of households it accommodates. We expect that participants will use the trading option to, as an example, convert residential subdivisions to small lot subdivisions, or to increase the density of future development.

The participants can cut chips if they would like smaller increments of a particular chip type or for trading purposes.

Step 8. (10 min.) Draw transportation infrastructure. The **Red** marker is used for transit, which can take several forms, and the **Blue** marker is used for roadways or roadway improvements. The **Green** marker is used for pedestrian and bicycle networks. Encourage your group to think about how their land use plan works with the existing transportation network. Are new highways, roads, or transit lines needed? Should chips be moved around to fit into the existing network?

Step 9. Review the map. Spend some time examining your new map. The group should make sure the previously-discussed goals have been met. Assess whether the group vision (the map) is consistent with these goals. Rearrange the chips if necessary.

Step 10. (10 min.) Stick chips on map: A “ten-minute warning” will be called. Once the group has finished arranging the chips on the map, peel off the backing and stick them down. If the group has any additional points to make, you can annotate the map with the pens provided. As participants stick the chips, have them **think of a map name** that captures the spirit of their map and **choose a group member to present the map** to the larger group.

Step 11. Name map and choose a presenter.

Step 12. (20 min.) Present maps to the group. The project team will tell you when it is time to stop the discussion and make presentations to the rest of the workshop participants. A few tables will be chosen at random to present their maps to the group. Remind your presenter to

tell the group about any specific goals that you were working toward or problems you were trying to solve.

Step 13. (5 min.) Thank you and next steps: After the individual tables have presented their maps, the project team will discuss conclusions and briefly outline the next steps in the PLANiTULSA process.

DID YOU REMEMBER TO...?

1. Write your table number on the map.
2. Write your starter chipset on the map.
3. Place your unused chips on the designated portion of the map.
4. Come up with a name for your map.