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PALIMPSEST CITIES

PALIMPSEST CITIES: GAMIFICATION AND STORYTELLING FOR ARCHITECTURAL HISTORY AND CULTURAL HERITAGE AWARENESS
ÇOK KATMANLI ŞEHİRLER: MİMARLIK TARİHİ VE KÜLTÜREL MİRAS FARKINDALIĞI İÇİN OYUNLAŞTIRMA VE HİKÂYE ANLATICILIĞI

How to implement

City on Trial

Workshop as a part of the
Palimpsest Cities course



City on Trial

Educational Scenario

The workshop was created to address the need to help young people understand how the multilayered city, as a system, influences the lives of its residents and other users. By seeking and presenting arguments for or against a characteristic aspect of the heritage of their city, students gain a better understanding of the impact on their lives as well. This understanding is a direct consequence of specific relationships between layers, uses and services in the urban environment.

Through the exercises of documentation, preparing arguments and debate, students gain experience in analysing the city and its heritage, placing it in a broader context in relation to its multilayered traits and objectifying a set of personal experiences.

GOALS:

The City on Trial workshop aims to achieve three main goals:

1. Surveying students' perceptions and increasing their knowledge about how a multilayered city functions.
2. Developing negotiation and teamwork skills.
3. Critical thinking, assessment of a specific context or environment and problem solving development.

SKILLS AND COMPETENCIES:

At the end of the workshop, students will:

- Have a better understanding of the benefits and disadvantages of multilayered urban areas and how the functioning of the city influences the state of its heritage and the lives of its inhabitants.
- Have a better knowledge of elements that are important for improving the quality of life and ensuring accessibility and the connection between these elements and the components addressed in urban planning and design.
- Be able to learn about a specific urban context, through on-site exploration, online research and analysis of documentary materials received and found during the workshop.
- Gain experience in finding information about their city, such as population, services, functions, and the effects of certain decisions.

- Gain experience in identifying and analysing the advantages and disadvantages of a specific situation in their multilayered city, an urban planning initiative or a specific project implementation based on the information they receive and gather during the workshop, with focus on heritage.
- Improve their teamwork, communication, analysis, argumentation, debate, and deliberation skills.
- Pay more attention to how the city functions and become more interested in estimating the impact of city development initiatives in multilayered contexts.
- Become aware of how restrictive urban spaces can be for certain vulnerable groups and build empathy towards becoming more interested in finding solutions.
- Be able to compare the claim they defended or accused with other possible claims regarding heritage, make associations, and use the tools gained in the workshop to critically analyse other situations and contexts in their own city or even in other cities.

WORKSHOP STRUCTURE:

2 parts in weeks 8 & 9.

Part 1 (week 8) - **Concepts, Framework and Strategy**

- **3 hours** - 50min x 3 + 2 x 10min break (*some breaks will also be suggested in between and it is up to the tutors if they choose offer them to the students adapting to their needs*)

Part 2 (week 9) - **City on Trial Roleplay**

- **3 hours** - 50min x 3 + 2 x 10min break (*some breaks will also be suggested in between and it is up to the tutors if they choose offer them to the students adapting to their needs*)

Preparing the workshop

The following should be prepared ahead by the lecturers:

- **THE CLAIM** - What will your city be on trial for?
Formulate a very strong CLAIM - THE CITY will be on trial regarding its attitude towards its heritage in a strong multilayered urban context. The CITY becomes a character in this roleplay, even though it is not necessary to be impersonated. The CITY is accused of a possible wrongdoing towards its heritage - it can be, for example, about the state of a building, the development or the decay of an important historical landmark or public space, about a multilayered context that has been

neglected, about a new, contemporary intervention that has/had an impact in a multilayered context and maybe it disregarded the existing layers, a project yet to be developed that is problematic for a certain area of the city etc. These are only some suggestions, but each team will formulate THE CLAIM according to the particular contexts in their cities.

Resources: CoT online workshop presentations, CoT workshop at TPM2 Bucharest - The CLAIM for the Jewish Quarter, the scenarios prepared by each team in Alanya, Istanbul and Volos answering the guideline questions - the guideline questions can be used in order to help formulate the claim in any city.

- **RESOURCES & SUPPORT MATERIALS**

The Tutors will prepare ahead a folder (possibly a Miro Board or any other online canvas) containing support materials and online resources regarding the topic of the claim, such as:

- Development projects (if that is the case)
- Historical information
- Archive materials
- Press articles
- Videos
- Links
- References and inspiration regarding jury trial systems and how they happen (include a list of books, movies, tv series, youtube videos etc.)
- Etc.

The three teams (Prosecution, Accusation, Jury) will have access to the same resources but they should not be exhaustive so that each team will then conduct their own research & analysis.

- **INTRODUCTORY PRESENTATIONS**

The presentations held at the beginning of Part 1 of the City on Trial Workshop should also be prepared ahead and they should have the following topics:

- Introductory Presentation** - containing the brief of the workshop, sequence of the activities, information regarding the traits and the forming of the teams, role assigning and tools to be used throughout the workshop, the steps of the trial (the steps of the trial could also be included in the presentation regarding the jury trial system).
- Presenting THE CLAIM** - a more in depth presentation regarding the topic on which the claim was formulated focusing on the

multilayered context and the context of the heritage the workshop focuses on.

- C. **Presenting the JURY TRIAL system** - looking into the American trial, the British trial (or any state that was under British occupation and still has the jury trial system) or any other such system - you can include fantasy or Sci-Fi references from books or movies that have no connection to our societies but might be interesting to illustrate how jury trials also find their place in fiction, if you consider it appropriate.

Resources: As support material you can build on The American Trial presentation prepared by De-a arhitectura for the workshop conducted during TPM2 in Bucharest.

Example of Reference movies and TV series:

- *Kramer vs Kramer*
- *Erin Brokovich*
- *The Devil's Advocate*
- *The Lincoln Lawyer*
- *Suits*
- *The Good Wife*
- *The Good Fight*
- *Law and Order*
- *Etc.*

Include any other presentation you consider useful.

Part 1 - Concepts, Framework and Strategy

1st Sequence - Introduction (15 minutes)

Presentation containing:

- Workshop description and brief
- Workshop structure & sequences
- Teams & roles
- Steps of the trial
- The jury trial system

2nd Sequence - Presenting THE CLAIM (15 minutes)

Presentation containing:

- The CLAIM & the context around it

- The support materials
- Anything relevant regarding the topic of the claim
- Other references and examples of similar contexts or problems

BREAK (5 minutes)

3rd Sequence - Forming the teams (15 minutes)

The three teams are:

- PROSECUTION
- DEFENCE
- JURY

Depending on the number of students in a class it is recommended that they are divided in three equal teams, but the jury should not have more that 12 members in their team.

The students can either choose, be assigned by the lecturer or randomly assigned (using any fun method to draw lots). They can also negotiate to exchange teams between themselves, but at the end of this sequence they will keep their assigned team until the end of the workshop

BREAK (10 minutes)

4th Sequence - Teamwork (20 minutes)

Each team will group and start to work unguided, encouraged to start planning on their own:

- Establish the roles inside their team
- Delegate tasks & form smaller teams to cover different topics (like research, witness characters building, opening and closing statements, possible questions for witness depositions, jury will assign a leader and will start to research the claim etc)
- Make a work plan & a schedule for the week between the first and second part of the workshop, preparing the trial

RECOMMENDED BREAK (10 minutes)

6th Sequence - Teamwork (20 minutes)

After the break the students will continue to work in teams but this time they will be guided by the teachers who will go and give feedback and advice in preparing the trial to each workgroup.

BREAK (10 minutes)

7th Sequence - Plan presentation (15 minutes)

Each team will briefly present how they organised their week in order to prepare for the trial. (5 min/team)

The presentations should not be interrupted by questions or opinions, keeping them for the next sequence. This way the students will have to make brief and concise presentations respecting the 5 minutes they have.

8th Sequence - Feedback (20 - 30 minutes)

The teachers will offer feedback in order to help each team be better prepared and plan their week as efficiently as possible. Questions are encouraged as well.

RECOMMENDED BREAK (10 minutes) - if the feedback session lasts only 20 minutes

9th Sequence - Conclusions (5 - 10 minutes)

Wrapping up the first part of the workshop

The week between the first and second part of the workshop will be dedicated to unguided teamwork, but if any team has questions, the teachers should be available to help and guide them if they encounter any difficulties or they need to solve any possible conflict.

Part 2 - The Trial

RECOMMENDATION: Invite a JUDGE who is not a teacher in this class - a colleague, a friend or a PhD Student, for a more authentic role-play experience. The JUDGE will be a quest but they should also accept the role of moderator of the trial following all the steps of the role-play.

1st Sequence - Setting „the COURTROOM” (10 minutes)

It is recommended to prepare the space ahead in order to start the second part of the workshop directly with the roleplay, but if that it is not possible, take the frts 10 minutes of the workshop for this.

The indications are in the City on Trial tutorial video.

The judge should stay in front, the two opposite teams of prosecution and defence will be in the left end right side of the space, facing the judge and the jury will sit aside, being able to see both the judge and the two teams. Next to the judge there should be a witness stand and somewhere visible for everybody there should be a screen or a panel for presenting evidence.

2nd Sequence - The TRIAL (150 minutes)

The trial will be a roleplay and it will follow the steps below:

Step 1 - Opening Statements (10 minutes)

1. PROSECUTION (5 minutes)
2. DEFENCE (5 minutes)

The judge will also be the moderator of the trial and will invite the Prosecution and then the Defence to make their opening statements. Each team will choose a team member in the roles of prosecutor & defence lawyer to argue in front of the jury and introduce their perspective regarding the claim.

Step 2 - Presenting Evidence (20 minutes)

1. PROSECUTION (10 minutes)
2. DEFENCE (10 minutes)

After the opening statements, each team will present carefully selected evidence from all the materials that they gathered and documented throughout the week between the 1st and the 2nd part of the workshop. Here 1 or 2 team members can present in front of the jury, and it is recommended that they are not the same as the students who represented the prosecution and defence teams for the opening statements.

Step 3 A - Deposing witnesses (10 minutes)

BREAK (10 minutes) if necessary

Step 3 B - Deposing witnesses (20 minutes)

Possible witnesses, impersonated by each team:

- Collective witness
- Expert witness
- Citizen witness
- Built environment/heritage personification

Each team will build the characters for the witnesses they intend to invite to the stand. Both teams will cross examine each witness.

The personification of witnesses can be diverse: collective witnesses (for example a community living in the area or having business in the area), expert witnesses (like architects, historians, local administration representatives etc.), built environment (where the student interpreting the character gives voice to a space or a building or a historic trace), certain categories of overlooked citizens (for example teenagers or vulnerable categories).

The judge is also encouraged to ask questions or demand for more details from the witnesses. Each side will cross-examine each witness.

The jury will take notes and make observations in order to help them deliberate.

Step 4 - Presenting Evidence Second Round (10 minutes) - OPTIONAL but recommended

If the context requires and if the Prosecution and/or Defence teams feel the need to show some more evidence to try and shift the balance in their favour, after witness deposition there can be an extra round of presenting evidence. This evidence should be prepared ahead and kept as an ace in the sleeve, to be taken out if the situation asks for it.

Step 5 - Closing Statements (10 minutes)

1. PROSECUTION (5 minutes)
2. DEFENCE (5 minutes)

The judge will invite the same Prosecutor and Defence Lawyer who made the opening statements to come in front of the jury and make the closing statements. The closing statements can change the jury's mind so they should be very well structured and argued, but brief.

BREAK (10 minutes) if necessary

Step 6 - Deliberation (20 minutes)

Deliberation (15 minutes) + Vote (5 minutes)

All the other participants in the trial will have a 15 - 20 minutes break and the jury will deliberate and assign a juror to present the verdict. The deliberation should be a debate session moderated by a jury member followed by a vote.

Step 6 - The Verdict (10 minutes)

The judge will invite the jury to read the verdict and afterwards the judge will give their opinion regarding the verdict and the claim.

3rd Sequence - Feedback session & Conclusions (10 minutes)

The judge, the jury and the teacher(s) will offer feedback to the prosecution and defence teams. The teacher will draw some conclusions regarding the workshop evolution and results.