GAME 1: PHOTO-STRUCTURE MATCHING GAME

In this game the playmaker compiles photos of the buildings to be visited during the field trip. These photos can be details of the buildings. Or it can be an image of that building in the past. The important thing here is that it should not be understood which building the photograph belongs to at first glance. The incomprehensibility of the photograph will arouse the curiosity of the player. Also, when choosing the photographs, you can include the details that you want to attract the attention of the player. After this preparation, the game is quite easy to play. The playmaker makes the players select the photographs he prepared before the field trip at the beginning of the trip. During the route, the player tries to identify which building the selected photo belongs to.

Example: Examples from Alanya Castle Excursion

Round arched pediment defining the entrance in the Arap Evliyası

Defensive openings of the Red Tower

GAME 2: ENVELOPE GAME

In this game the playmaker gives the games to the player in envelopes. The envelopes consist of questions about the buildings, the route or the city to be visited during the field trip. The playmaker can create these questions from the game pool of the Palimpsest Cities Project. If playmaker wishes, she can also create different games using her own creativity. Envelopes can consist of 10-20-30 points according to the difficulty level of the games. Thus, competition in games can be increased. At the beginning of the game, the player selects the game envelopes of the destinations. When the players reach the destinations on the route, they open the game envelope containing the games and starts the game.

Game envelope with 10 point

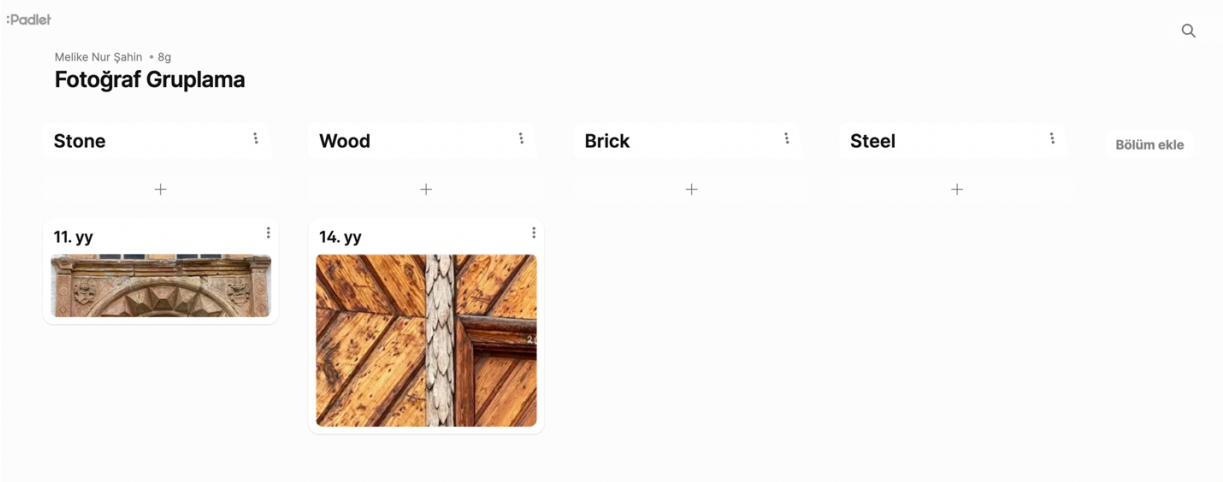
Game envelope with 20 point

Game envelope with 30 point

GAME 3: PHOTO GROUPING

During the field trips, you may ask your participants/students to take pictures of certain details of the structures on their route. For instance, they can take photos of building materials (e.g. brick) or building elements (e.g. doors) and then those photos can be matched according to the common materials and elements on a platform like Padlet.

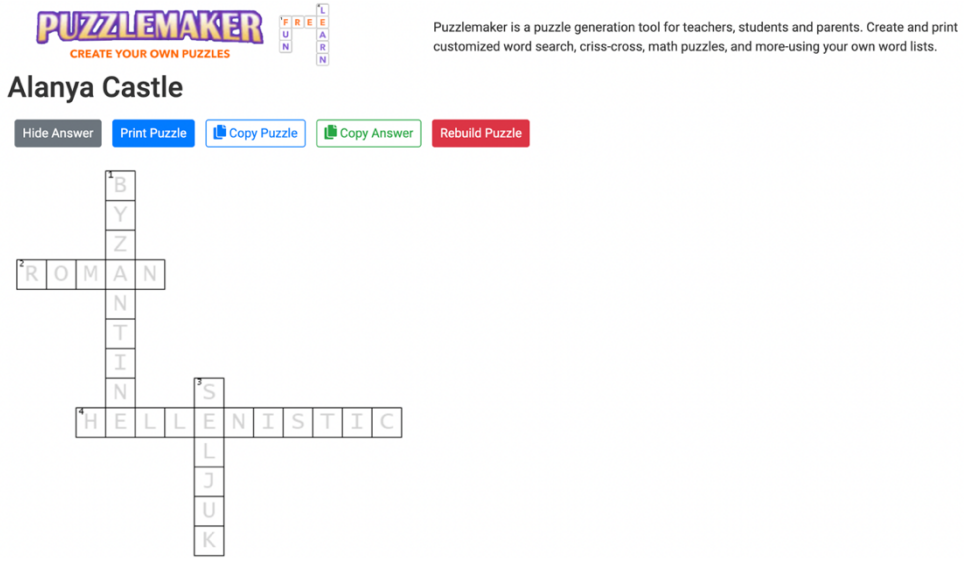
Example: Photo grouping game created via Padlet



GAME 4: WORD PUZZLE GAME

In this game, you can create your own word puzzle using platforms such as **PUZZLEMAKER**. In the puzzle, you can hide different periods of a palimpsest city or your route that you want to attract the attention of the players.

Example: Find the different periods in which Alanya Castle was home, which is hidden in the word puzzle.



GAME 5: TREASURE HUNT

Treasure Hunt is a game that requires players to search for and find any hidden information or structure. The treasure to be sought can be varied and developed depending on your theme. For example, on a field trip, hidden structures that are not easy to access can be the theme of your treasure hunt. Maps, envelopes and QR codes are some of the methods we can use in the game. For example, players can search for a QR code when they reach a place on their route. When they scan this code with their mobile devices, they can find a clue about the treasure they are looking for. Or a map of the route can be given at the beginning of the game. Afterwards, they can be asked to take a selfie by reaching some structures whose locations are unknown on the map.

Example: Discover the Greek Heritage in Alanya Castle

Let's find the locations of Tophane Chapel A, Tophane Chapel B, Hagios Contantinos Church, Michael Archangelos Church in Alanya Castle on the map. Let's go to these places and take a selfie.

GAME 6: FOLLOW THE FORM (IMAGINE AND DRAW THE INTERIOR)

There is no architecture student who does not know Louis Sullivan's famous quote 'Form follows function'. Inspired by this saying, this game aims to make players think about the relationship between form and function of buildings by drawing them. Each period has its own typologies (e.g. the basilica-planned church, triconchos plan church, etc.). These and similar typologies can be understood from the form and story of the building. In this game, players can imagine and draw the interior of a building by examining its form from the outside.

Example: Let's draw our guesses about the interior layout of the Arab Evliyası in Alanya Castle by travelling around it.

GAME 7: IMAGINE THE REST

if there is a destroyed cultural heritage on your route, you can ask them to draw what it looked like in the past.

Example: Alanya Castle, Akşabe Tomb ve Mosque

In 1230, Alaaddin Keykubat's first commander, Akşabe Sultan, built a mosque in Alanya Castle. The building is now the tomb of the Sultan. A half minaret, belonging to the mosque and adjacent to the tomb, still remains. But half of the minaret is missing. Complete the minaret by imagining that period.

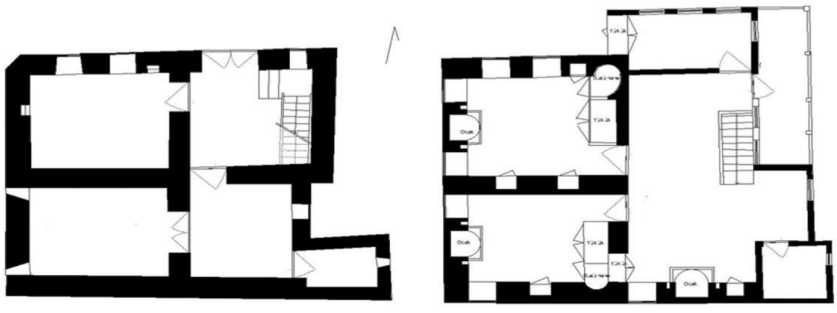
GAME 8: CORRECT PLACEMENT GAME

The player can prepare a plan diagram for buildings with a characteristic space arrangement. He can give the players the names of the places and ask them to place them in the right place.

Example: Alanya Castle, Kayhanlar House

Built in the 19th century, the Kayhanlar house is an example of Turkish houses with outer sofas. Let's learn about the interior space organization of the house together. Place the spaces given below on the plan.

Spaces: room, stony place, hayloft, hayloft, living room, bedroom, bedroom, yard, arbour



ground floor plan

first floor plan

GAME 9: FIND THE MISTAKE

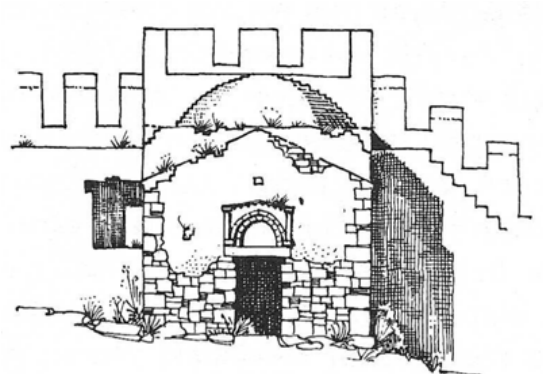
You can remove a detail from the plans, sections or views of a building to be visited on a field trip or add an extra detail to these drawings. When you arrive at this place on the route, you can give the player the incorrect drawing you have prepared and ask him to find the error by visiting the structure.

Example: Shipyard

In the view below, the shipyard, which normally has 5 eyes, is missing one eye. The player is asked to notice this detail.

GAME 10: COLOUR IT

The playmaker can share a drawing of a building to be visited on a field trip. By visiting the building, parts belonging to different layers are discovered. The period traces found can be coloured with different colours on the drawing.



Example: Alanya Castle, Arap Evliyası

Let's find the traces of different layers by visiting the building. Express the differences you find by colouring the picture.

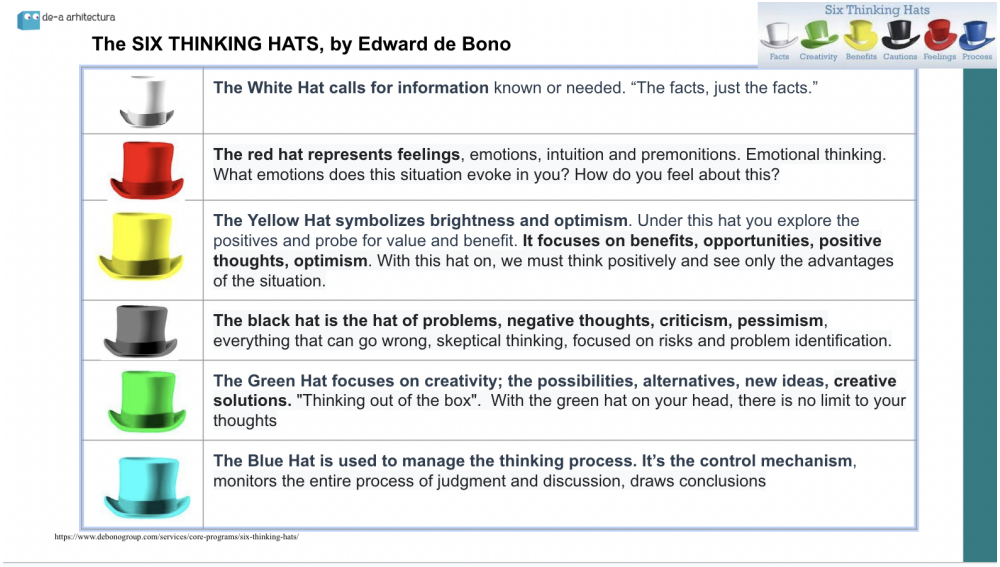
The game ideas for the weeks outside the field trip of the Palimpsest Cities Project are as follows:

GAME 11: NEWSPAPER HEADLINE

In the digital storytelling module, the 'newspaper headline' concept can be chosen for writing and recording scenarios. In this game the player is a newspaper writer. His/her task in the game is to write a news story that reveals the story and hidden aspects of a palimpsest city or a neighbourhood. The most striking part of a newspaper is the headline. For this reason, the newspaper writer must have a striking data in his/her news report. For this, they may need to interact with the users of palimpsest cities. The students themselves can also role-play local people. The locals living in that neighbourhood can increase the value of the news by sharing the stories they heard from their ancestors with the newspaper writer. These stories also form a layer when they are passed on to generations. For this reason, the interview stands out in this play. At the same time, in-depth research into the city will diversify and strengthen the newspaper writer's findings.

GAME 12: 6-HAT THINKING TECHNIQUE

6-Hat Thinking Technique aims to evaluate the topic from different perspectives. Each colour evaluates the subject from its own perspective. The white hat is realistic, the red hat is emotional, the yellow hat is optimistic, the black hat is pessimistic, the green hat is creative, and the blue hat is the person who manages this thinking process. At the beginning of the game, six different groups are formed according to colour to evaluate a selected topic. For example, a discussion on "the protection of our common cultural heritage" can be conducted together.



GAME 13: PERSONIFICATION WITH BUILDINGS OF THE CITY

This game could be implemented in the first week of the course and in the classroom to warm up and to make everyone introduce themselves to others through a building that they wish to associate themselves with. We will ask each student to identify themselves with a building from their home city (not necessarily from the city they currently live in) and give

- 3 features related to the architecture of the building.
- 2 features about the environment of the building.
- 1 feature that he/she wanted to learn about the building.

Palimpsest Cities - ITU

Game name: *"Grand Bazaar MR Sessions"*
A Collective Drawing Game

This is a puzzle-like game that will be perfomed individually but with the whole group in syncrony. In order to achieve a sucessful, efficient and rewarding outcome at the end of the game, students will be given the rules and instructions of the game in advance, and they will be asked to follow them.

Students are given the drawing of the Grand Bazaar printed on an A3's (see attached).

On it is marked a **layer of instructions** consisting of: **(1)a route** (colored hashed line), **(2) points** indicating the location for students, **(3) viewing directions** for the students to look and draw.

(1) The route (colored hashed line) is a continuous line that goes through the Grandbazaar and its near surrounding.

(2) Points indicating the location for each student are marked with letters (A, B, C, D ...) and aligned in order on the route with a circle and an increasing number. They are distributed on the line with almost equal distances, but with slight differences to be able to view street junctions and other important tresholds.

Each student will be randomly given a letter (lottery), and assigned to the point indicated with that letter (A-Z). The distribution of all students to the point shall take 10-15 minutes maksimum.

(3) Viewing directions for the students to look and draw are indicated with V shaped view angle marks.
There are two viewing directions for each point. One forward (facing the line, looking towards the continuation of the line) for the single point perspective sketches. There are three consecutive steps for each letter (such as A1 and A2) that all continue looking at the same direction.
The other viewing direction is looking to the left side of the line, for the elevetaion drawing between given points, marked by dotted lines (for example B-C or C-D)

For time-coordination, there will be a whatsapp group to send all students a ring tone, indicating when to start and stop drawing, move to the next dtep (from A to A1, etc.)

Drawing task #1:
Stand in your point indicated with a letter (lets say C), facing the line (all students facing the same direction). Have your pages (a5 vertical) and black colored ink pens ready. Draw a single-point perspective of what you see in a 15 minute quick drawing. Take 5 steps forward to come to the next stop (C1) and draw a second one in 15 minutes. Take 5 steps forward to come

to the next stop (C2) and draw a third one in 15 minutes. Your drawings should be a single-point perspective sketch drawing, doesnt have to be too precise, but in the right rations as much as possible. What is important is to try to capture the space in front of you from the ground to the covering ceiling, also as include many details (items, furniture, people, movement, texts, as well as light, shadow, texture etc.) as much as possible (the details can be completed later too.)

Submit the outcome for DT1: you will end up with 3 single point black & white perspective drawings. Name them as corectly (example: A, A-1, A-2) and upload them on the given folder.

Duration: 15 minutes for each perspective drawing, 45 minutes in total.

Drawing task #2:
Go back to your point where you began. Turn to your left from the line, and find the area where you are supposed to draw until the next letter (from C to D).

Draw a quick elevation of what you are seing. Make sure to include the area indicated in the plan (bunu planda kesikli çizgilerle gösterebiliriz her görünüşün başlayıp bittiği yeri - ki birleştirirken birbirlerine değsinler. yani hem V şeklinde yönü işaret edip hem de görünüşün uzunluğunu da kesik çizgilerle belirtebiliriz). Pay attention to the slope of the ground, is it sloping towards one side? How much does it rise? Pay attention to the continuation or changes in the roof structure, as well as other structural elements that form the space. Make sure the arches and beams that come towards your direction are cut in the drawing (as a section) Try to draw the facade (the openings, arches,shop windows etc.) draw as much detail as possible from the displayed items, ..
Submit the outcome for DT2: Name the file as the point letters indicating your drawing facade, (example C-D) and upload them on the given folder.
Duration: 20-25 minutes for once elevation drawing

İndividual Outcomes: 3 single-point perspectives & 1 elevation drawing each

Collective Outcomes:

A Short Film of walking through the street of Grand Bazaar.
All perspective drawings will be collected in one drive folder (max ... dpi, A5 size, make sure its with the right naming!!!) The collected 60 drawings (20x3), will be put in an order and made into a stop motion/gif film, as if walking through the street of Grand Bazaar.

A Massive, Collective Elongated Elevation
All elevation drawings will be brought together side by side in the same scale, (maybe in Mural? or Miro?) We will end up with a long continous section of the Grand Bazaar.