



Chapter 2: Restoration

Aims

- To give an understanding of how different groups of people interact with buildings in a public space.
- To give students experience with administrating / running a design - and production process.
- That students have focus on architecture worthy of preservation and are able to see the qualities in a building.

Lesson Overview

The starting point of this chapter is an existing building from the old part of Newtown. The assignment is to restore the building, so that the outer walls are kept intact, but the building is outfitted with new facilities, such as shops, offices or other functions. The main criteria is that the new building is to create a living urban space in all 24 hours of the day.

When designing their house, students must take the following into consideration:

- It must be multifunctional, i.e. it must cater to the needs of different groups of people, both the interior and the exterior.
- The exterior of the building must include public amenities such as playgrounds, benches or restrooms.
- The exterior must activate its surroundings; it should be interesting to be around the building.

A point to be made before entering this building assignment is how construction takes place in real life and how the students workflow differs from real world construction. Even though building in Minecraft can represent a real world construction project well, the main difference is that Minecraft lets the player reiterate on what has been built. A real world construction does not allow this - but when working in Minecraft, we are given a tool for “spatial sketching”.

Before (3-4 hours)

1. Introduction to restoration: Use a case as an example. [See teacher / student resources](#)
2. To get students reflecting on life in urban environments, the teacher can open a discussion based on these questions:
 - Which groups of people occupy different areas of a city - and when?
 - What are the dangers of urban areas that only consist of office buildings?
 - How can the exterior of a building be designed, so it becomes connected to its surroundings? - Especially outside office hours.
3. Students can retrieve a template from the site ciobmc.org, where they also can inspect an image of the building they will be working on.
4. Students plan the restoration in groups and sketch out their plan on the templates. In planning students must prepare to create a presentation of what they intend to do with the building. Here using different means of expression such as blocks or manifold paper will become useful in order to visually express their plan.
5. In the next phase the groups must present their plans to each other. This exercise is to mimic the democratic process that takes place, before a building is restored - the local development plan is taken to a public consultation, where residents are given the opportunity to give critique and feedback on the plan. This can be organized as a presentation for the whole class or a group to group exercise.
6. The groups take note of the different responses and revise their plan.
7. Before entering the game students are presented to the build tool (video), which will allow them to perform demolition more swiftly.
8. The teacher establishes an understanding of good in game behaviour together with the class. (see chapter 1)

In Game (3-4 hours)

1. The groups enter the spawn area and find their designated building via the number assigned to their group.
2. The teacher gives the groups an hour to produce a first iteration.
3. The game is paused and groups are allowed to inspect the response groups build. The groups provide each other with feedback. The game can be paused by using the "Freeze" button or deactivating the "Students can build" button. This allows students to either view each others builds off game or in game, depending on how the teacher wishes to organize the lesson.
4. The groups evaluate the feedback and create a second iteration. This process may be repeated 2-3 times, before the final build is completed.
5. At the end of the in game session, the groups document their constructions using screenshots or screen recordings.

After (1-2 hours)

1. The groups prepare a presentation where they answer the questions:
 - What have you built?

- Why did you build it like that?
 - How does your building engage its users?
 - How is the building connected to the public space around it?
 - Did you follow your plan? Why? / Why not?
 - How did you perform as a team?
2. After the presentations the teacher should summarize, creating a connection between the aims of the lesson and the constructions that the students have developed.

Evidence of learning

- The students demonstrate an understanding of how buildings are connected to their surroundings.
- The students demonstrate an understanding of the need to create multifunctional buildings.