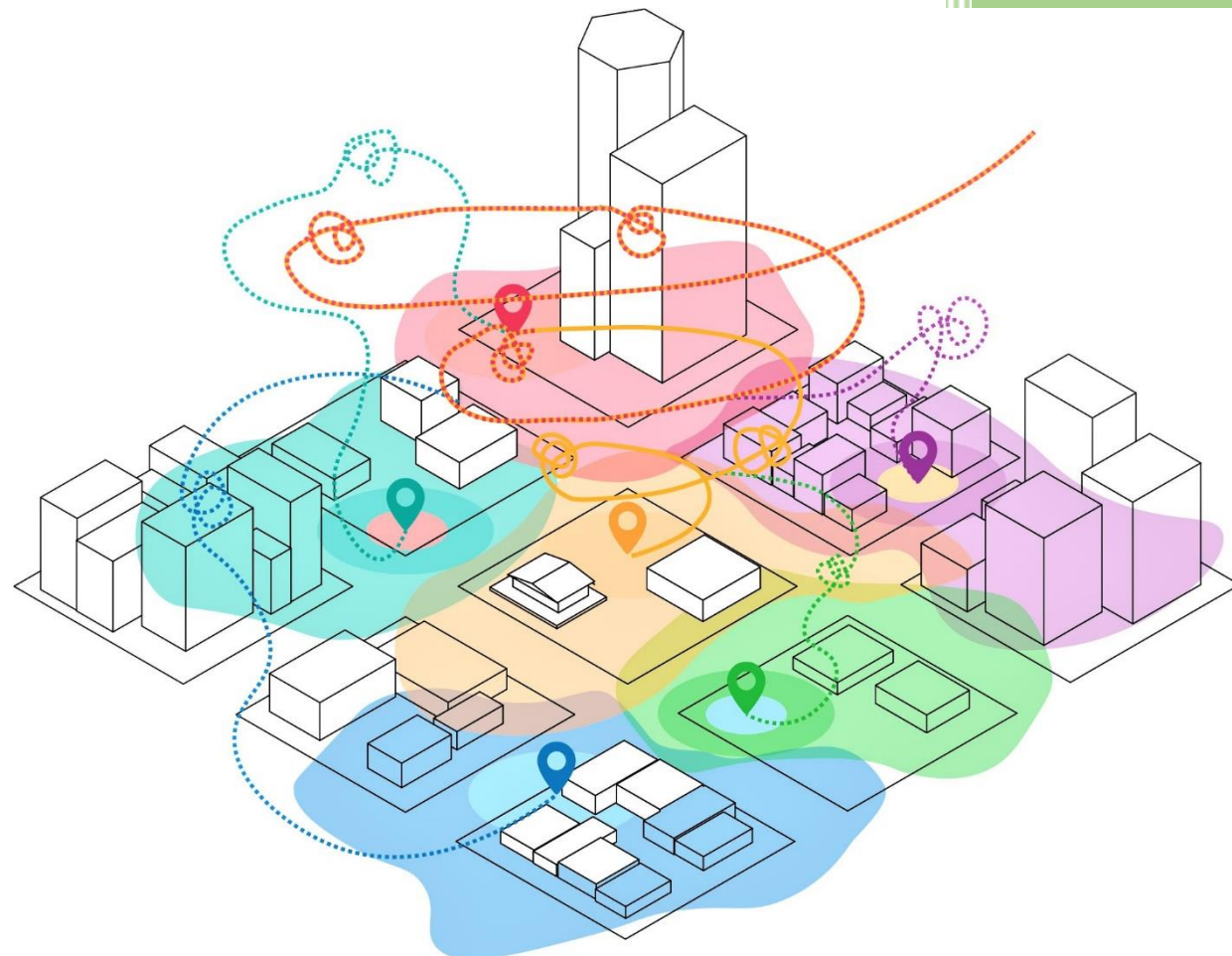


2019

Design for Adaptability



Palazzo, E.
Place Agency
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Prepared by:

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For:



With the support of



This document was prepared as a teaching guide for placemaking academics to engage their students in the topic mentioned in the title. It is part of a 12 module series created through a multi-university collaboration including Curtin University, University of Notre Dame, the University of Technology of Sydney, University of New South Wales, University of Queensland, The University of Adelaide and the University of Melbourne. The module was informed by practitioners through an intensive skillset and gap analysis workshop in Oct 2017.

This module envisioned as a 1-week delivery includes:

- This template including ~10 hours of content as follows
 - A total of ~3 hours of presumed in-class exercises (no more than 1-hour lecture)
 - A total of ~7 hours of personal study time (i.e. readings/short essays/videos to watch)
- The slides/materials used for the lecture.
- List of 'mandatory' reading and recommended readings relevant to the module content.

The document is subdivided into two sections.

1. Section 1: Provides an outline of the aims of the module
2. Section 2: Expands on the specific topic covered by this module and the recommended exercises for tutorial activities.

1 Section 1: Module outline

Overview

Urban environments are changing very rapidly. Strategies and methods traditionally implemented in urban space management and design may no longer be appropriate to address these unpredictable transformations. Global environmental, economic and socio-demographic change demands the introduction of novel theories and skills to build adaptive capacity in the ways we transform our cities.

This module has the objective to provide the students with a basic understanding of the theories and tools of adaptive design in urban contexts and to apply them to a case study.

The module is organised as a flipped classroom model. The students will learn about the theoretical dimensions of adaptive design through readings and activities at home and then apply it in class with the supervision of the instructors. This module will be delivered mainly in class. The course will be structured around (a) knowledge and concept development, and (b) operational skills acquisition.

Summary of materials referred to in this Module

The following should be easily accessible through the PlaceAgency web platform or university library databases (journal articles etc).

Resources needed for student's independent study outside the classroom.

- Palazzo E. (2020), Design for change: an adaptive approach to urban places in transformation, In Hes D. and C. Hernandez eds., *Placemaking fundamentals for the built environment*, Palgrave/MacMillan.
- Readings supporting/exploring elements of the adaptive design framework
 - 1) **Transdisciplinarity**
 - Armitage, D. R., et al. (2007). Adaptive co-management collaboration, learning, and multi-level governance. Vancouver [B.C.], UBC Press.
 - Sanders, E. B. N. and P. J. Stappers (2014). "Probes, toolkits and prototypes: three approaches to making in codesigning." *CoDesign* 10(1): 5-14.
 - 2) **Multifunctionality**
 - Ahern, J., Cilliers, S., & Niemelä, J. (2014). The concept of ecosystem services in adaptive urban planning and design: A framework for supporting innovation. *Landscape and Urban Planning*, 125, 254-259. doi:10.1016/j.landurbplan.2014.01.020
 - Yu, K. (2011). Ecological Infrastructure Leads the Way: The Negative Approach and Landscape Urbanism for Smart Preservation and Smart Growth. In *Applied Urban Ecology* (pp. 152-169): John Wiley & Sons, Ltd.
 - 3) **Incremental transformation**
 - Esposito De Vita, G., Trillo, C., & Martinez- Perez, A. (2016). Community planning and urban design in contested places. Some insights from Belfast. *Journal of Urban Design*, 21(3), 320-334. doi:10.1080/13574809.2016.1167586
 - Benson, M., & Jackson, E. (2013). Place-making and Place Maintenance: Performativity, Place and Belonging among the Middle Classes. *Sociology*, 47(4), 793-809. doi:10.1177/0038038512454350

4) Resilience

- Walker, B., et al. (2004). "Resilience, Adaptability and Transformability in Social-ecological Systems." *Ecology and Society* 9(2): 5.
- Ahern, J., et al. (2014). "The concept of ecosystem services in adaptive urban planning and design: A framework for supporting innovation." *Landscape and Urban Planning* 125: 254-259.
- Boone, C. G. (2013). *Social Dynamics and Sustainable Urban Design. Resilience in Ecology and Urban Design*. S. T. A. C. M. L. M. B. Pickett.

Resources needed for students' in-class activities.

- Pin cards with roles description to be worn by students
- Hats with different colours to identify roles (they must be swapped each time as a new "designers team" is presenting)
- Projector
- Stickers of 2 colours

Objectives of the Module

- To develop knowledge about adaptability in design and planning processes (theory)
- To develop operational skills in adaptive design (skills)

Module Content

1. Why we need an adaptive design approach
2. Applying the four strategies of adaptive design (homework)
3. Listening and interpretative skills development (role play)
4. Applying a knowledge cycle in an urban design case study (role play)

Learning outcomes

Using the Blooms Taxonomy of learning, upon completion of this module students will be able to:

- Identify the theoretical dimensions of adaptive design
- Critically evaluate the theoretical dimensions of adaptive design
- Develop an appropriate adaptive strategy to respond to a design problem
- Apply the theoretical dimensions of adaptive design to a case study

Enhanced capabilities

Early in the PlaceAgency program development workshops were held with academics, community and industry representatives. During these, a total of 62 skills were identified from which 21 capabilities were identified as relevant within the context of this module. 10 of these were included in the final module. These are listed below and their location within the module noted. Three main skills themes emerged providing cognitive, affective and practical skills for each:

- Place/space management (community development, community engagement, adaptive management, co-management, planning for ongoing transformation)
- Inclusive design (flexible use of public space, people-centred design)
- Soft skills (empathy, listening, communication, flexibility, improvisation, negotiation, facilitation)

Cognitive Skills (Head)	Affective Skills (Heart)	Practical Skills (Hand)
<p>Understanding the need for adaptability in design – see dimensions for adaptive design: transdisciplinary, multifunctionality, incremental change and resilience</p>	<p>Empathy - understanding other’s perspectives. Hold ego lightly – learning to let go of the project and let the group guide.</p>	<p>Developing skills required to be adaptive in the form of designing and responding to feedback – brought forward by the roleplay exercise.</p> <ul style="list-style-type: none"> • Ability to improvise • Ability to creatively problem-solving • Listening skills • Negotiation • Navigating complexity <p>Engaging in people-centred design</p>

Module Overview (10 hours)

Table 1: Summary of the activities considered within this module and the time equivalency.

In white content that is either delivered in-person or online but requiring some element of students listening/discussing with the group etc. In grey, self-study activities, videos, etc.

ACTIVITY	TIME	NOTES
A	Core Readings	1 hrs <p>Palazzo E. (2020), Design for change: an adaptive approach to urban places in transformation, In Hes D. and C. Hernandez eds., <i>Placemaking fundamentals for the built environment</i>, Palgrave/MacMillan.</p> <p>This reading provides an overview of the adaptive design framework highlighting four key elements: Transdisciplinarity, multifunctionality, incremental transformation and resilience. To engage with the reading, please: summarise what is meant by adaptable design thinking, and write down key learnings from the case study on strategies that demonstrate adaptable design in action.</p>
B	Adaptive design framework	2 hrs <p>Students will choose at least one of the themes relevant to the adaptive design framework, read and summarise key points from the suggested readings. If students working in teams, we suggest different members of the group focus just one or two of the elements. This will be useful for element C of this outline. Suggested readings as follows:</p> <p>1) Transdisciplinarity</p> <p>Armitage, D. R., et al. (2007). Adaptive co-management collaboration, learning, and multi-level governance. Vancouver [B.C.], UBC Press.</p> <p>Sanders, E. B. N. and P. J. Stappers (2014). "Probes, toolkits and prototypes: three approaches to making in codesigning." <i>CoDesign</i> 10(1): 5-14.</p> <p>2) Multifunctionality</p> <p>Ahern, J., Cilliers, S., & Niemelä, J. (2014). The concept of ecosystem services in adaptive urban planning and design: A framework for supporting innovation. <i>Landscape and Urban Planning</i>, 125, 254-259. doi:10.1016/j.landurbplan.2014.01.020</p> <p>Yu, K. (2011). Ecological Infrastructure Leads the Way: The Negative Approach and Landscape Urbanism for Smart Preservation and Smart Growth. In <i>Applied Urban Ecology</i> (pp. 152-169): John Wiley & Sons, Ltd.</p> <p>3) Incremental transformation</p> <p>Esposito De Vita, G., Trillo, C., & Martinez- Perez, A. (2016). Community planning and urban design in contested places. Some insights from Belfast. <i>Journal of Urban Design</i>, 21(3), 320-334. doi:10.1080/13574809.2016.1167586</p> <p>Benson, M., & Jackson, E. (2013). Place-making and Place Maintenance: Performativity, Place and Belonging among the Middle Classes. <i>Sociology</i>, 47(4), 793-809. doi:10.1177/0038038512454350</p>

			<p>4) Resilience</p> <p>Walker, B., et al. (2004). "Resilience, Adaptability and Transformability in Social-ecological Systems." <i>Ecology and Society</i> 9(2): 5.</p> <p>Ahern, J., et al. (2014). "The concept of ecosystem services in adaptive urban planning and design: A framework for supporting innovation." <i>Landscape and Urban Planning</i> 125: 254-259.</p> <p>Boone, C. G. (2013). <i>Social Dynamics and Sustainable Urban Design. Resilience in Ecology and Urban Design.</i> S. T. A. C. M. L. M. B. Pickett.</p>
C	Prepare an urban scenario	3.5 hr	<p>Students to work on a case study or site area (this is the same for the overarching assessment task). Each group will focus on one of the elements of the adaptive design framework. Each element must be covered by at least one team.</p> <p>In no more than 10 slides and one A2 poster (sketching, bullet points, etc.), each team will prepare a presentation with a persuasive placemaking proposal to be presented in class. Each group must consider:</p> <ul style="list-style-type: none"> • The audience of the role play (community) • Consider the potential support and/or opposition that might be faced • Strategies to defend your design proposal • Provide evidence to support logic
D	Lecture and tutorial	3 hrs	<p>Short Lecture: (15 min) provides a very quick review of the learnings from the reading and provides a specific moment for any discussion or questions on the adaptive design framework.</p> <p>Activity: The roleplay on adaptive design. Simulating a community engagement consultation process, the students will:</p> <ul style="list-style-type: none"> • Getting to know your persona (who they represent in role play) • Sharing the urban design scenarios (from section C of outline) • Listening and interpretative skills development • Applying an adaptive knowledge cycle in an urban design case study • Voting • Negotiating <p>Given four different possible urban scenarios as presented by each group, (one for each element of adaptive design framework) the scope is to agree on just one shared proposal.</p>
G	Journal questions	30 mins	<p>Journal questions</p> <p>6.1. Change is often unexpected and complex, how can multiple disciplines work together with support thriving through change? (max 150 words)</p> <p>6.2. How will your approach support adaptability of the place and its human and ecological capital? (max 100 words)</p>
	TOTAL MODULE	10hrs	

2 Section 2:

Introduction to Module: Why we need an adaptive design approach?

Cities are complex socio-ecological systems, shaped over time by the collective effort of their inhabitants in adapting to the geophysical context. Top-down approaches in spatial planning have often overlooked the capacity of the local communities to generate resilient and equitable urban spaces.

On the other hand, urban environments are now rapidly changing, Unpredictable global dynamics, including environmental, economic and socio-demographic transformations. These changes may refer to climate change, urban densification, demographic changes and mass immigration phenomena and/or economic unpredictability.

The methods traditionally implemented in space management may no longer be appropriate and demand the introduction of novel theories, strategies, and skills that require to include adaptability in the management of urban areas. In Placemaking and urban design processes, adaptability may refer to four distinct and intersected themes: transdisciplinary, multifunctional, incremental and resilience dimensions. These include iterative research methods founded on incremental knowledge building, user-led and evidence-based approaches, adaptive co-management approaches that involve collaborative action-research, big data management and IT innovation.

In the book chapter, I present an adaptive design framework based on key elements looking at adaptive design from four different perspectives:

- THE SOCIAL PERSPECTIVE: transdisciplinarity
- THE FUNCTIONAL/TECHNICAL PERSPECTIVE: multifunctionality
- THE TEMPORAL/ECONOMIC PERSPECTIVE: Incremental transformations
- THE ENVIRONMENTAL PERSPECTIVE: resilience

The following sections provide a summary of each of these perspectives and links to key case studies that can be used by the lecturer to expand or modify the module. After that summary, I present the roleplay exercise which, simulating a community engagement process, asks students to apply the framework and an adaptive knowledge cycle to respond to feedback.

2.1 THE SOCIAL PERSPECTIVE: transdisciplinarity

The conceptualisation of cities as the result of a combination of countless human decisions over time has highlighted the role of the local communities in the process of collective construction of their surrounding urban environment. This suggests that the equitable management of public space requires a plurality of perspectives, not just specialists ones, and must include the inhabitants. Nevertheless, the co-management of space involving local communities has been often overlooked by large scale Urban Design activities/schemes (Boone 2013).

Increasing public awareness around sustainable and equitable management of commons requires the establishment of new partnerships between government, the design professions and the local communities. Co-management and transdisciplinary practices may be more appropriate to achieve urban sustainability because able to include complex thinking and support the local populations to face social and environmental challenges (Armitage 2007).

Open collaborative approaches and co-generated solutions including not-expert knowledge define designed outcomes that are based on people's needs. User-centred approaches to design can be a driver of social justice, adaptive capacity and sustainable places. Moreover, the representation of the local stakeholders in place making co-creation processes can trigger design innovation and innovative spatial solutions.

An effective Placemaking process requires a deep understanding of the relationships between a place and the people that inhabit it but also the capacity to engage effectively the inhabitant in participatory processes. In co-design, the designer takes the role of a facilitator to support the creative process and at the same time provide expert knowledge that other stakeholders don't have.

This requires the integration of conventional design skills with specific capabilities. Which skills do we need to work with users as co-designers? Alternative learning experiences should encourage the development of facilitating skills and personal attitudes such as empathy, flexibility, inclusiveness, and acceptance. Moreover, new tools and methods should facilitate the interactions, discussions, creative expression of the stakeholders involved (Sanders 2014).

Key themes: Co-management and adaptive co-management, Co-design and co-creation, Open knowledge system, local knowledge, Collaborative tools, Empathy / Flexibility / Inclusiveness, Acceptance of others' point of view, Facilitating capacity to ease conflicts

Case study: The [GreenWay](#) in Inner West Council, Sydney. A project using transdisciplinarity to co-design and adapt a project to the changing and growing needs of the community.

2.2 THE FUNCTIONAL/TECHNICAL PERSPECTIVE: multifunctionality

Growing urbanization processes have determined an increasing complexity and congestion of cities open space. Less space is available for public functions as a plurality of different functions, practices and diverse users have to be accommodated in the same area. Higher densities objectives and optimal functionality call for multifunctional approaches to land development in urban areas.

Multifunctional Land Use or 'multifunctionality' in landscape planning defines the combination of multiple functions in the same space by clustering natural, social and economic processes.

Ecological Infrastructures have been identified as a key strategy to achieve Multifunctional Land Use in public urban space providing wider socio-ecological benefits (Ahern, Cilliers et al. 2014). Multifunctional practices based on the provision of green networks bring significant cultural Ecosystem Services that can operate at various level of implementation. These can include the enhancement of urban amenity, human health benefits, community and recreational value (Yu 2011), which concur to urban liveability and economic development.

In placemaking, this implies the need for designing simultaneously for a plurality of programs and users in the same space. These include different users' socio-cultural targets, user-friendly design, gender-friendly design, etc.

Key themes: Design for all: age/gender/children friendly design, User-friendly design, Responsive design, Design Ergonomics principles, Product adaptability and life cycles, Adaptive reuse, Multifunctional landscapes, Time/use patterns in planning

Case study: [Superkilen](#) by BIG Bjarke Ingels Group in Copenhagen ([Images of Superkilen](#)) a project representing multifunctional use of space.

2.3 THE TEMPORAL/ECONOMIC PERSPECTIVE: Incremental transformations

Today's rapid global changes do not guarantee the viability of conventional master-planning practices triggered by top-down approaches. Shifting economic, social and environmental contexts require a constant revision of scopes, and new objectives have to be accommodated along the way (Palazzo 2018).

The slow and composite, layered processes that generated cities in the past could be reconsidered in contemporary planning discussions on how to manage and develop places gradually (Qviström 2018). Especially within contested urban spaces, long time frames are essential for the local population to take ownership of transformations. Gradual changes driven by incremental projects can facilitate this process. Slow and small transformations can be progressively negotiated and lead to expected results over a longer perspective (Esposito De Vita, Trillo et al. 2016).

Projects that do not comprehensively alter the existing context can integrate and retrofit available resources and infrastructure with new localised, low-cost interventions. The synergy between old and new may generate novel spatial outcomes and significantly improve the performance of pre-existing contexts.

The process of incremental transformation has a background in urban economics where it is often referred to as 'macroprudential policy' or 'layering' (Baker 2013). A lack of resources may trigger operations diluted over time, to take advantage of deferred funding when available. Small-scale interventions with low economic impact can be implemented as independent projects or aggregated according to location and available resources (Palazzo 2008, Palazzo and Pelucca 2014). An example of incremental change providing an implementation strategy 'by-points' is the Urban Acupuncture project by Studiostudio in Florence, Italy.

Key themes: Urban Acupuncture, Project by points, Decentralised systems, Tactical urbanism, Guerrilla urbanism, Guerrilla gardening

Case study: [Urban Acupuncture](#) in Florence by Studiostudio. A project using urban acupuncture to showcase how a site can undergo an incremental transformation.

2.4 THE ENVIRONMENTAL PERSPECTIVE: resilience

The understanding of cities as an interdependent system of people and nature has changed the way we approach the design of public spaces and the objectives of 'placemaking'.

Urban Ecology has attempted to understand the combined effects of natural and anthropogenic processes and the variability of environmental conditions in urban areas to face the challenges posed by the effects of global transformations. The Resilience Theory defines resilience as "the capacity of a system to absorb disturbance and reorganise while undergoing change so as to still retain essentially the same functions, structures and feedback and therefore identity" (Walker 2004)

In Landscape Architecture the acknowledgement of both anthropogenic processes and natural dynamics has led to new spatial aesthetics, based on the variability of seasons, climatic change, water level transitions, economic fluctuations, etc.

Design for Adaptability refers, in this context, to the capacity of an implemented project to respond to change, with different measures and, at the same time, to drive spatial regeneration. The aim of these approaches is to attain an 'evolutionary' resilience responding to unpredictable events (such as weather) with multi-dimensional and flexible strategies (e.g. Controlled flooding and submersible surfaces in urban public space). Some of these projects have been described as 'designed ecologies' (Saunders 2013) where the system itself is

able to self-reorganise from disturbance and recover from change (e.g., flooding) without modifying its intrinsic state (Ahern, Cilliers et al. 2014).

Key themes: Nature-based solutions, Ecological infrastructures, designed ecologies, Understanding natural processes and nature cycles, Ecological dynamics / seasonal changes, Ecosystem services, Biophilic cities

Case study: [Stormwater park in Qunli](#), Harbin by Turenscape. A project showcasing resilience.

2.5 The Roleplay exercise.

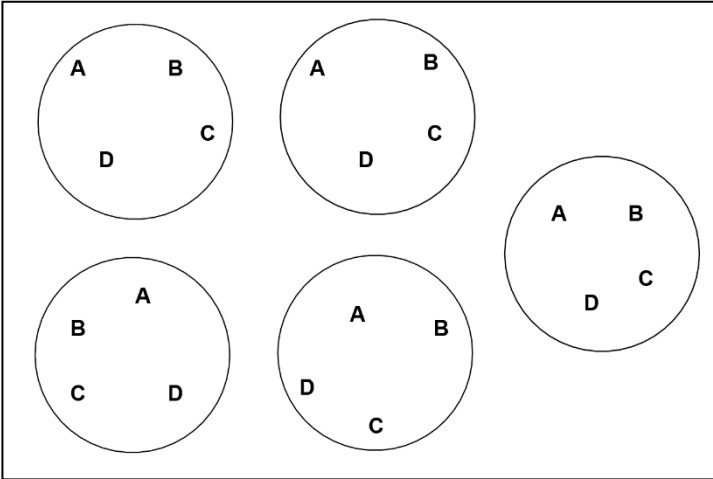
During section C of the module outline, it was stated that students would develop a short presentation with a persuasive placemaking proposal based on one of the four key elements of the adaptive design framework: transdisciplinarity, multifunctionality, incremental transformation and resilience. It assumes that instructions for the roleplay will have been given during the previous session to allow students time to properly prepare.

Please note that the exercise also assumes that the instructor has assigned a local area for study. When delivered as a subject, the Placemaking for the built environment subject proposes that the students work consistently analysing a specific area and responding with placemaking initiatives/options based on their analysis.

The framework simulated in the role play is the situation in which a Council would like the design to envision new urban scenarios **to regenerate this urban area, optimise the quality of the open space for the public and integrate public transports into the new cityscapes**. The students will get ready to present the scenario in class to their peers.

Exercise 1 – Roleplay

Instructions	Delivery	Time	The objective of the exercise
<p>Getting to know your persona: The lecturer will give the instructions for the roleplay exercise and hand out a paper to each student with at least four different stakeholder roles: designer, progressive resident, council or NIMBY. See Attachment 1 for sample roles. The lecturer may add roles as relevant to the case study explored.</p>	In-person	15 min	Learning the hat each student will wear for the exercise.
<p>Community engagement session: Presentation and discussion: Each group will present their urban design scenario (no more than 5 presentation min per team followed by 10 min discussion per team). ----- A public meeting has been called to hear and discuss proposals for the regeneration of public spaces in (study area proposed by the instructor). Four design teams are competing to win a redevelopment project. The Council with the State Government Planning Department would like the design to envision new scenarios to (objective proposed by the instructor - i.e. regenerate this urban area, optimise the quality of the open space for the public and integrate public transports into the new cityscapes). Scenario discussion: The other students, acting as the roles provided will express points of view, opposition, concerns etc. as per their role card 'character'. The students will have to provide reasons for their point of view and to be able to defend their scenario proposal. The discussion may include the following topics:</p>	In-person	1 hr	Presenting the scenarios and receiving feedback.

<ul style="list-style-type: none"> - Community liveability - Water management - Local economic development - Climate change - Energy transition - Human health - Urban ecology and biodiversity - Urban mobility - Food production - Cultural diversity 			
<p>Applying the adaptive knowledge cycle The students will work in their groups and discuss a strategy on how to respond to feedback from the audience (25 mins). Use yellow stickers on the A2 poster with bullet points. Each 'design team' will have 3 minutes each to present to the class how feedback will be included in the proposal (15mins).</p>	In-person	40 min	Quick response to feedback and creative thinking: Learn, adjust, plan, do & monitor.
<p>Voting The four Scenarios proposals are pinned up in the studio. Each student is given two stickers. The students circulate, consider each design 'scenario' and use the stickers to vote for two designs. The two scenarios that score the highest number of stickers will be the object of further negotiation.</p>	In-person	20 min	
<p>Negotiation New negotiation groups will be formed (5 groups), ideally, one student from each design team should make up a group of 4 (to make the negotiation process as authentic as possible).</p> <div data-bbox="134 1093 850 1570" style="border: 1px solid black; padding: 10px; margin: 10px 0;">  </div> <p>The new groups will negotiate for 10-15 mins which of the two scenarios they will choose as THE BEST proposal to proceed with. Once decided, the students need to prepare their 'report' to the other groups on why that chosen design is the best (i.e. give 2-3 reasons). Each group reports to the class on what their final design choice is and why (2-3 mins per group). Finally, the winning proposal for the study area is 'announced'. A final brief brainstorming session follows to get feedback and clarify the take away from the game.</p>	In-person	40 min	<p>Negotiation skills and supporting rationales.</p> <p>Building persuasive cases for placemaking</p>

Attachment 1: Stakeholder roles

DESIGN TEAM MEMBER

A public meeting has been called to hear and discuss proposals for the rehabilitation of the open public spaces of ---- [fill in with chosen study area].

Five design teams are competing to win this redevelopment project.

The ---- [fill in with chosen study area] council planning department would like the design to envision green infrastructures and green corridors to regenerate this urban area, optimise the quality of the open space for the public and integrate public transports into the new cityscapes.

You are a member of the design team and you will have to present and defend one of the 4 possible scenarios that envision the future of ---- [fill in with chosen study area].

Explain how your proposal for the redevelopment of ---- [fill in with chosen study area] will renew and revitalise this urban space. In particular consider these topics: Community inclusion; Water management; Economic development; Climate change; Human health; Urban ecology and biodiversity; Urban mobility; Food production; Cultural diversity, Energy transition.

Justify your design and be prepared to counter criticisms and opposition to your proposal.

PROGRESSIVE RESIDENT

A public meeting has been called to hear and discuss proposals for the rehabilitation of the open public spaces of ---- [fill in with chosen study area].

Five design teams are competing to win this redevelopment project.

The ---- [fill in with chosen study area] council planning department would like the design to envision green infrastructures and green corridors to regenerate this urban area, optimise the quality of the open space for the public and integrate public transports into the new cityscapes.

You are a local resident with a progressive attitude about the opportunity to redevelop sites within the metropolitan area of ---- [fill in with chosen study area].

You are delighted that the ---- [fill in with chosen study area] is being redeveloped but you would like to see the project reflect the lifestyles and needs of the local inhabitants in particular families, children, elderly people and foreign students. You are also worried about the destiny of heritage buildings within the neighbourhood.

Put forward and give reasons to justify your support for a grander scale urban public space regeneration project.

COUNCILMEMBER and PLANNER

A public meeting has been called to hear and discuss proposals for the rehabilitation of the open public spaces of ---- [fill in with chosen study area].

Five design teams are competing to win this redevelopment project.

The ---- [fill in with chosen study area] council planning department would like the design to envision green infrastructures and green corridors to regenerate this urban area, optimise the quality of the open space for the public and integrate public transports into the new cityscapes.

You are a member of the ---- [fill in with chosen study area] Council and see this meeting as an opportunity to make a statement about your vision for future generations of residents and visitors to ---- [fill in with chosen study area]. You might not hold the same views as your fellow councillors, the Major and the different technical officers. There are several issues you believe the designers have not taken into consideration, in particular in relation to the financial viability.

State your vision and give reasons for your position on the urban public space regeneration project.

NIMBY (Not In My Back Yard)

A public meeting has been called to hear and discuss proposals for the rehabilitation of the open public spaces of ---- [fill in with chosen study area].

Five design teams are competing to win this redevelopment project.

The ---- [fill in with chosen study area] council planning department would like the design to envision green infrastructures and green corridors to regenerate this urban area, optimise the quality of the open space for the public and integrate public transports into the new cityscapes.

You are a local resident and have concerns about the proposed redevelopment of the ---- [fill in with chosen study area]. Frankly, you would prefer NOT to have this form of redevelopment happening 'in your backyard'! Raise your concerns and give reasons for your opposition to the urban public space regeneration project.

Additional roles can be incorporated as needed by the project.

Imagine. Inspire. Connect. Create.