PDC

Session title	**Microclimates**
Date, time and location	**90minutes prefer outside**

Learning objectives

By the end of the session, participants will be able to:

- read landscapes and point out microclimates
- map microclimates in a house or garden
- describe how to modify extremes of climate
- know how to make the most of exisitng microclimates in design
- consider strategies for small and large landscapes
- do a microclimate study
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Resources needed

Posters, big paper and pens, flipcharts with drawings on, handout microclimate study copies 1 per pair

Session Plan

Activity	Time	Teacher / facilitator	Students / participants
Introduction	5	Link climate with microclimate Show Mindmap of all levels of climate	Group defines what is a microclimate
Walk	10 or 20	Ask them to sense different microclimates with their bodies	Place hands on walls, into soil, under plants, walk under trees or through a greenhouse
Groupwork	25	Get them into groups Each group takes 1 topic Q. How do the following affect microclimates? Topography soil vegetation human structures water masses	In groups discuss then decide how to feedback: mindmap ideas
Present posters to supplement their work if needed	15	Effect of solar gain, aspect, slope Cold sinks and thermal zones Vegetation affects heat Water body modifies temp Structures shade or cool	Listen, look, question
Microclimate study	20-30	Hand out Microclimate study sheets This is a table that they can fill in at different locations on the site. At each place they consider Topography soil vegetation human structures water masses	Take notes on existing Microclimates around site garden/house

Term		**English**	**Spanish**
Bioarchitecture		Using living plants as structures	Bioarquitectura
Suntrap		A relatively still, sun-facing area, sheltered from cold and/or destructive	Trampa del sol

		winds and which captures maximum sunlight all day	
Cold sink		Area on a slope to which cold air drains	Zons frio
Thermal zone		Area on a slope which traps warm rising air	Zona termica