



our stories begins with a ‘seed’

A ‘Public Condenser’, a place to nurture, play, and learn

Msc 3/4 Architecture Track: Public Building Studio 2024-25
P2 Presentation

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Research Question:

How can we design an inclusive public condenser that reshapes How can we design an inclusive public condenser that reshapes Sundholm's identity as a hub for growth, learning, and ecological stewardship?

Keywords:
Media Portrayal, Nature and Biodiversity,
Participatory Education and Play, Healing wellbeing
through Nature

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Mapping power: Main Characters, Protests and Media Portrayal

The transition of power; from Welfare state to Neo-Liberalism



The Marginalized Community in Sundholm

Parallel Society characters includes:

Homeless Individuals	Migrants and Refugees
Drug Addicts	People with Alcohol Dependence
People with Mental Health Issues	Marginalized Families
Ex-Prisoners	Socially Excluded Youth
Long-Term Unemployed	Elderly People without Support Systems

Interviews conducted at site

<p>Children from Sundholm:</p> <p>“all my friends live here and they play out a lot and school is 20 minutes away”</p> <p>“kids roam on the streets in their free time - 6-7th grade and further on - SPORTS, football is the national sport (also handball, badminton, volleyball) lack of skating areas”</p> 	<p>Media Portrayal of Sundholm</p> <p>“This place is doomed - drugs and alcohol.”</p> <p>“not a nice area”</p> <p>“does not want to live here”</p> 
<p>University Students</p> <p>“Personally never been but heard about it, seen the documentaries. People who live there suffer from mental health, addictions. Never felt in danger in the area. If you study here you don’t really know the sundholm - they don’t mix.”</p> <p>“they might behave according to the relation they have to the people - kind of a role model.”</p> 	<p>Communities from Sundholm:</p> <p>“They characterized the people in the area as a mix of different groups: “the crazy,” children, and fellow artists.</p> <p>Despite the variety of residents, there is a feeling of community. The artists appreciate the vibrancy and uniqueness of the space, highlighting it as an important aspect of the area’s identity”</p> <p>“politicians stigmatize people living in ghettos, making them feel more excluded and unstable”</p> 

Social data on targeted groups

What are their issues and what do they need?

Targeted groups:

Parents with Mental Health Issues

Middle Childhood (Ages 7–12)

Anxiety and School-Related Stress: may face academic pressure, coupled with potential instability at home. This can lead to generalized anxiety or school refusal. Children from low-income or immigrant backgrounds may feel “different” from their peers. This sense of otherness can result in social difficulties and isolation, low self-esteem, and feelings of inadequacy, if they face bullying or discrimination.

Early Adolescence (Ages 13–15)

Identity and Cultural Conflict: Adolescents in immigrant or multicultural communities. Balancing family traditions with Danish social norms can be stressful, leading to confusion or a sense of not fully belonging anywhere. This can increase their risk of mental health issues like anxiety, depression, or even rebellious behavior. May exhibit risky behaviors, including truancy, theft, or involvement in local gang activity. lack of positive role models.

Late Adolescence (Ages 16–18)

Academic and Career Stress: Late adolescence often comes with pressure to succeed academically and make future career decisions. Adolescents from lower-income backgrounds may feel especially stressed about meeting these expectations due to financial limitations or lack of support, leading to anxiety, sleep problems, or burnout. Some teenagers may turn to alcohol or drugs as a way to cope with emotional pain

Parents with Mental Health Issues

1. Depression and anxiety:

These are common across vulnerable populations, particularly among those facing poverty, isolation, or lack of family support.

2. Substance use disorders:

A significant portion of residents struggle with addiction, often with co-occurring mental health issues (dual diagnoses).

3. Schizophrenia and bipolar disorder:

These more severe mental illnesses are present among some residents who receive targeted support through various social and healthcare services.

4. Post-Traumatic Stress Disorder (PTSD):

Some residents, especially those who have experienced trauma related to migration, homelessness, or abuse, may suffer from PTSD.

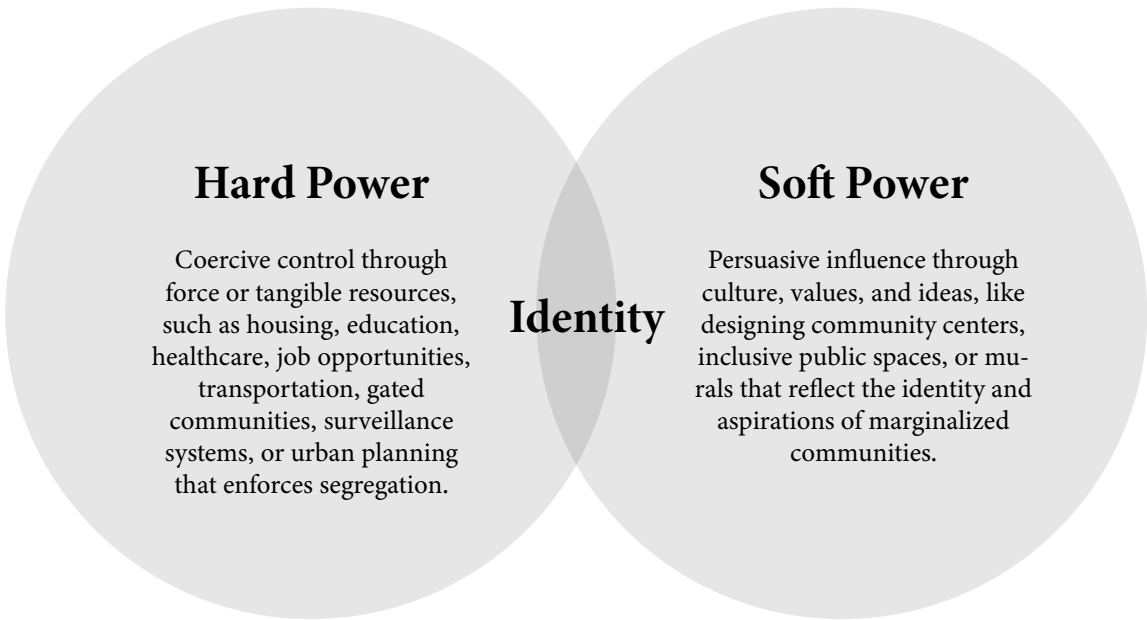
5. Ex-prisoners and Youth in Transition:

Some residents are ex-prisoners who are reintegrating into society, a process that can be very challenging without support. Additionally, there are young adults who may have aged out of the foster care system or left family homes.

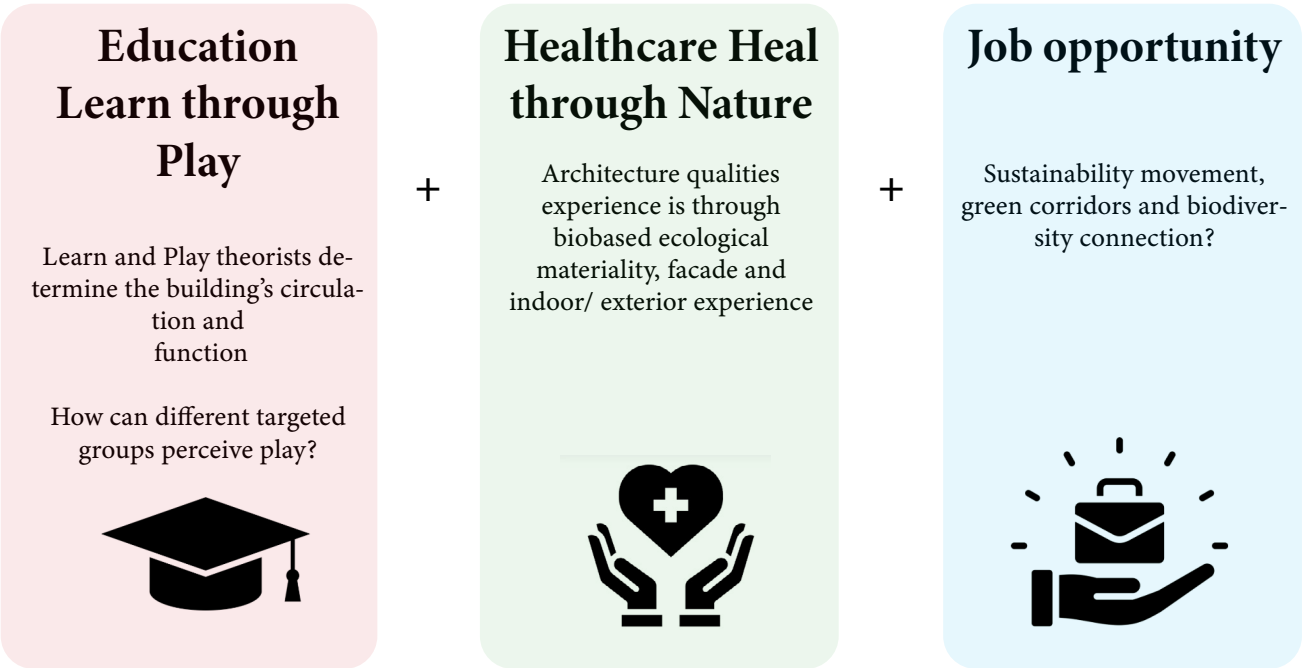
How to reconstruct negative Media Portrayal?

Joseph Nye’s book ‘Power and Interdependence’

Lacking Hard and Soft Power

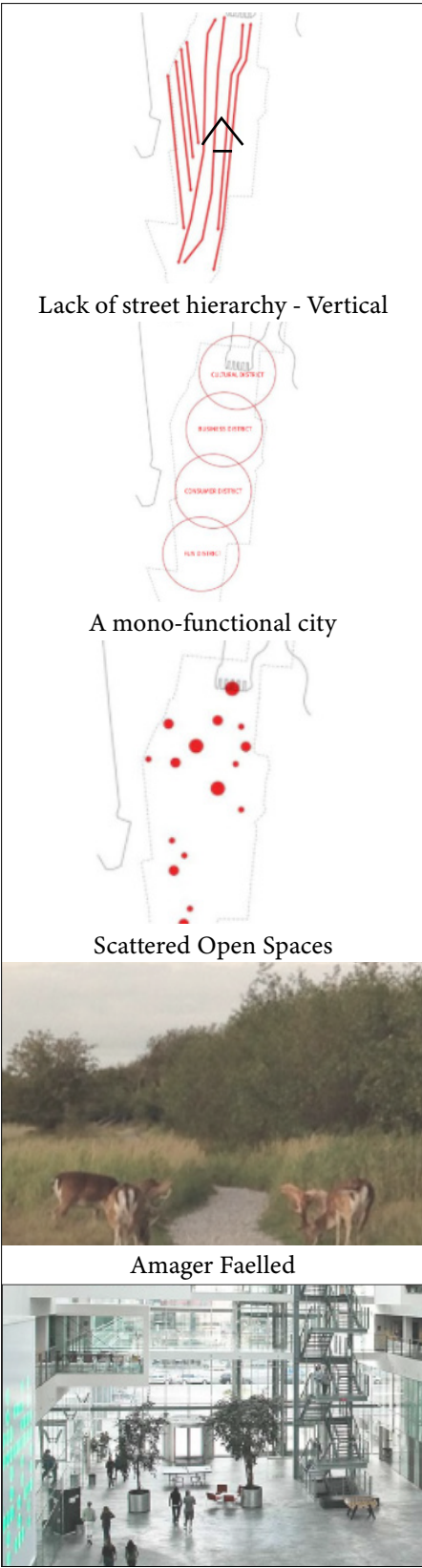


A Phased Approach for Building Hard and Soft Power



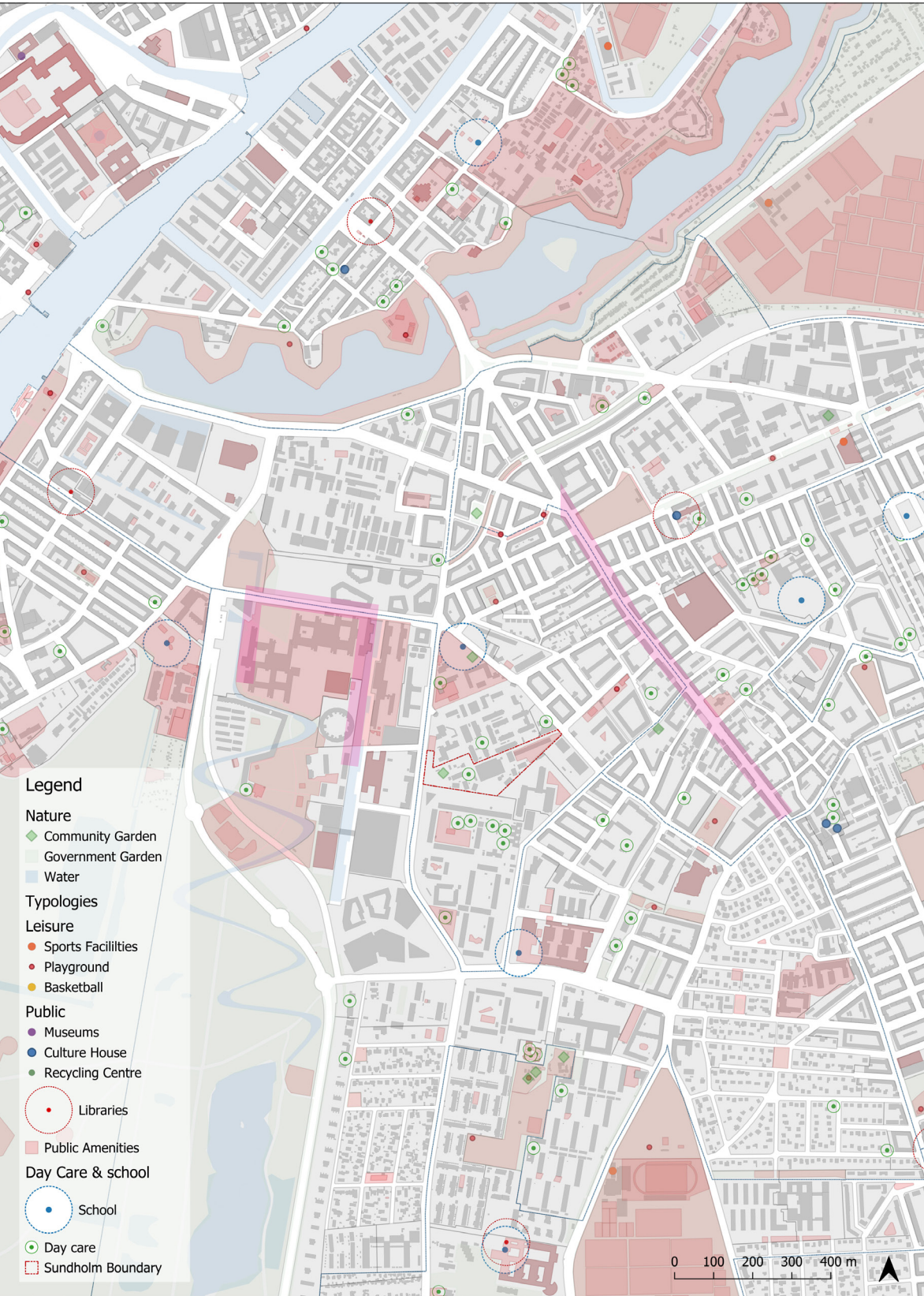
What are the current problems and potentials of the site?

Problems



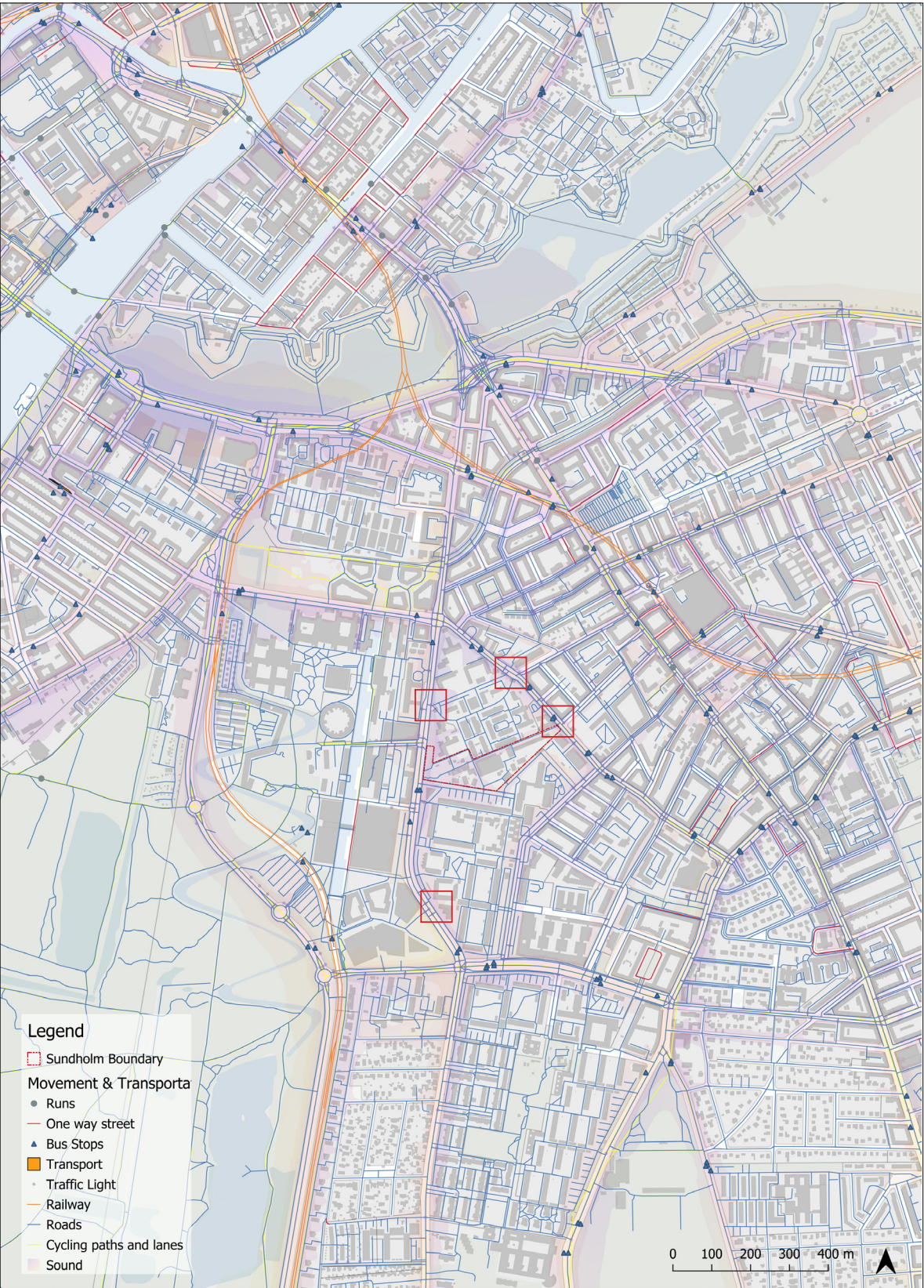
IT University Kobehavn

Typology and function



Mapping out connections between play, learn and nature

Movement and Circulation



Government isolate Sundholm from the grid. Vertical access and lack of Horizontal. Thresholds/ Barriers

Introduction to ‘Hostile Architecture’

Hostile Architecture



Book-bench at Sundholm



Tunnel leading to Sundholm



Motorized fence with spike



Slanting bars over heating vent



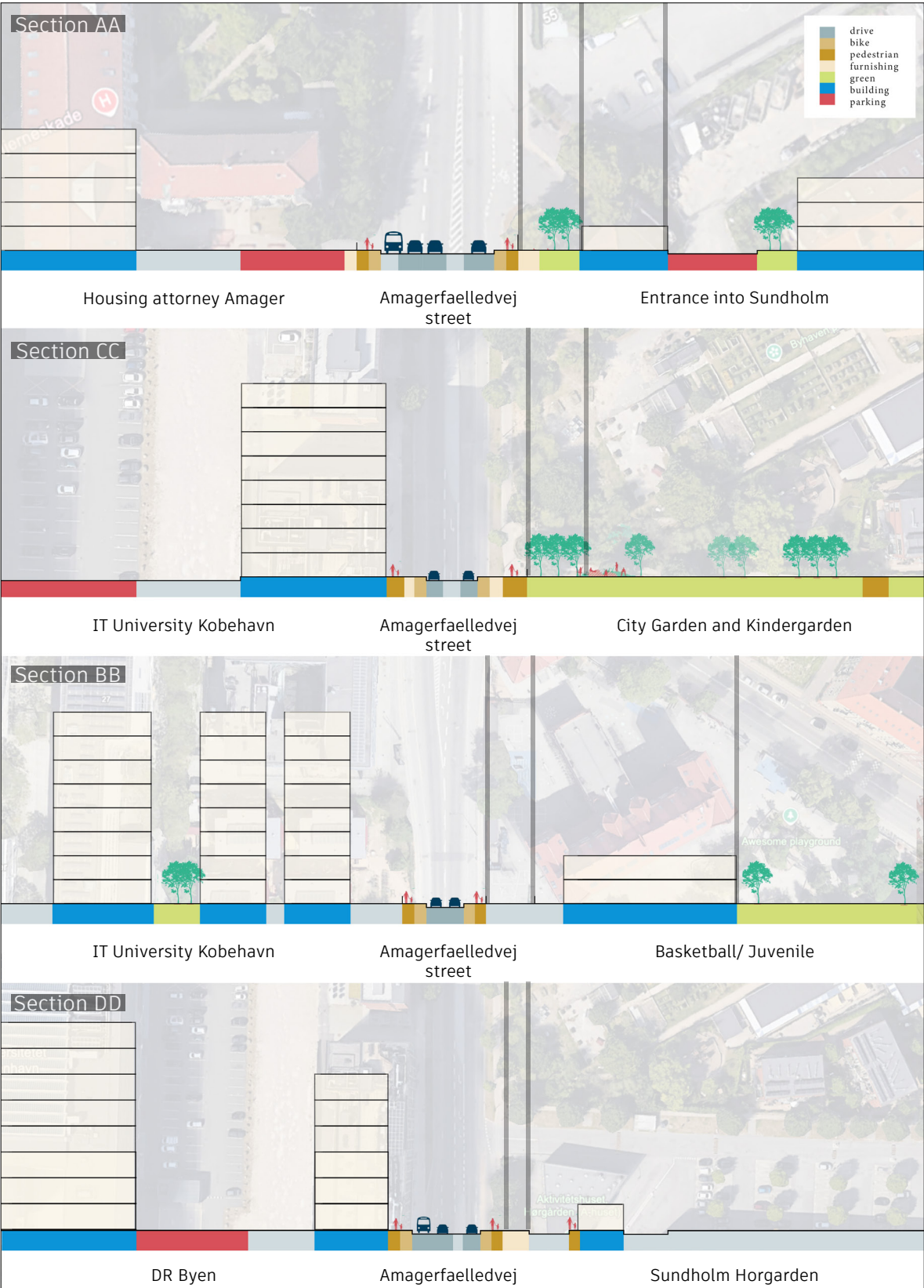
Bench outside food hall

Site Analysis - connecting opportunities



How to change the Introverted Sundholm to a inviting streetscape?

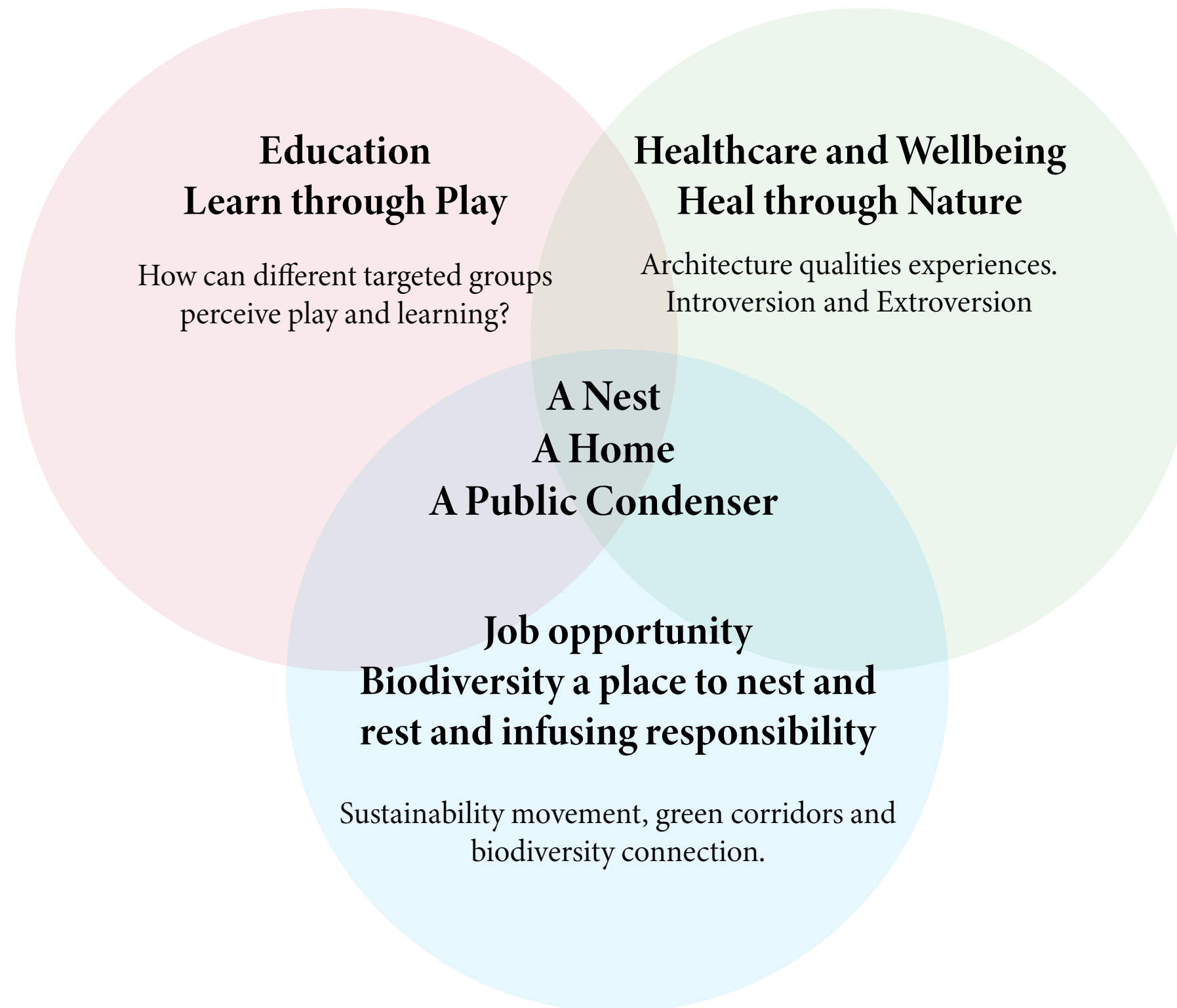
Site Analysis throu Section



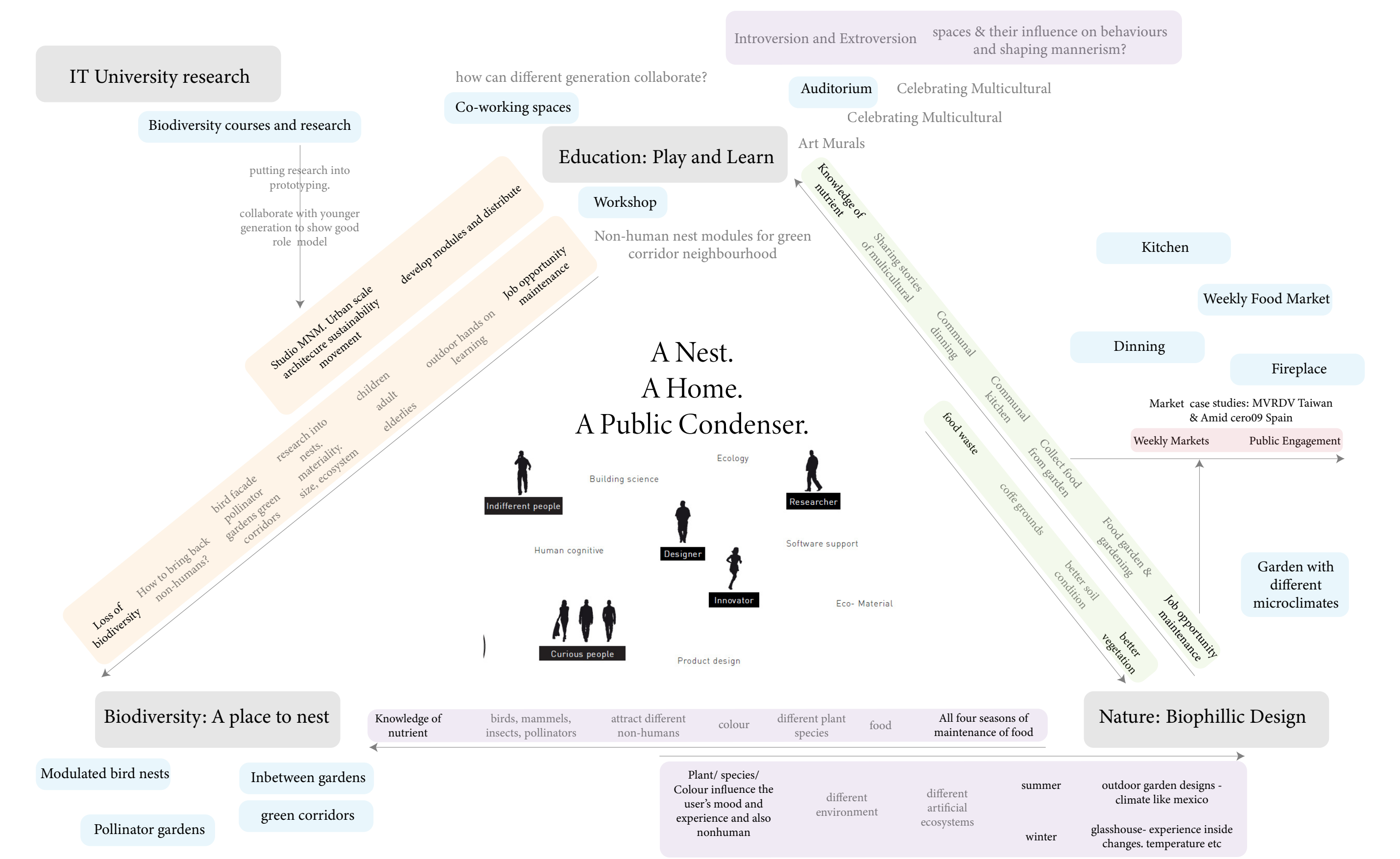
Pointing out thresholds and barriers. No Streetfront and entrances? An Inner world

A Home for humans and non-humans

The Methodology behind this concept.



The Connection between the three



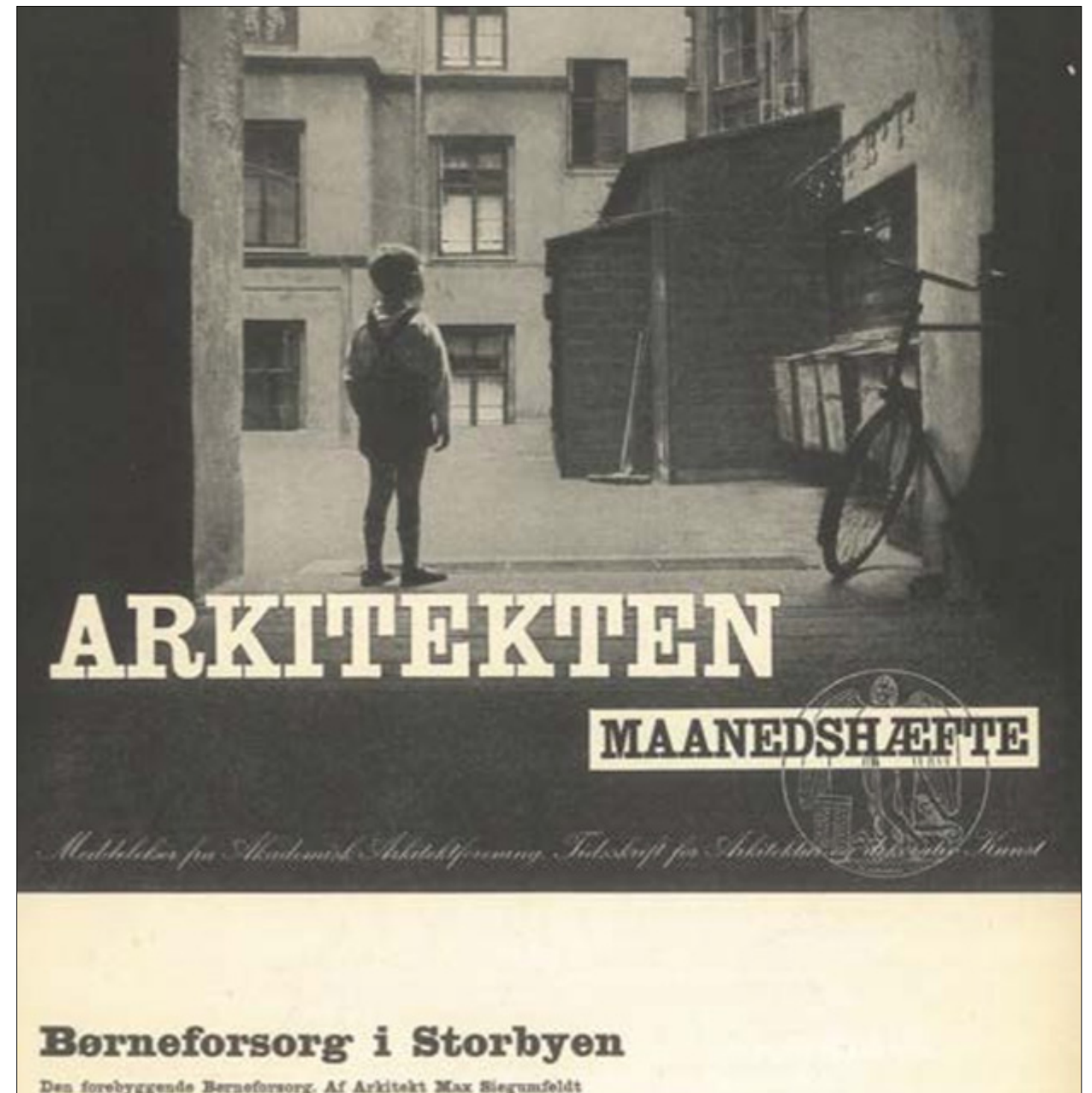
The Research Questions

Main Research

How can we design an inclusive public condenser that reshapes Sundholm's identity as a hub for growth, learning, and ecological stewardship?

Sub-Questions:

1. How can an ecological "Green Mile" reframe Sundholm Amager Vest's "parallel society" narrative?
2. How can architectural design promote mental well-being for children, community role models, and parents facing mental health challenges?
3. What design strategies can establish a self-sustaining ecosystem within the Green Mile, balancing biodiversity, native species conservation, and the needs of human and non-human inhabitants?



The 3 Phase Research framework

Phase 1: Hybridity and Multiplicity



Education
Learn through Play

Learn and Play theorists determine the building’s circulation and function. How can different targeted groups perceive play?

Functions and Circulation

Phase 2: Healthiness



Hospital- Heal through Nature

Architecture qualities experience is through biobased ecological materiality, facade and indoor/ exterior experience

Biophilic design- Materiality and Spatial Qualities

Phase 3: Sustainability



Job opportunity
Biodiversity a place to nest

Sustainability movement, green corridors and biodiversity connection.



TheNest. The Home

A series of characters within Sundholm and surrounding site, working together as a network like biofilms

01

Research Framework

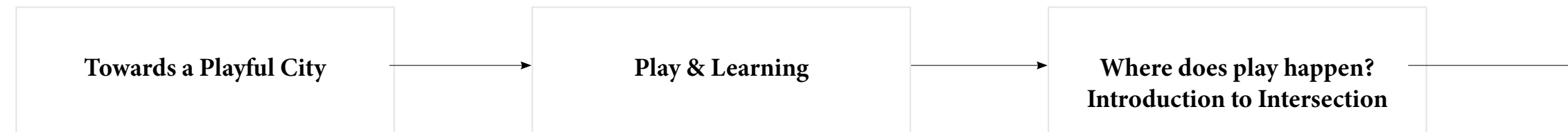


Education Learn through Play

Learn and Play theorists determine the building's circulation and function. How can different targeted groups perceive play?

'Library-City, Fields, and Learning Devices'

A change to the way we learn. Finding Play at the Intersection



Lefebvre

Lefebvre's notion of the street as a place of 'disorder'. He writes, *The street is a place to play and learn.* The street is disorder. All the elements of urban life, which are fixed and redundant elsewhere, are free to fill the streets and through the streets flow to the centers, where they meet and interact, torn from their fixed abode. *This disorder is alive. It informs. It surprises.*

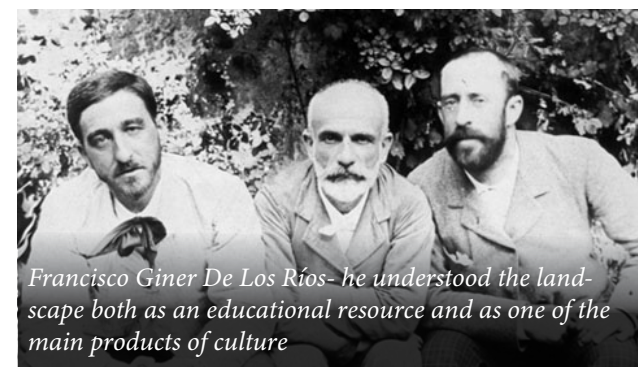
Play is identified as an instigator for creative social encounters, one which redirects and vitalizes the diversity of urban life and values.

Johan Huizinga

Johan Huizinga in *Homo Ludens: A Study of The Play-Element in Culture* as one of the innate conditions for cultural development, play serves as a medium for learning and cognitive development in the classroom environment.

Andrzej Zieleniec

Andrzej Zieleniec identifies these characteristics as the: functional delineation of spaces and people in the city, a homogenous experience of the environment, and a dominance of traffic over walking and possibilities for lingering in space.



Francisco Giner De Los Ríos- he understood the landscape both as an educational resource and as one of the main products of culture

Johan Huizinga

Johan Huizinga, play is foundational to culture-making *Homo Ludens: A Study of The Play-Element in Culture*, he argues that the development and generation of culture and civilisation rest upon a 'contested' realm for which the dialectic nature of play is innately present

Reggio Emilia

Reggio Emilia curriculum seeks to playfully engage children with interactive learning experiences in the classroom environment as means to encourage a self-instigated discovery of knowledge. These classrooms are designed to be highly provocative spaces whereby colour, sound, light, and materiality are manipulated to instigate curiosity and creative engagement with learning materials. Social encounters and interactions are also encouraged as part of the students' cognitive development. Therefore, the classrooms are spatially arranged around a central common, referred to as the piazza (the Italian word for the city square)

Paulo Freire

Paulo Freire, an originator of Experiential Education, points to the capacity for learning in developing social consciousness and societal action.

In the *Pedagogy of the Oppressed*, conscientizacao leads to physical agency in developing and enhancing people's capacities to participate in active citizenships.

he argued current system oppress creativity due to:
1) inherent social hierarchy between teacher and student
2) dialogical approach between teacher and student by allowing an open exchange of dialogue.

play and learning are united by their shared ambitious towards socio-cultural development and transformation against oppressive societal systems and spaces

Quentin Stevens

Quentin Stevens defines what he terms the 'ludic city' as play that does not occur randomly, but at intensifying spaces such as urban intersections which unexpectedly concentrate diverse people and events.

At intersections, proximity, visibility and movement force unexpected social encounters with people of different needs and interests. *Dualistically, the vision at intersections can broaden and thereby divert people's attention beyond predetermined routes and objects.*

Patricia Hill Collins and Sirma Bilge

Patricia Hill Collins and Sirma Bilge in the book, *Intersectionality*, describe the contemporary notion of 'intersectionality' as an interdisciplinary analytical framework for studying the complexity of human identity and experiences.

When it comes to social inequality, people's lives and the organisation of power in a given society are better understood as being shaped not by a single axis of social division, be it race or gender or class, but by many axes that work together and influence each other.

'Library-City, Fields, and Learning Devices'

The typology of libraries has evolved over the years, transitioning from purely functional spaces to increasingly inclusive public hubs

From Public Condenser to Library City

Library as City-Making

Learning Devices, Fields & Cities Case Studies from multiscale XS, S, M, XL

Huib Haye van der Werf

Huib Haye van der Werf in *The Architecture of Knowledge: The Library of the Future*, writes the contemporary public library no longer merely houses and catalogues books and records. It also provides public access to the Internet, computer workstations, recreation facilities such as café/restaurant, exhibition spaces, educational programs and in some cases even day-care facilities. In many ways, the library has become an appendage of public space.

Shannon Mattern

As Shannon Mattern has identified, libraries amount to a multimodal "network of integrated, mutually reinforcing, evolving infrastructures" - in particular, architectural, technological, social, epistemological, and ethical.

Huib Haye van der Werf

Huib Haye van der Werf puts it: "In the case of the public library, the architecture of knowledge is also the architecture of society"

Caue Capille

Cauê Capillé argues that "the architecture of contemporary libraries—although perhaps freed from the traditional educational function—still frames social relationships in modes of its traditional ideologies of politics and culture."

Zeiger

An alternative and socially focused strategy for disseminating the library can be found in the increasingly common pop-up, interventionist libraries. As Mini Zeiger sees it, they provide "provisional, opportunistic, ubiquitous, and odd tactics guerrilla and DIY practice and urbanism." These interventionist libraries, often small, kinetic and motivated by social or political aims, temporarily reappropriate small areas of urban spaces

(Instead of one giant library- how can you design interventions at intersections through pop up scale.

At an extreme, they may even align with protest and anti-institutional movements such as the Occupy Wall Street movement.

Zeiger

This project borrows the interventionist spirit of pop-up libraries. It seeks to test the viability of such socio-politically charged dissemination of the library as a model for revitalising the neighbourhoods. Of crucial value is the notion of intersecting, in more radical terms, the library and the city.

Rather than a library-in-the-city model, it suggests the possibility of a city-as-library itself which seeks to reconfigure citizenry rights and agency to cities. Less subject to the monotony and monopoly of commercial interests, this research proposal

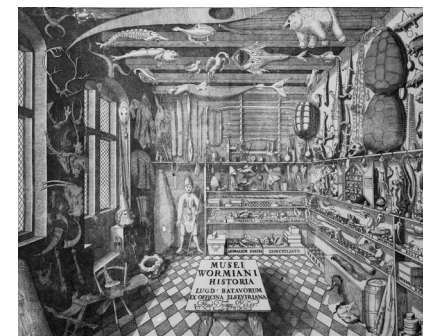
Zeiger

This communal ownership of pop-up libraries is most evident in their partnerships with galleries, schools, cafes, museums, or theatres. In pursuit of broader social outreach, these 'libraries' eschew singular place-attachment by tapping into and fostering geographical-social exchange networks and new forms of librarianship.

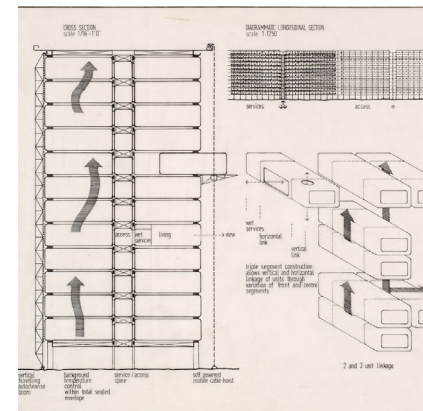
Precedents

Split into three parts ranging from architectural object, the urban field and the city/ regional network:

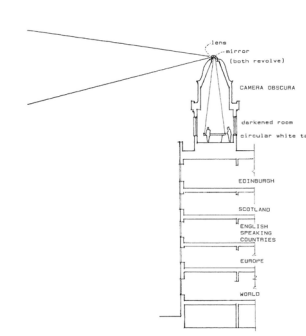
- 1) Learning Devices:** singular room to the building, may orchestrate and frame learning processes in a socially collaborative and interactive manner. In serving this social dimension of learning, architecture serves as a malleable and adaptive instrument
- 2) Learning Field:** broaden the focus from the building towards the reprogramming of urban landscapes as strategies to remediate the social and ecological fabric. Typically described as landscape urbanism, these projects contest traditional models and understandings of cities. can be considered as fields of complex superimpositions of programs, events and circulation.
- 3) Learning Cities:** Learning Cities describe a new formula for urbanism whereby educational and cultural interventions are injected into the existing, and often dilapidating, urban environments as strategies for socio-cultural revitalisation. The selected precedents demonstrate the regeneration and adaptive re-use of existing urban infrastructures with anticipation for further growth and mutation in their operational functions over time



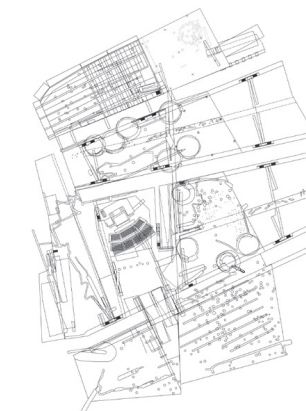
Wunderkammern and Wunderkabinette



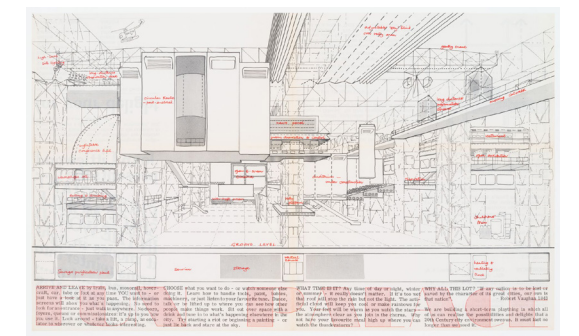
Potteries Thinkbelt, Cedric Price



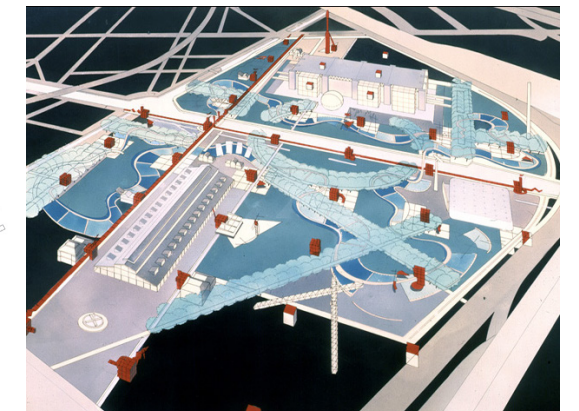
Outlook Tower, Patrick Geddes



Grand Egyptian Museum, Smout Allen



Fun Palace, Cedric Price and Joan Littlewood



Parc de La Villette Competition, Rem Koolhaas

02

Research Framework

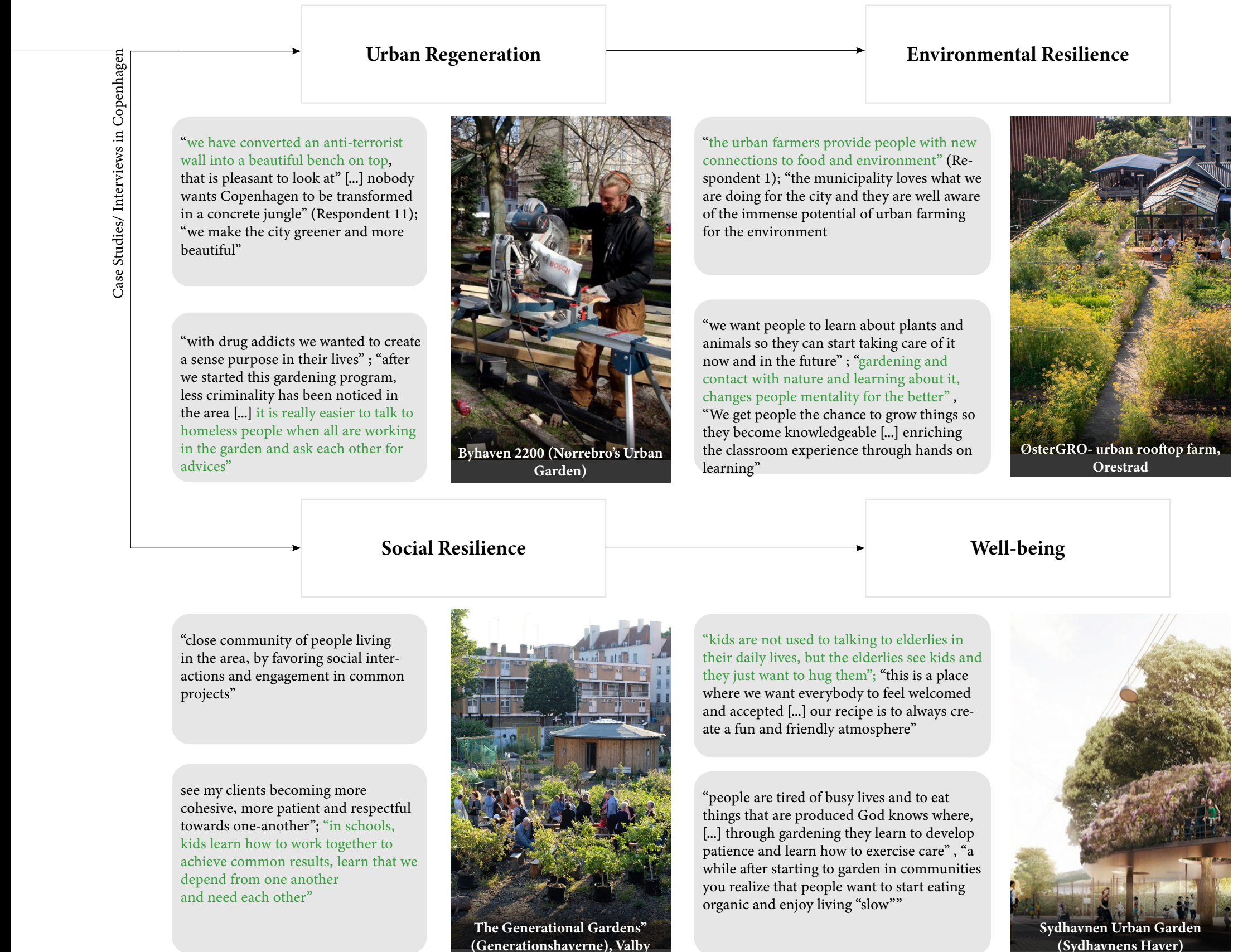


Hospital- Heal through Nature

Architecture qualities experience is through biobased ecological materiality, facade and indoor/ exterior experience

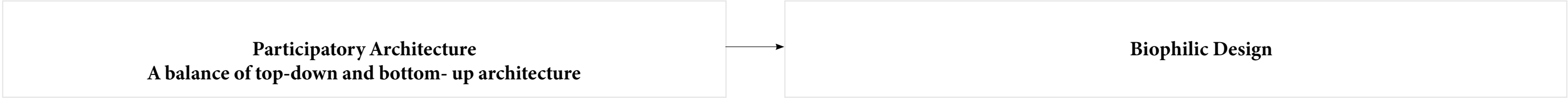
It starts with a seed

case studies of urban community gardening in Copenhagen



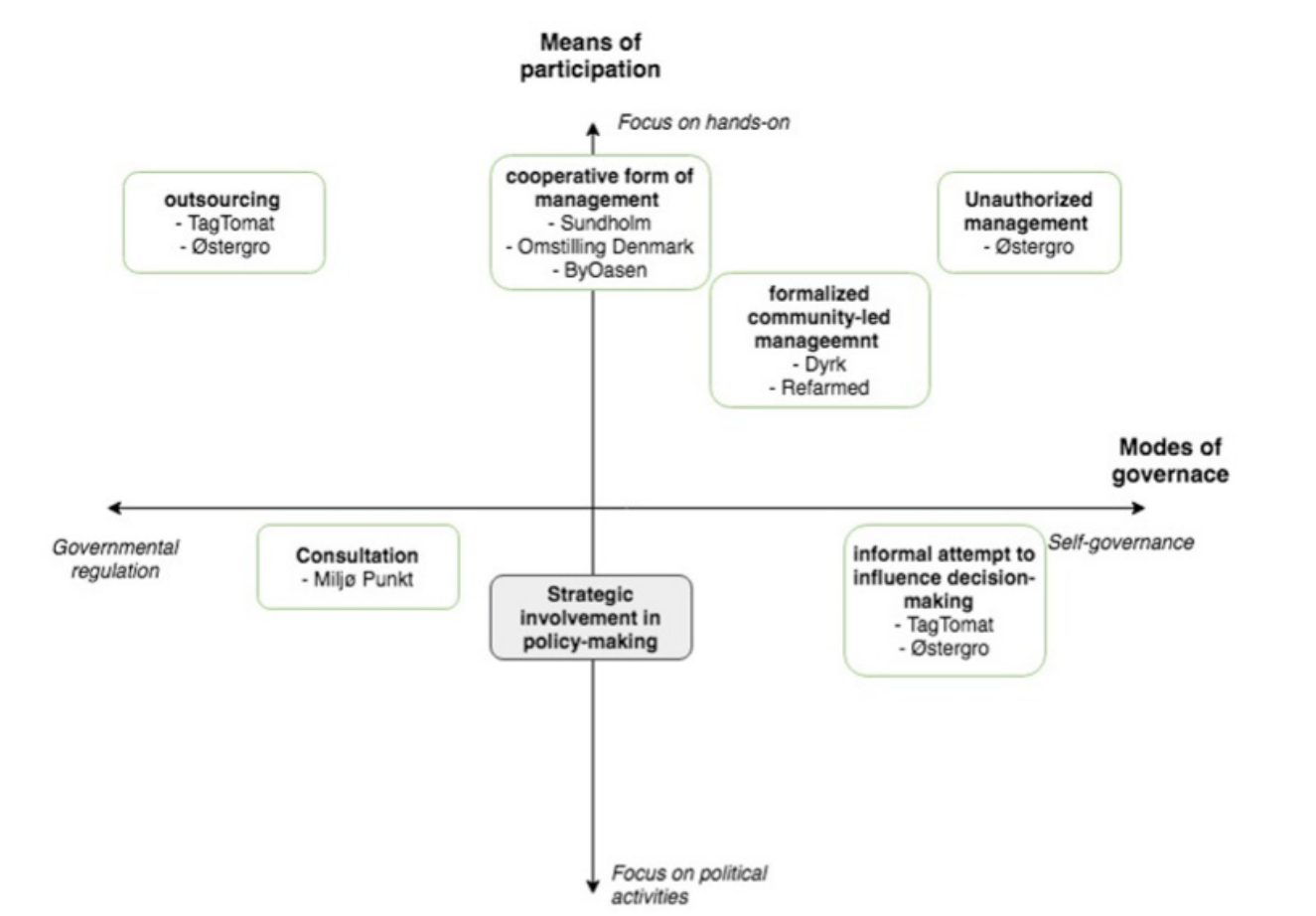
Biophilic Design

What are the potential of Biophilic Designing spatial qualities



As a result of the wave of liberalization that took place within the 1980s, there has been a progressive shift towards a new model, often denominated as the ‘New Public Management paradigm’ (Hughes, 2012). Many experts however do not actually consider it as a proper paradigm, but rather as the introduction of new principles and mechanisms of governing that supplemented and created tensions with respect to the classical system of public administration (Torfing et al, 2013:14).

- Biophilic Design: Integrating nature into the hospital environment to reduce patient stress (e.g., Khoo Teck Puat Hospital, Singapore).
- Child-Centric and Family-Friendly Design: Customizing hospital environments to meet the unique needs of children and their families (e.g., Royal Children’s Hospital, Melbourne).
- Patient-Centered Design: Creating comfortable, non-clinical spaces with elements that make patients feel more at home (e.g., Maggie’s Centres).



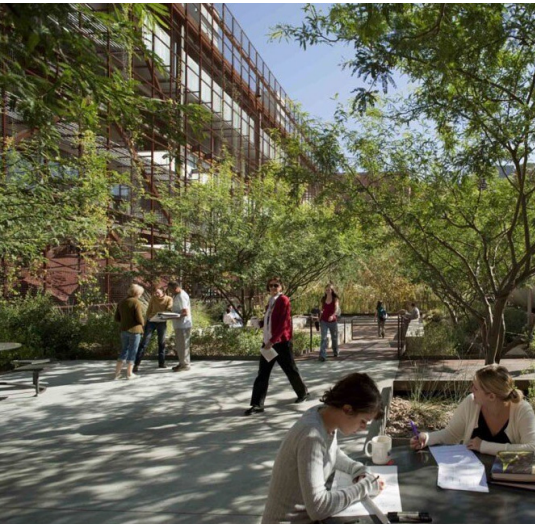
Two-dimensional matrix depicting clusters of participatory governance practices by mode of governance and means of participation.



Maggie’s Centres by OMA



Maggie’s Centres by Snohetta



Underwood Family Sonoran Landscape Laboratory



Maggie’s Centres by Renzo Piano



Paimio Sanatorium by Alvar Aalto



“Architecture from Someone’s Imagination is not Enough”, Junya Ishigami

03
Research Framework



Job opportunity
Biodiversity a place to nest
Sustainability movement, green
corridors and biodiversity
connection.

Role of Biodiversity
How can non-humans live among humans?

Relationship between biodiversi-
ty, nature, learning and children



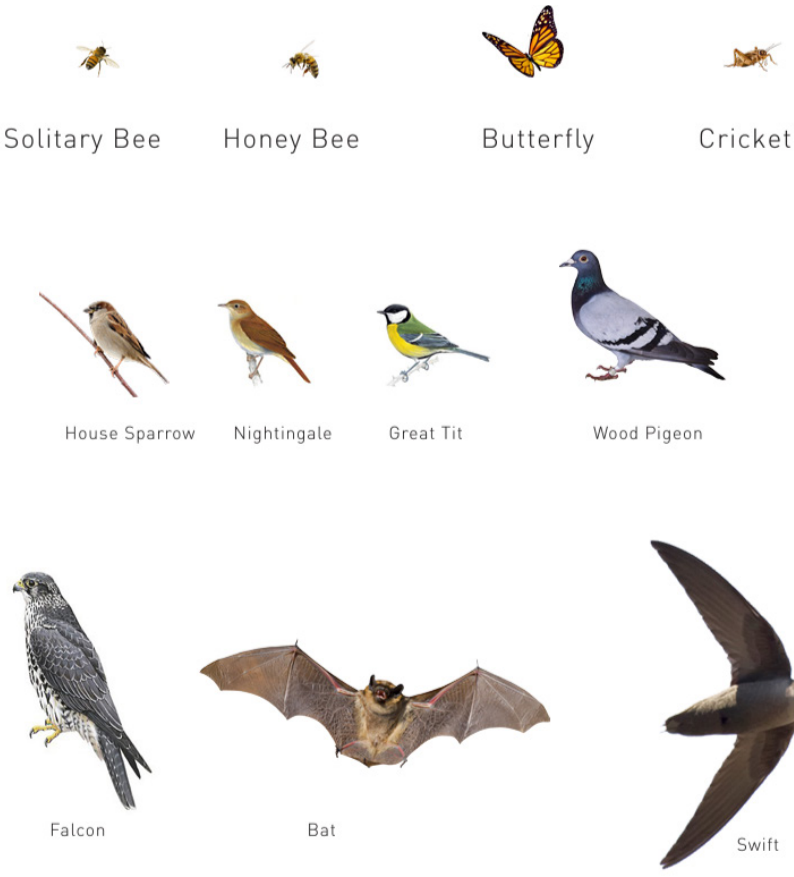
Henning Larsen plans Fælledby, copenhagen’s first all-timber neighborhood



20 year protest among communities

POLITICAL ECOLOGY	URBAN WILD ECOLOGY	DEEP ECOLOGY
Top-down from policy	Bottom-up from living	Ideological link
Target value	Quality of life	Earth first
Planning	Bricolage	Rules and restrictions
Dependent on goods and services	Coincidence DIY and cooperation	Community

Missing Roles
Roles in Pollination, Nutrient Cycling, and Ecosystem Stability



Food Chain Hierachy

Impacts of Their Decline


These species contribute directly to:

- **Pollination:** Insects like bees and butterflies ensure the reproduction of many plants, including food crops and wild species that stabilize ecosystems.
- **Nutrient Cycling:** Earthworms and decomposers recycle organic material, maintaining soil health and supporting plant growth.
- **Pest Control:** Birds, bats, and predatory insects reduce pest populations, which helps sustain local gardens and small-scale urban farming.
- **Ecosystem Stability:** A diverse array of species ensures resilience to disturbances like disease outbreaks, extreme weather, or invasive species

- **On Agriculture and Crops:** **Reduced Yields:** A decline in pollinators reduces the productivity of fruit, vegetables, and flower crops, directly impacting urban gardeners and local agriculture.
- **On Urban Ecosystems:** **Reduced Biodiversity:** Loss of these species leads to cascading effects on other species, disrupting food webs. **Weakened Green Spaces:** Urban parks and gardens may struggle to maintain healthy plant diversity without proper pollination and soil health. **Economic Costs:** Reduced natural pest control and pollination increase reliance on chemical inputs (pesticides and fertilizers), which are costly and harmful to the environment.

Collaboration with MIT Senseable Lab, Sensing Gardens

How are Biodiversity being monitored in the urban fabric?



CHALLENGES

WHAT WE DO

HOW WE WORK

EDUCATION


ENTREPRENEURSHIP

NEWS

EVENTS

INFO & TEAMS

SEARCH



Measuring insect populations in real-time to determine urban biodiversity levels


News
Published: 19 Aug 2024

Urbanization is one of the key drivers of biodiversity decline. This MIT and AMS Institute study proposes a novel AI model and method to quantify insect population dynamics – a key indicator of biodiversity – in real-time to promote urban biodiversity.

Amsterdam aims to “rigorously green” the city—implementing new green infrastructures, fostering climate-adaptive solutions, and seeking to bolster biodiversity. However, the city has little data showing how these interventions, air pollution, and climate change may affect biodiversity. So, how can we measure biodiversity in a city? And what constitutes urban biodiversity? One crucial measurement here is the health and abundance of insect species.

Insect biodiversity and abundance are in global decline, potentially leading to a crisis with profound ecological and economic consequences. Many of us have heard about the decline in the bee population, but it goes beyond that. Approximately 20% of all vertebrate species are at risk of extinction in the wild, while a recent NASA study found that 65% of insect populations could go extinct over the next century. The problem’s urgency is enormous, yet we need to learn more about the role of cities in this crisis.

In new research published in *Nature Scientific Reports*, *Towards real-time monitoring of insect species populations*, MIT and AMS Institute researchers propose a novel AI-driven model and method to quantify insect population dynamics in real time, thereby exposing how climate change, urbanisation, and other environmental stressors may affect insect populations.



Research Questions

What is the spatial and temporal spread of the most important insect species in cities?

What are the effects of climate-related events on insect species counts and activities?

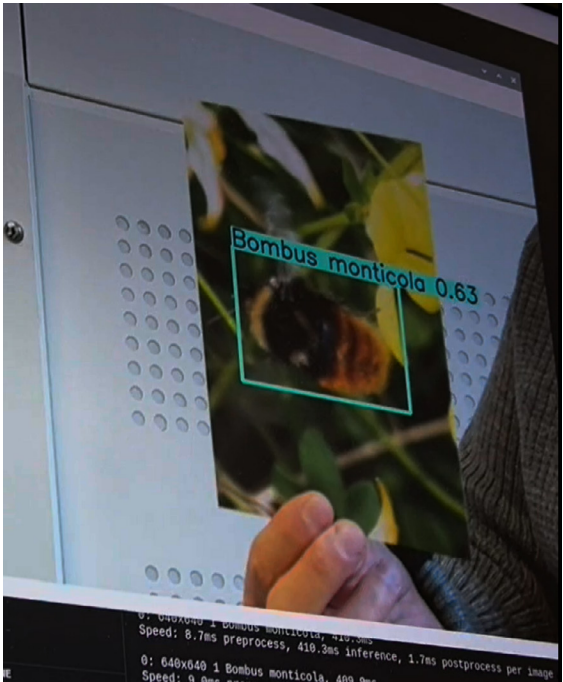
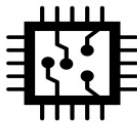
Are there links between insect species counts and the built environment?

How linked (in terms of biodiversity) are the main green infrastructures in cities?

Sensing Garden

Vision: Enable cities, citizens, and industries globally to monitor biodiversity in real-time leveraging edge AI technologies.

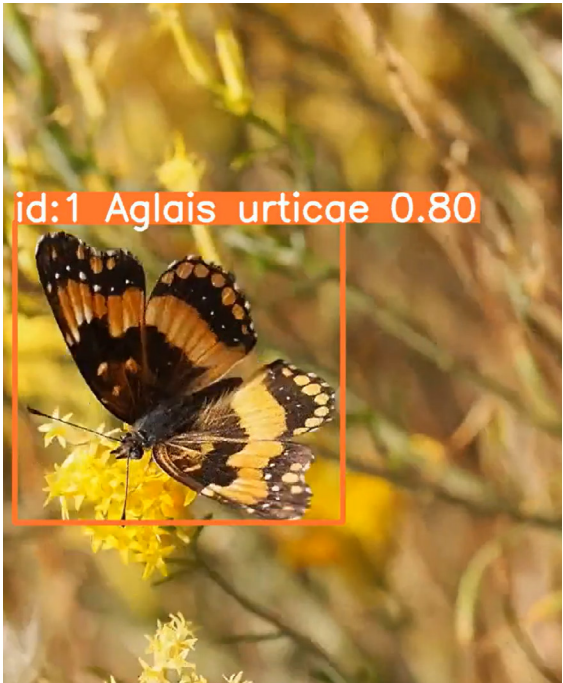
AI object detection Hardware setup Ecological design



How are they testing now?
they are used for pest control testing- have process however they are require manual collection of geolocated image. currently there is one AI model with 40 and containing 4500 images. another had 16 insect species with 88,670 images.

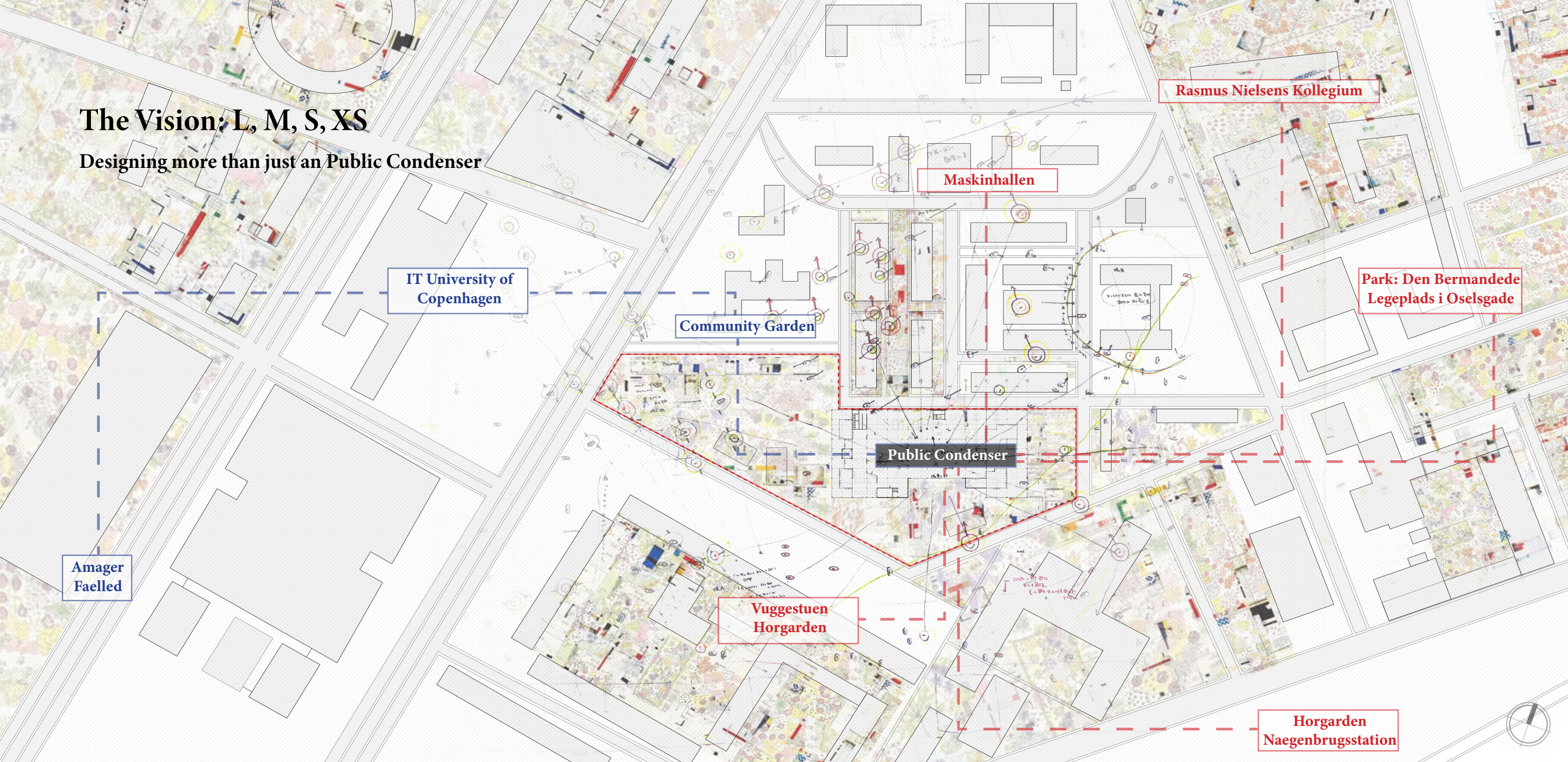
Goal now:
AI trained 1.5 million web scrapped images- focusing on western Europe region , can classify 2584 insects species

this could be deployed on images collected from high- definition cameras in urban, suburban, agricultural and natural areas. we present a code repository which uses 16 million images dataset to train custom AI models for local insect species of interest. (80% for training - 1.53 million images) and 20% for validation (0.4 million images)



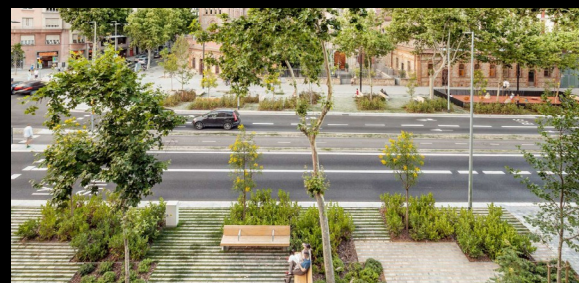
The Vision: L, M, S, XS

Designing more than just an Public Condenser



L: The Green Mile- Healing Corridor

At the largest scale, the project extends beyond its immediate footprint, envisioning the creation of The Green Mile Garden, a physical and symbolic thread connecting Ørestad Fælled, the University, and Sundholm.



M: Public Condenser

The Public Condenser house communal spaces for education spaces for learning, art workshops for creativity, theatre for cultural exchange. Within the building, children are given the tools and spaces to learn, while university students take on roles as mentors.



S: Spaces for Reflection and Isolation

For individuals struggling with mental illness, the built environment can be a source of either healing or alienation. The project creates small, intimate spaces for solitude, reflection and recovery routes, offering moments of stillness in an otherwise chaotic world.



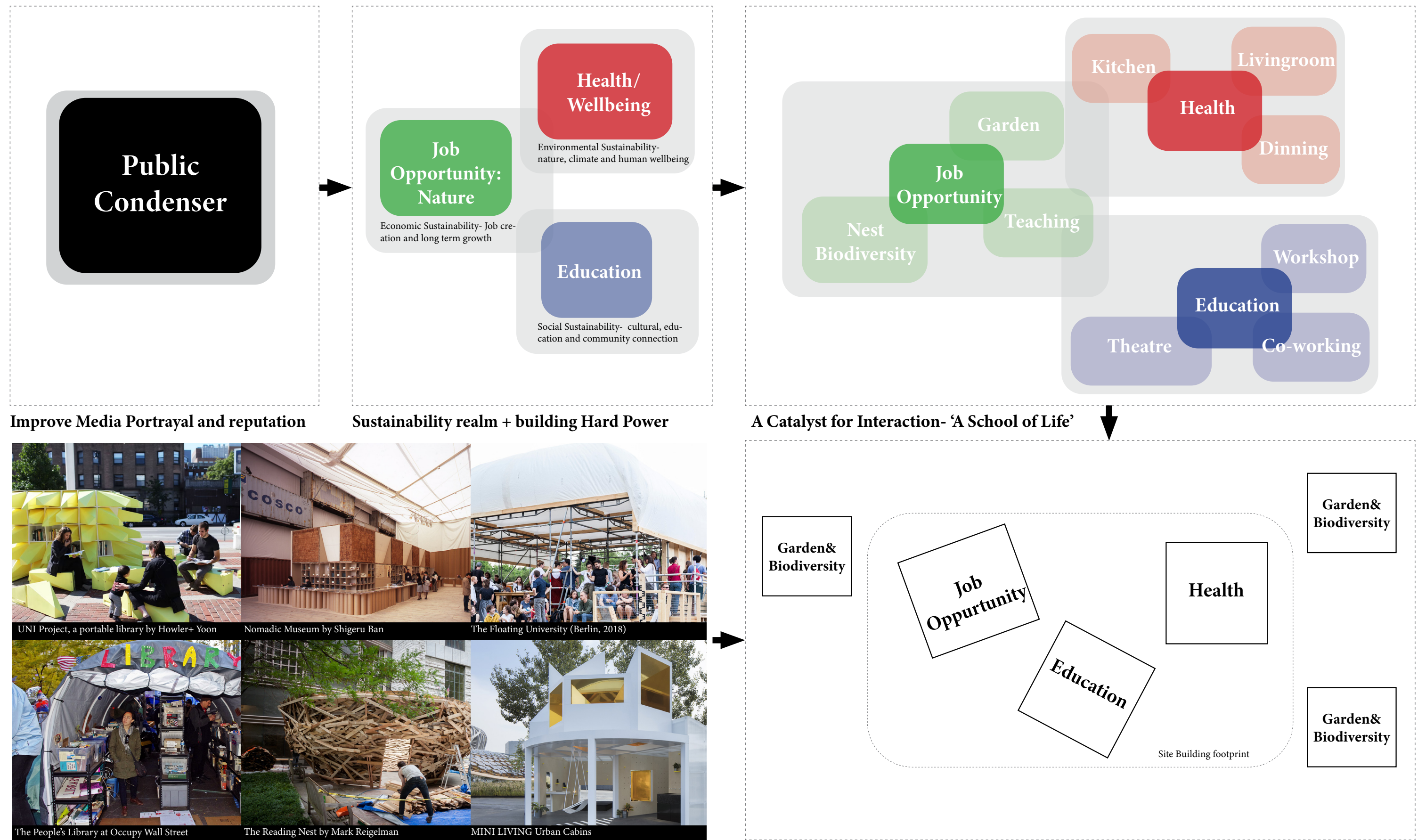
XS: Non-Human Sanctuary

The project acknowledges the interdependence between humans and nature by providing sanctuaries for non-human life. birds, insects, and other creatures find spaces to nest and rest.



Introduction to the Programmes and “Characters”?

A Dense Forest of Social Instruments

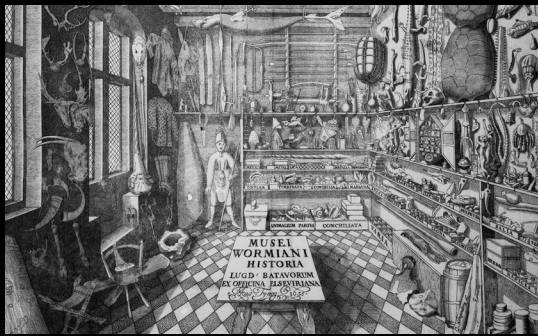


Interventionist Architectural Spaces transformed into participatory pop up/ learners

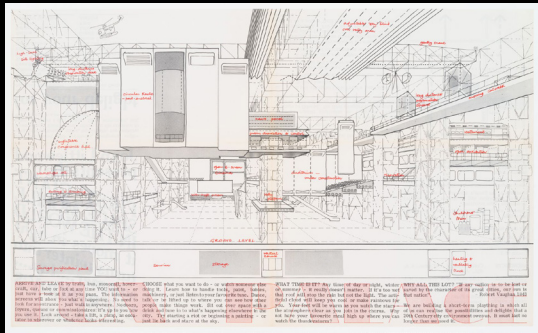
Site turns into a Learning Field,

Learning Devices, Fields & Cities

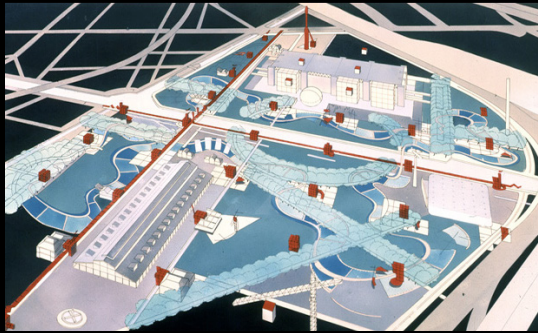
Split into three parts ranging from architectural object, the urban field and the city/ regional network:



Learning Devices: singular room to the building, may orchestrate and frame learning processes in a socially collaborative and interactive manner.

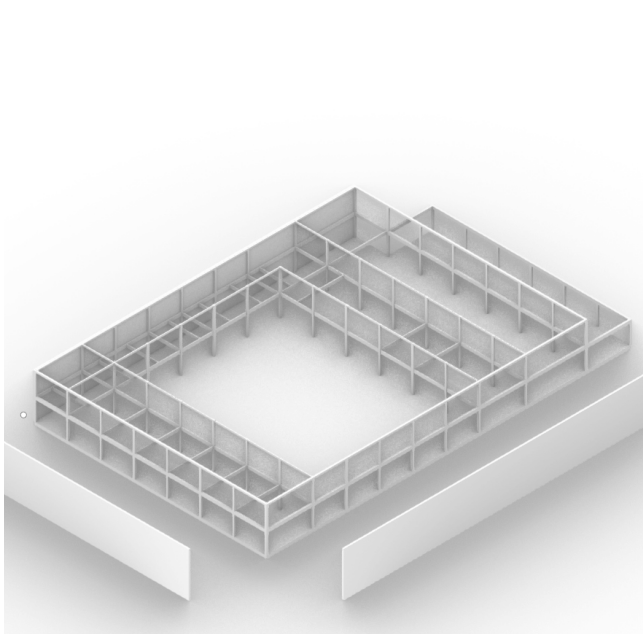


Learning Field: broaden the focus from the building towards the reprogramming of urban landscapes as strategies to remediate the social and ecological fabric.

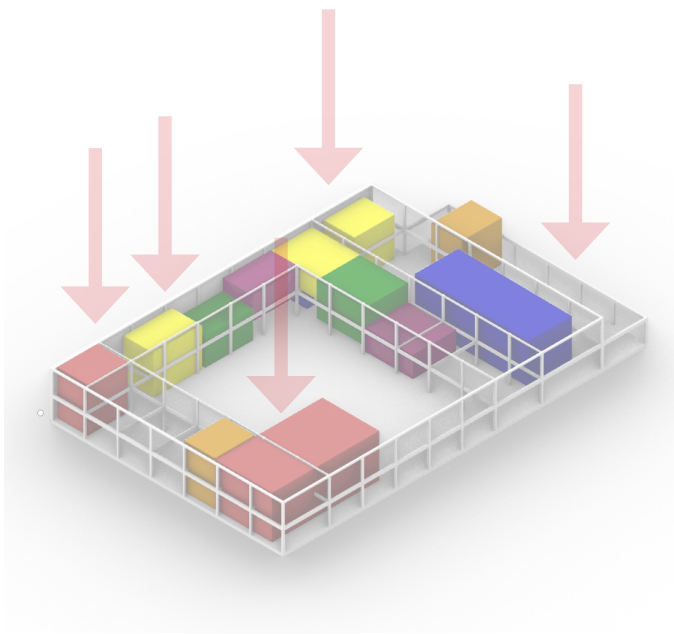


Learning Cities: Learning Cities describe a new formula for urbanism whereby educational and cultural interventions are injected into the existing; strategies for socio-cultural revitalisation.

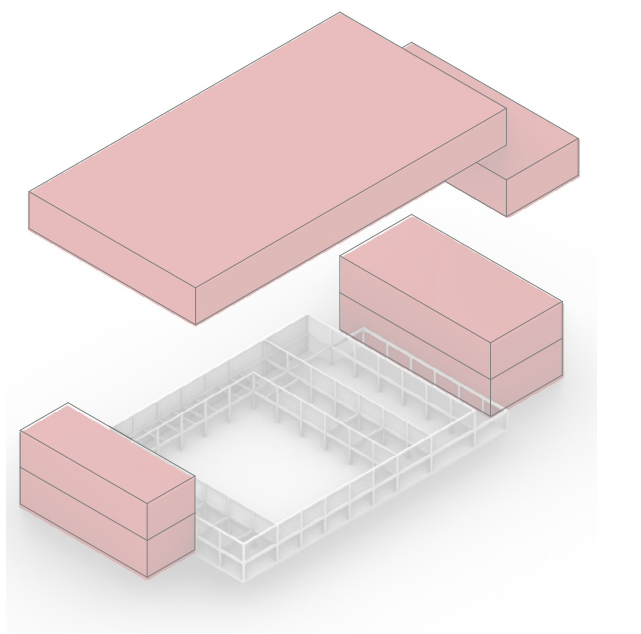
Restoration on the Fabrik



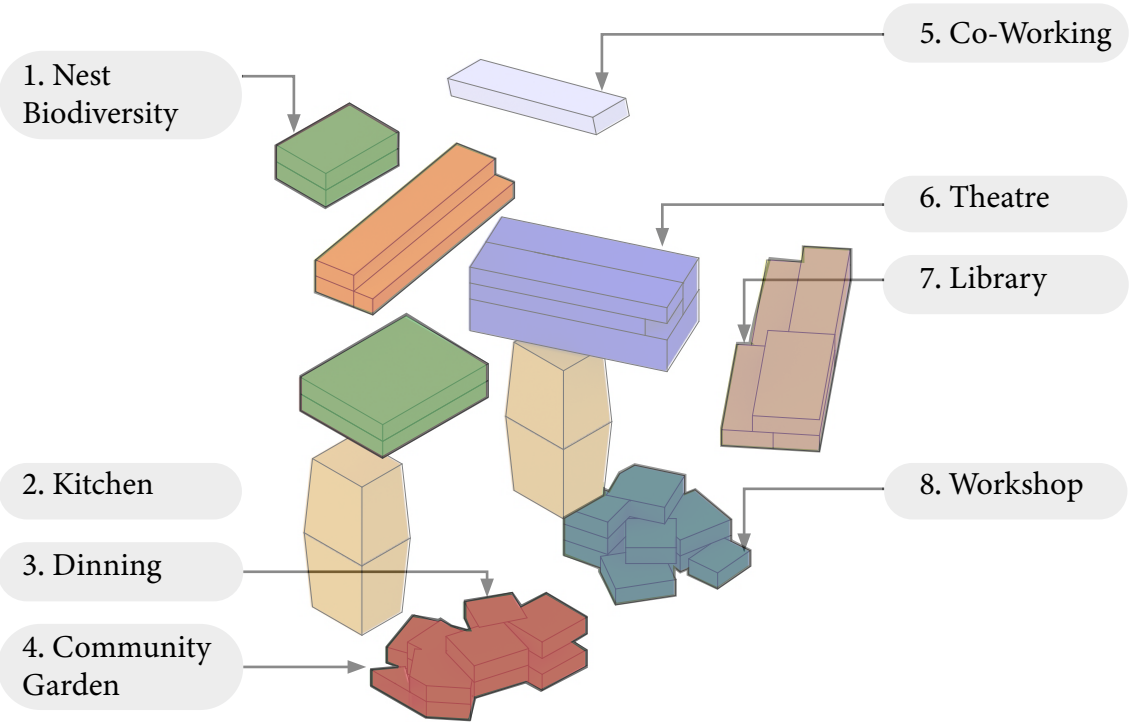
Renovation: Maintaining Existing Structure & Reconstructing facades



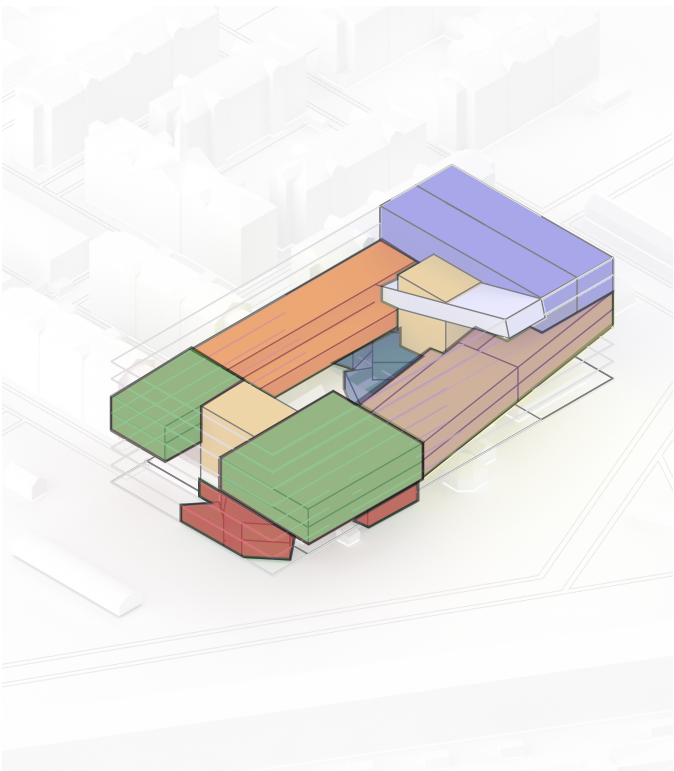
A Public Condenser plugged in with a series of learning devices



New Insertions, additions and opening up

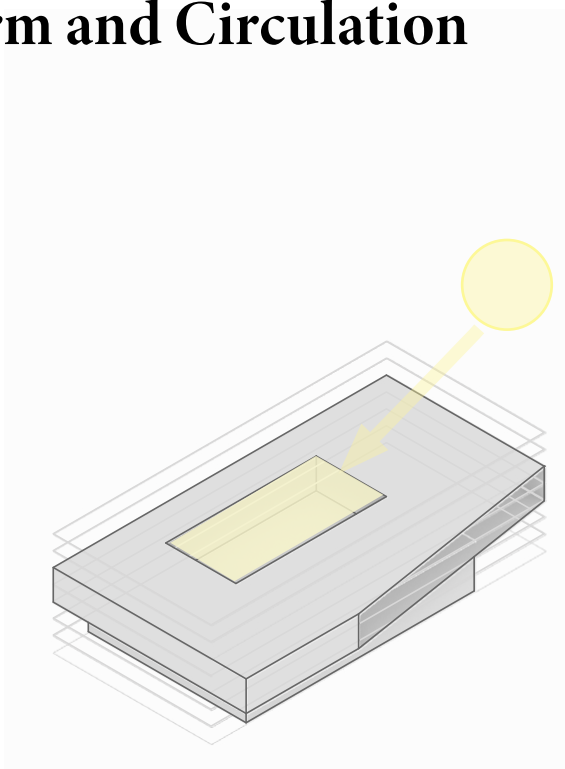


Anthropomorphising Architecture : Introducing the characters/ programmes

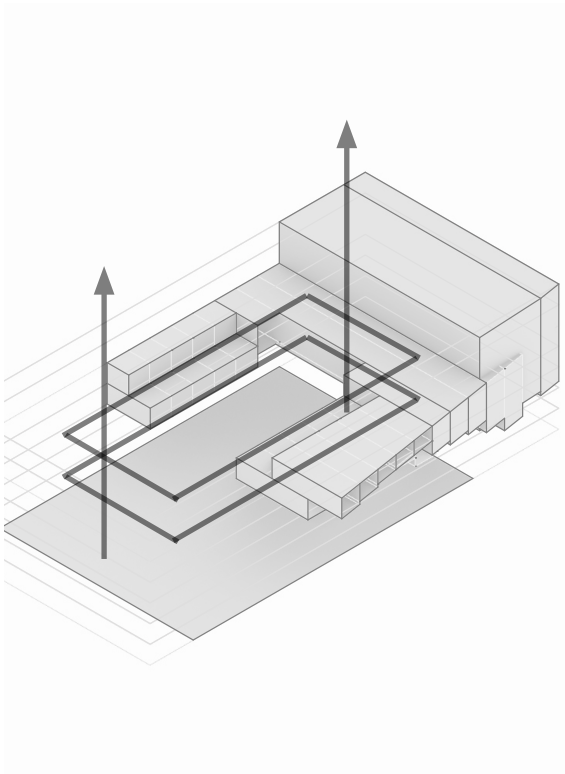


A Learning Field

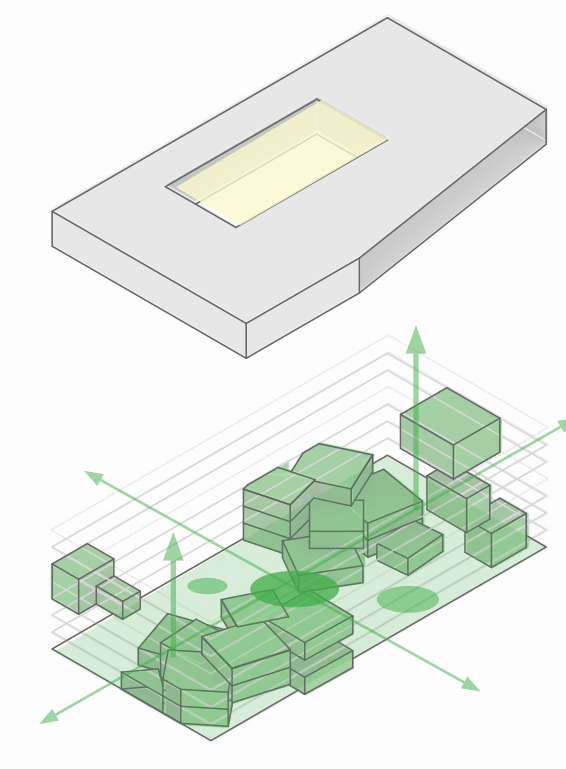
Form and Circulation



Atrium

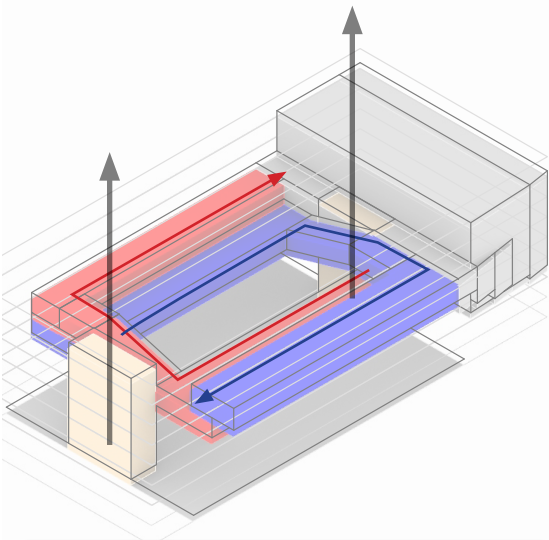


Terraces



Sustainable Street- Mountains

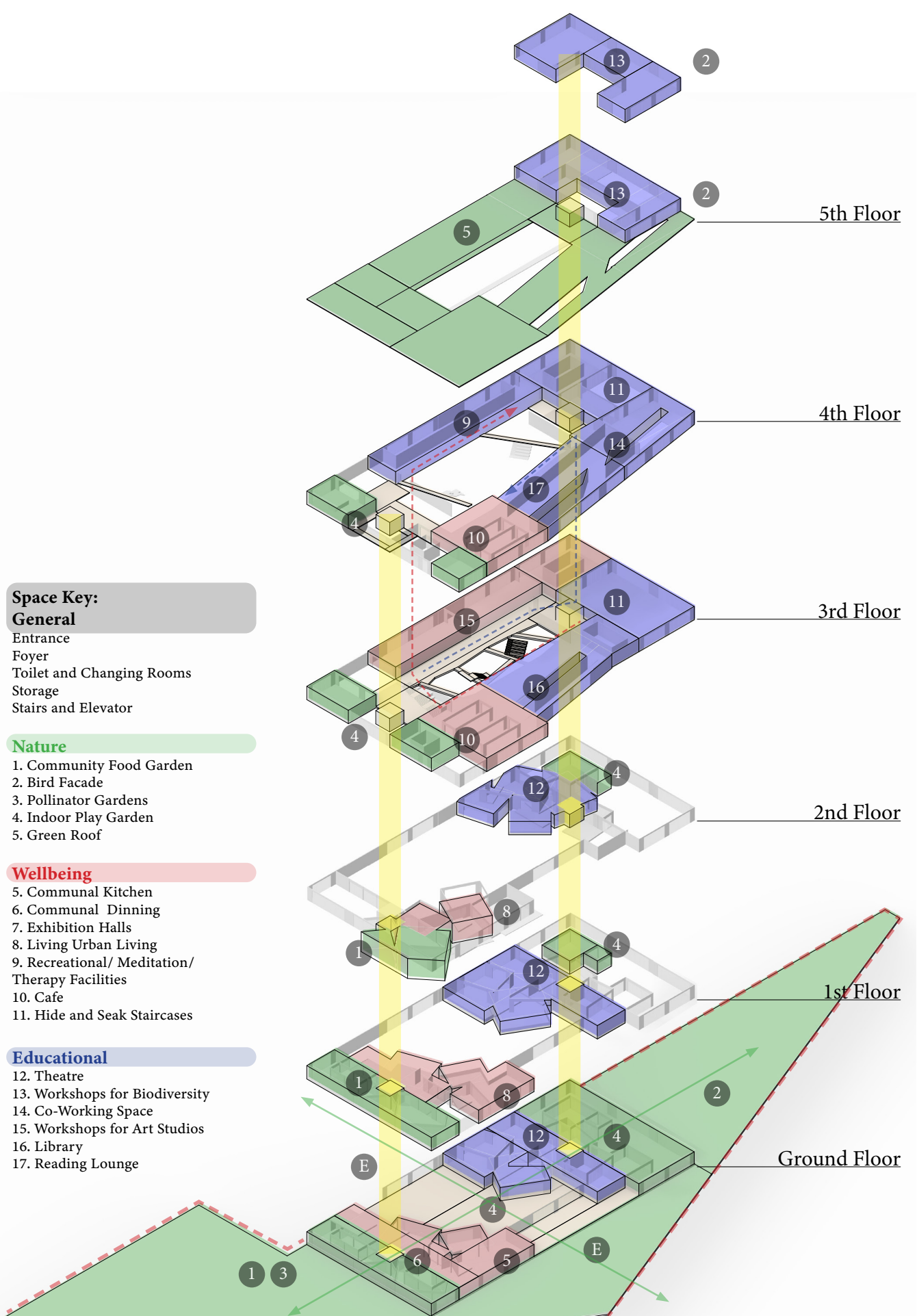
Extroverted spaces: Art Studios, Exhibition and coworking spaces, theatre



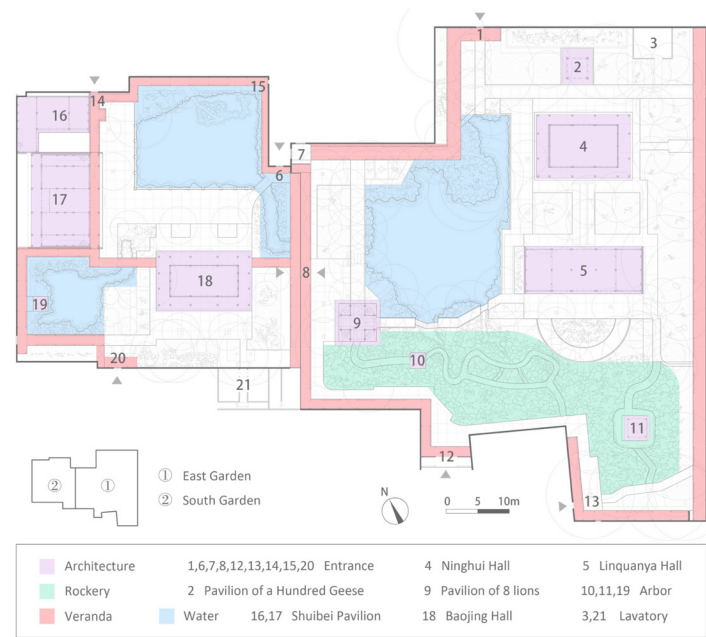
Introverted - Library, Meditation, Reading nooks, hidden gardens for solitude

Circulation for Introverts and Extroverts.

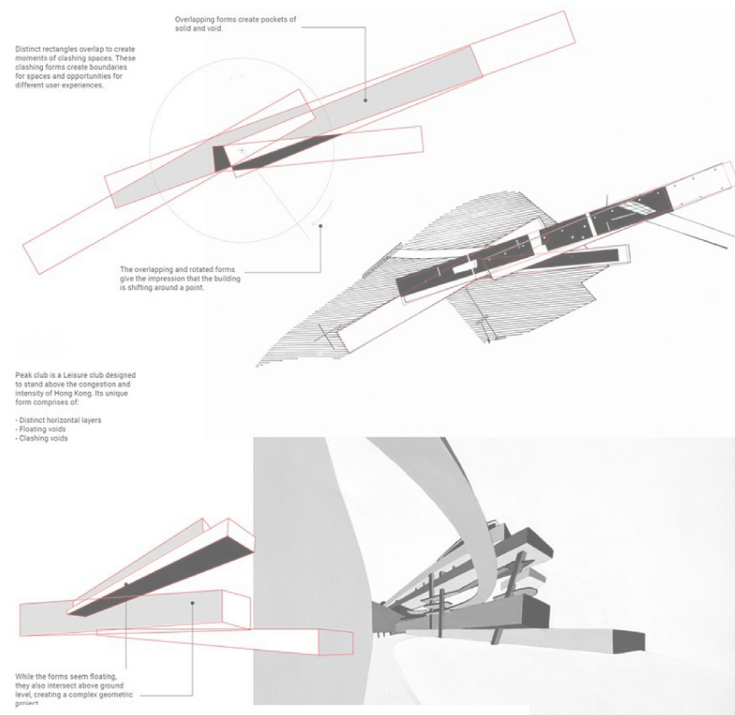
- Space Key:**
- General**
- Entrance
 - Foyer
 - Toilet and Changing Rooms
 - Storage
 - Stairs and Elevator
- Nature**
- 1. Community Food Garden
 - 2. Bird Facade
 - 3. Pollinator Gardens
 - 4. Indoor Play Garden
 - 5. Green Roof
- Wellbeing**
- 5. Communal Kitchen
 - 6. Communal Dining
 - 7. Exhibition Halls
 - 8. Living Urban Living
 - 9. Recreational/ Meditation/ Therapy Facilities
 - 10. Cafe
 - 11. Hide and Seak Staircases
- Educational**
- 12. Theatre
 - 13. Workshops for Biodiversity
 - 14. Co-Working Space
 - 15. Workshops for Art Studios
 - 16. Library
 - 17. Reading Lounge



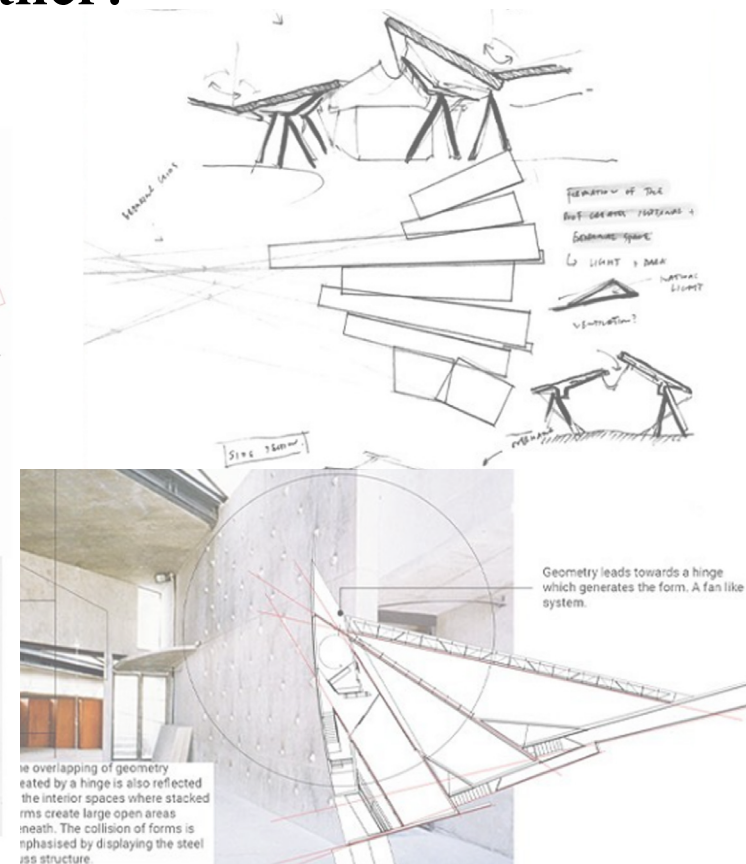
How do the programmes/ Characters interact with each other?



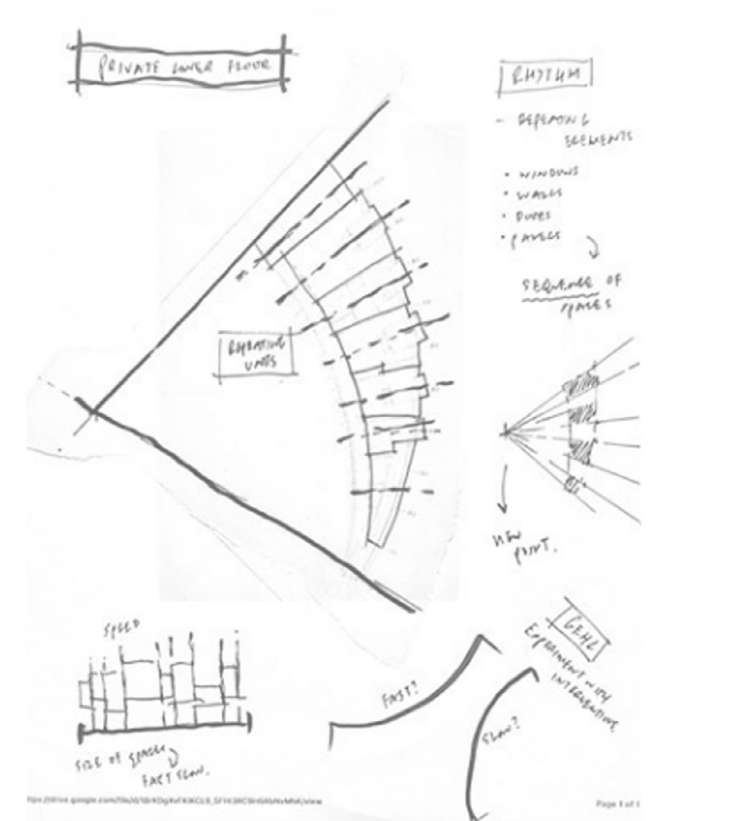
Tianyige Chinese Garden
Thresholds and Framing, Journey, Compression and Tension



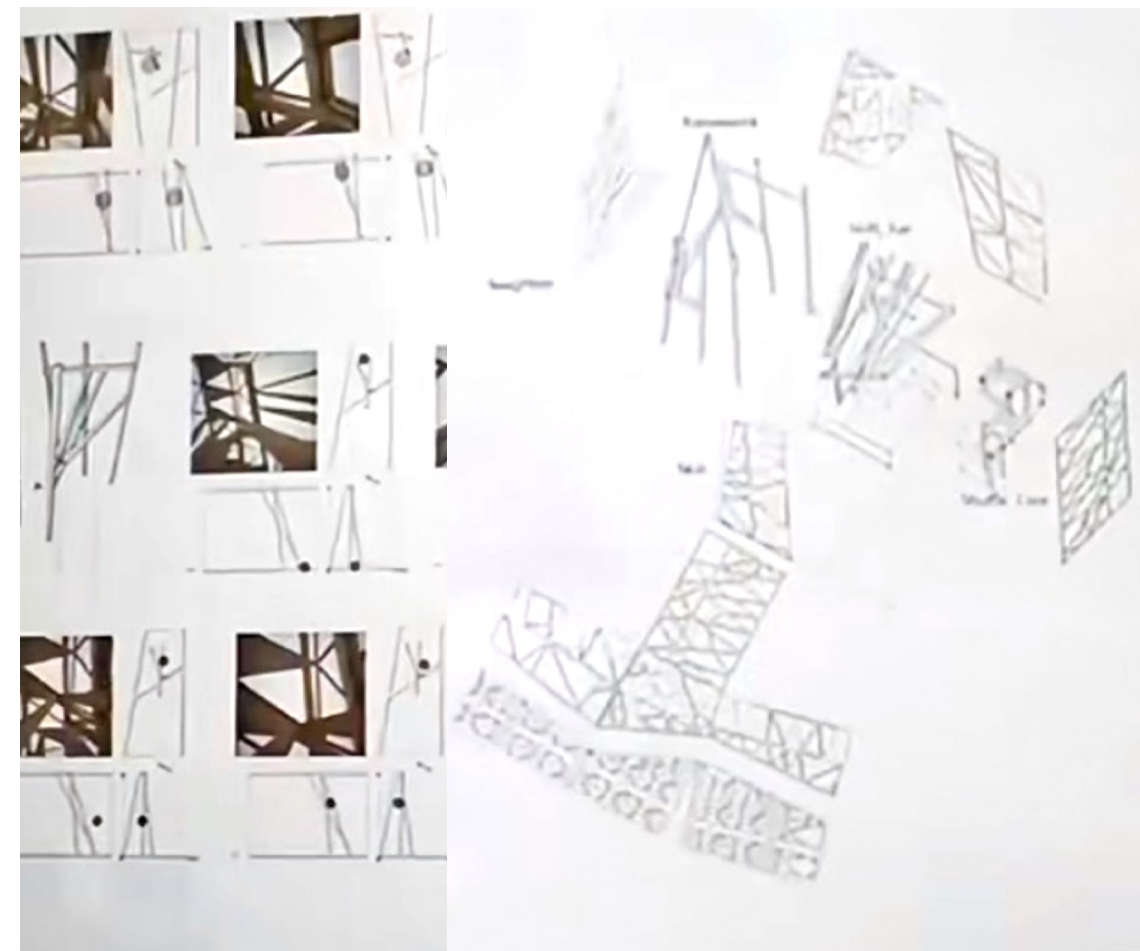
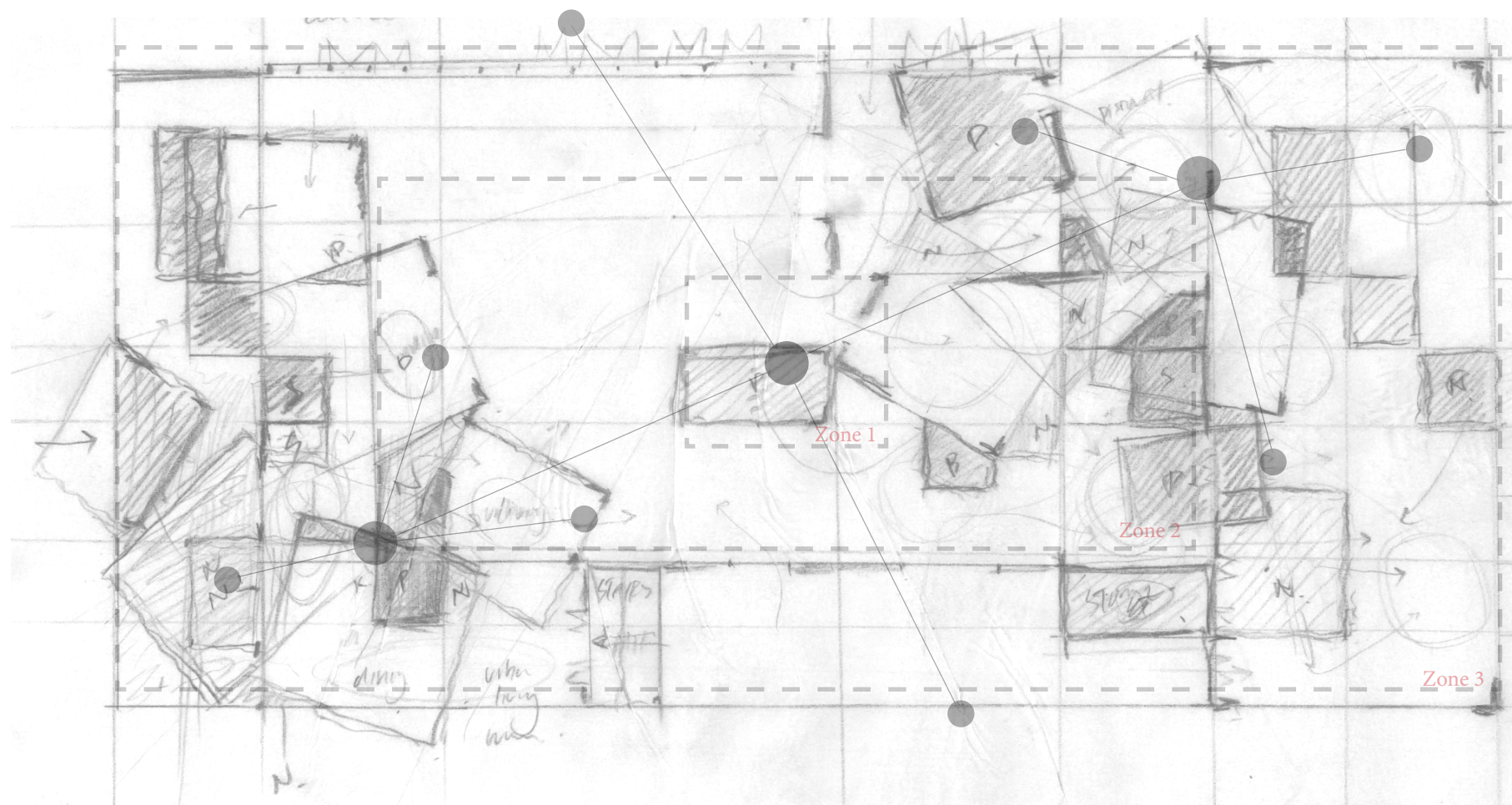
Zaha Hadid Peak Club
Distinct Horizontal Layers, Floating Voids, Clashing Voids



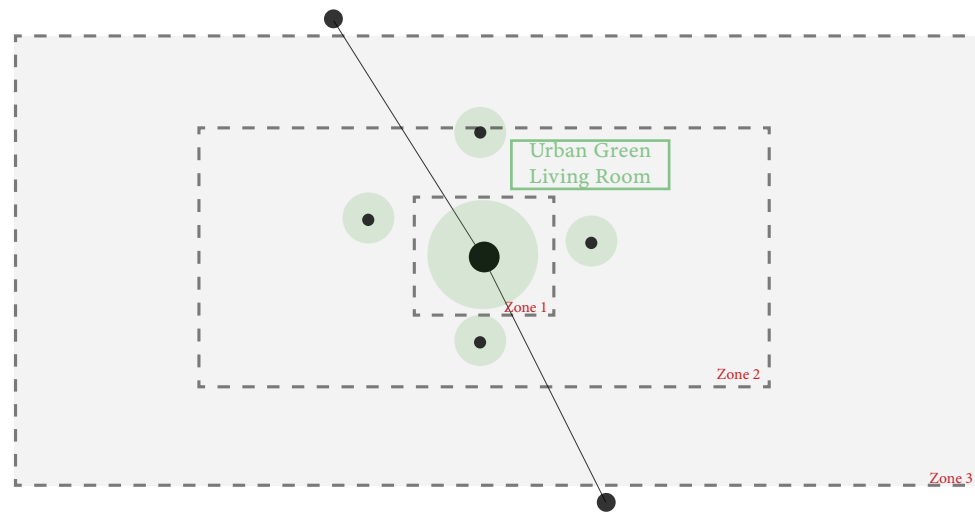
Enric Miralles Barcelona Archery & Hostalets Hall
Rotation, Overlapping Volumes, Fan like Geometry



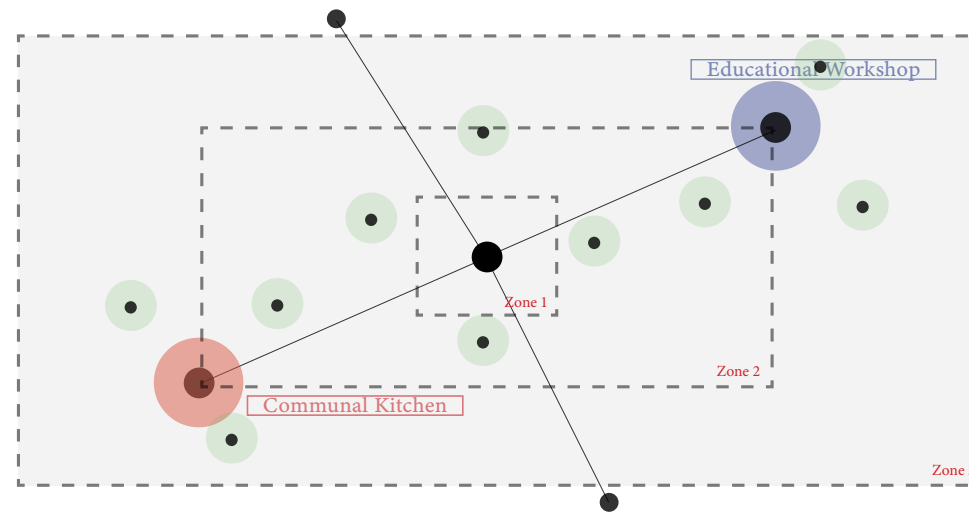
Diller Scofidio+ Renfro Slow House
Rhythm, Hinge, Framing



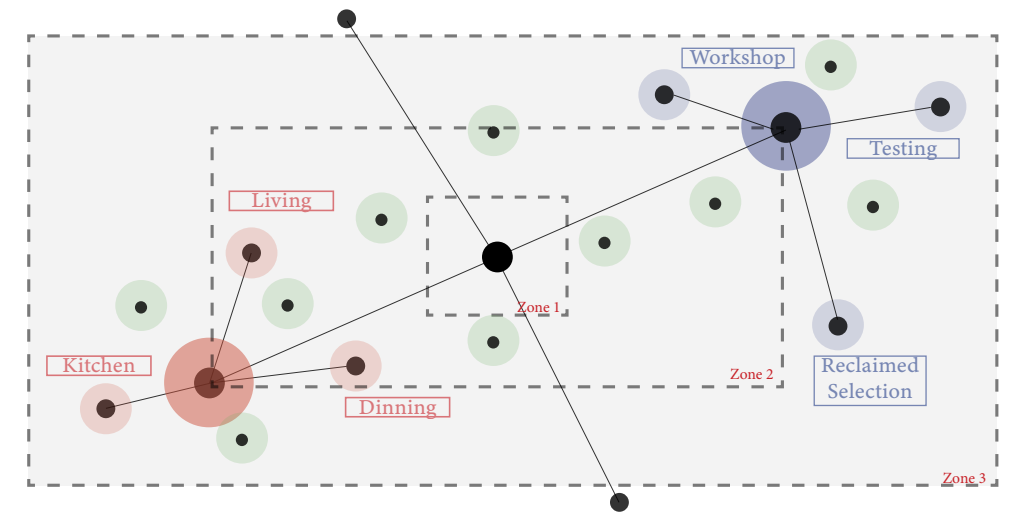
Creating Interaction



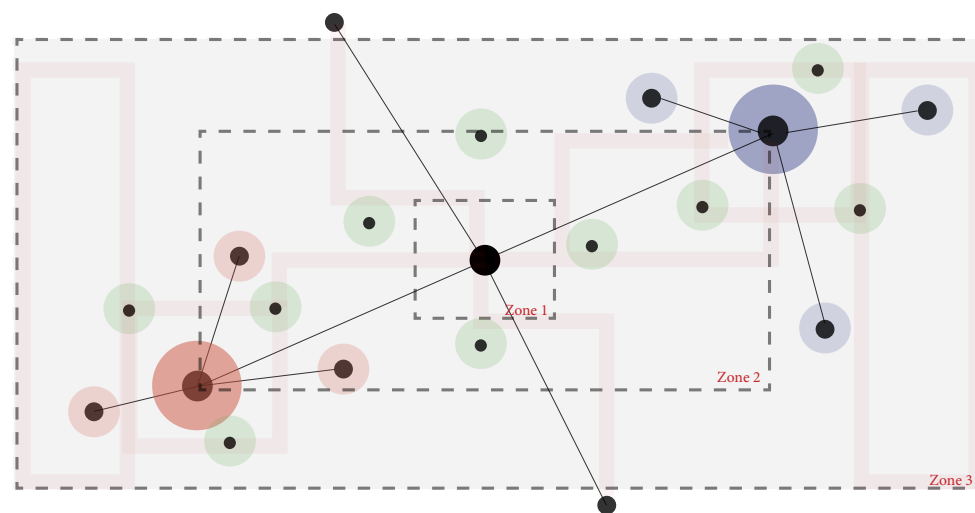
Central Axis- The Heart



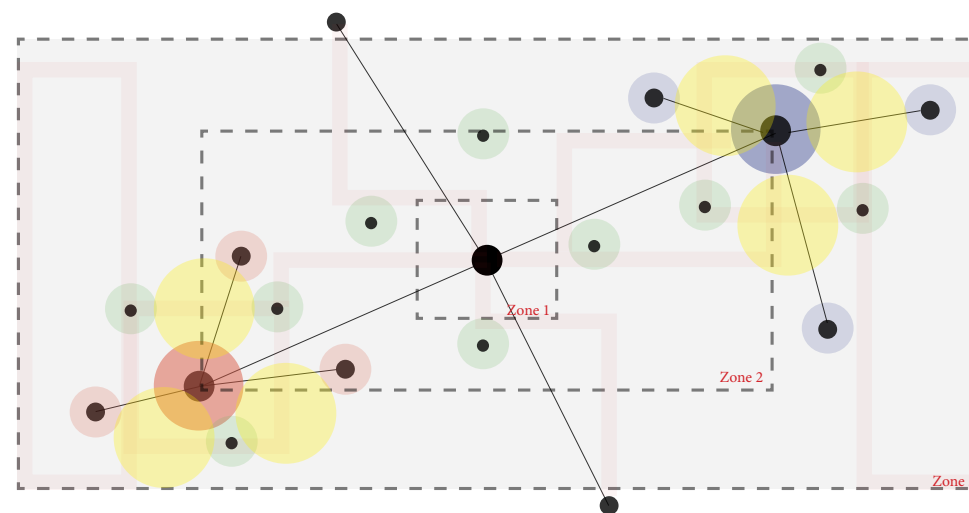
Guide to Programme



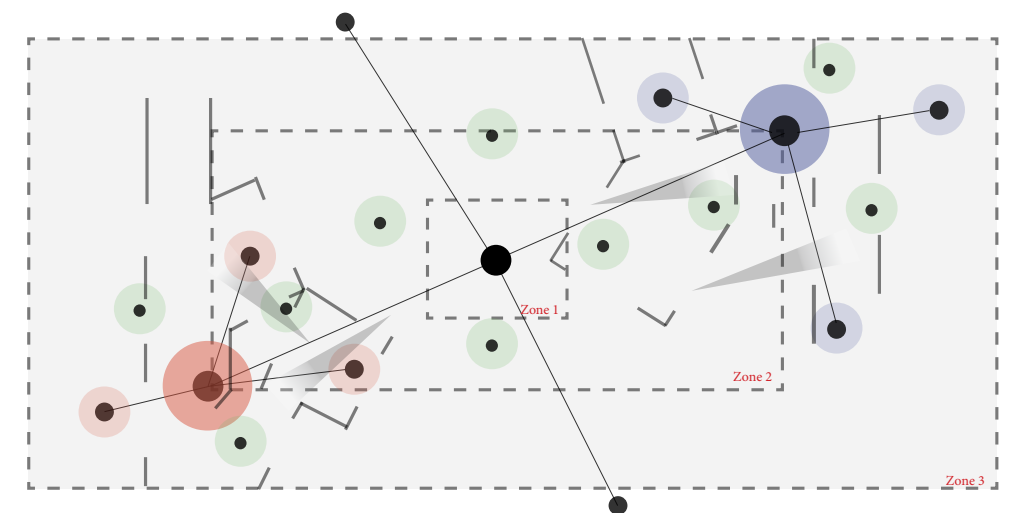
Programme within programme



Circulation



Clashing voids and programmes for interaction

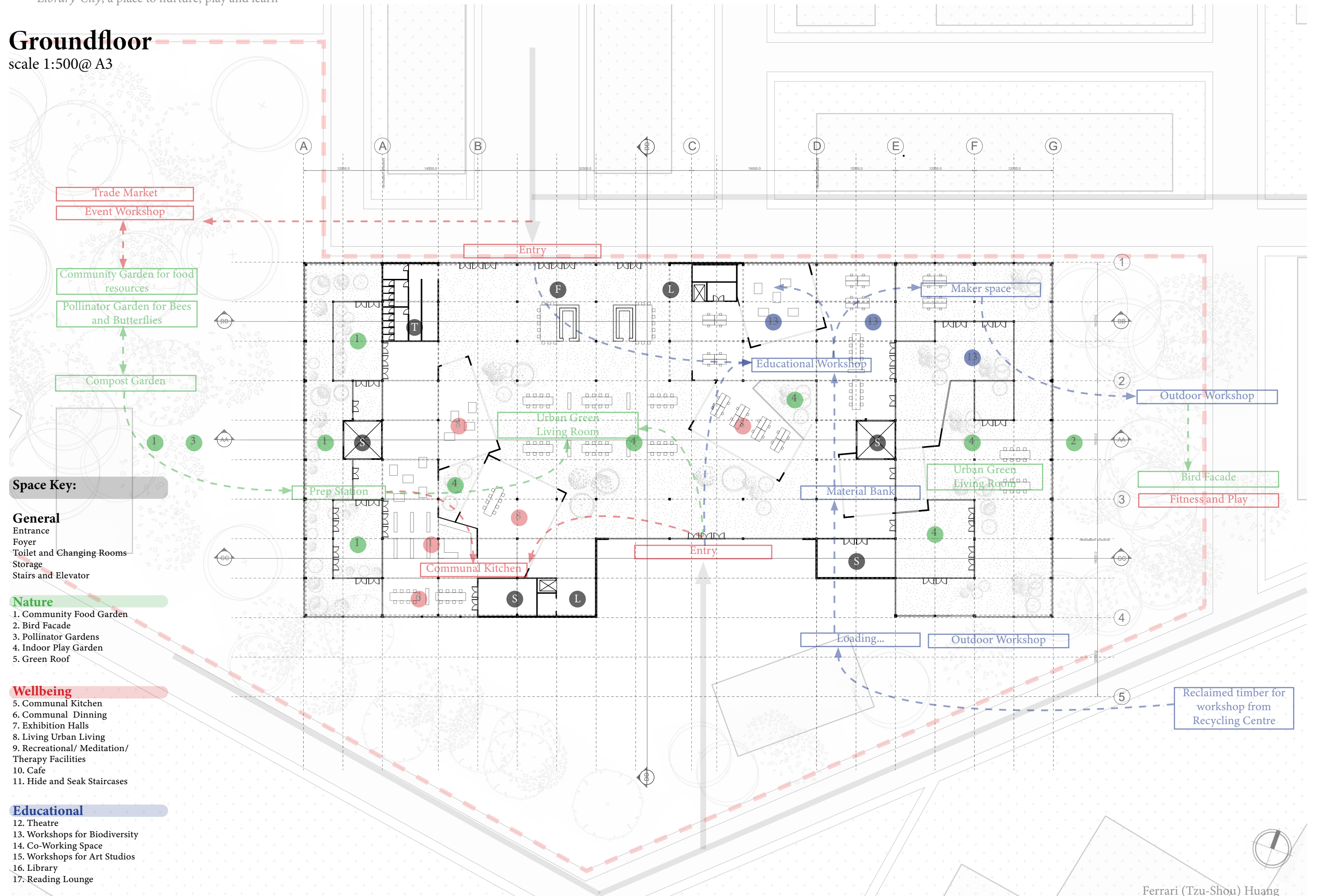


Framing and Thresholds

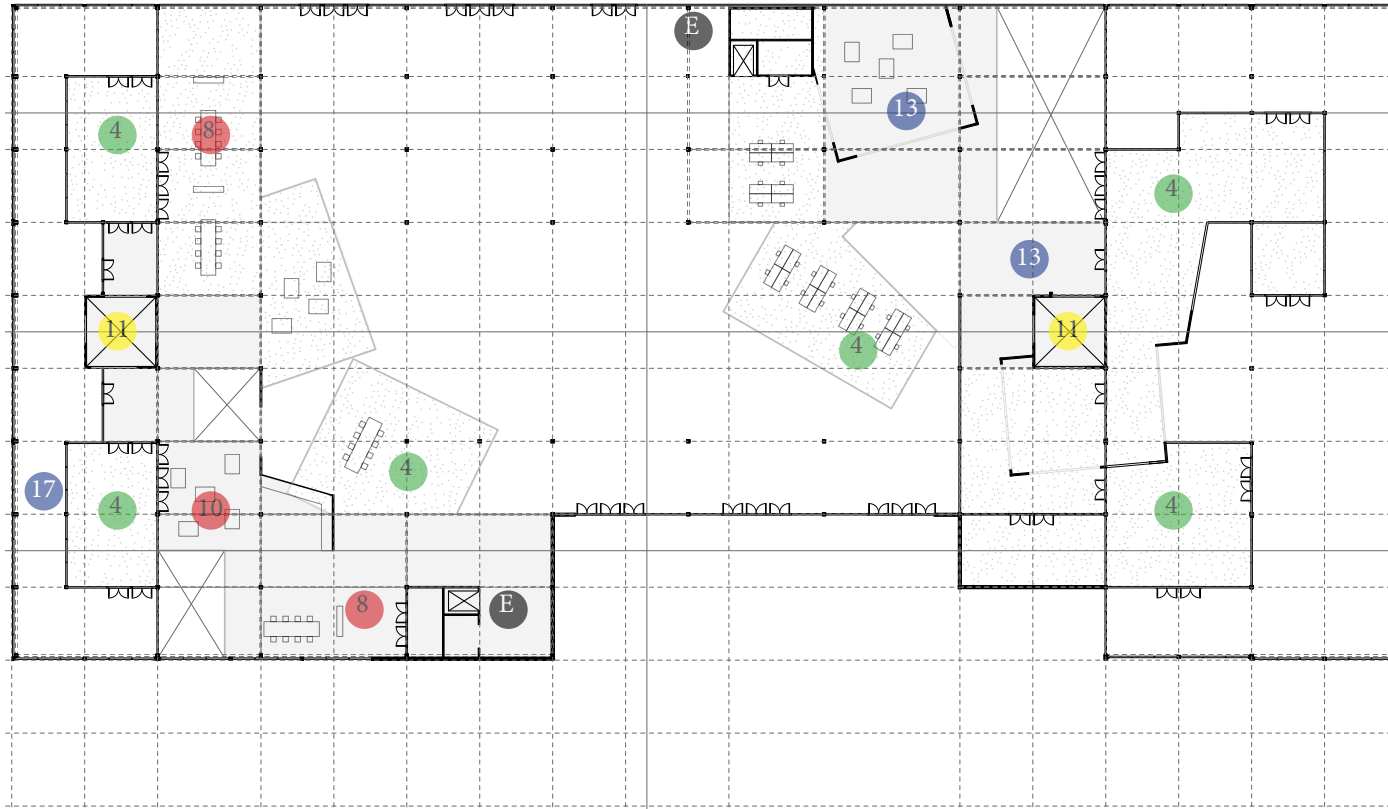
Participatory Architecture: Including people, architecture are community involved projects. If you build something, poeple take it for granted, but if you engage in the process of building then they began to start to own a building for the life of that building, once they own it, they start taking care of it.

Groundfloor

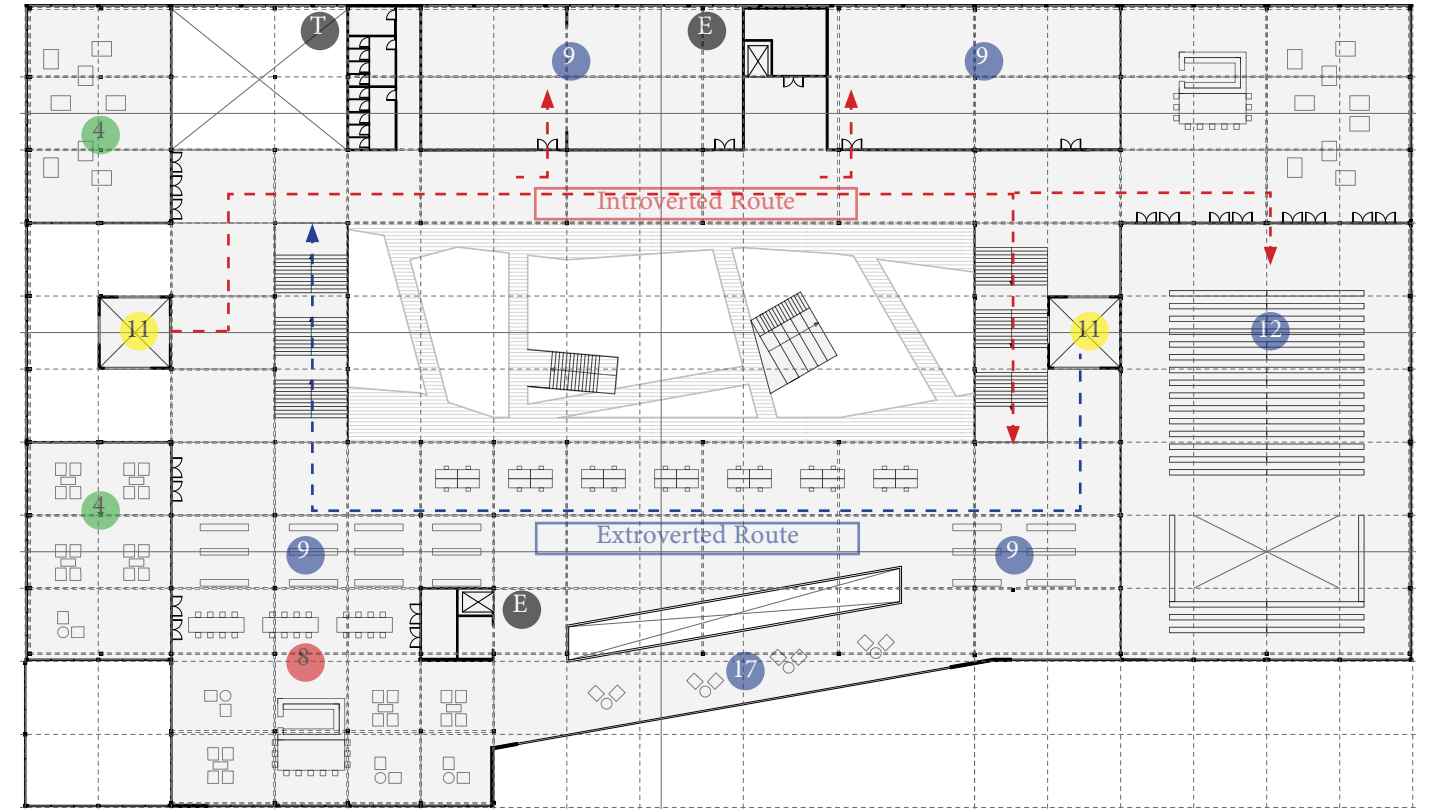
scale 1:500@ A3



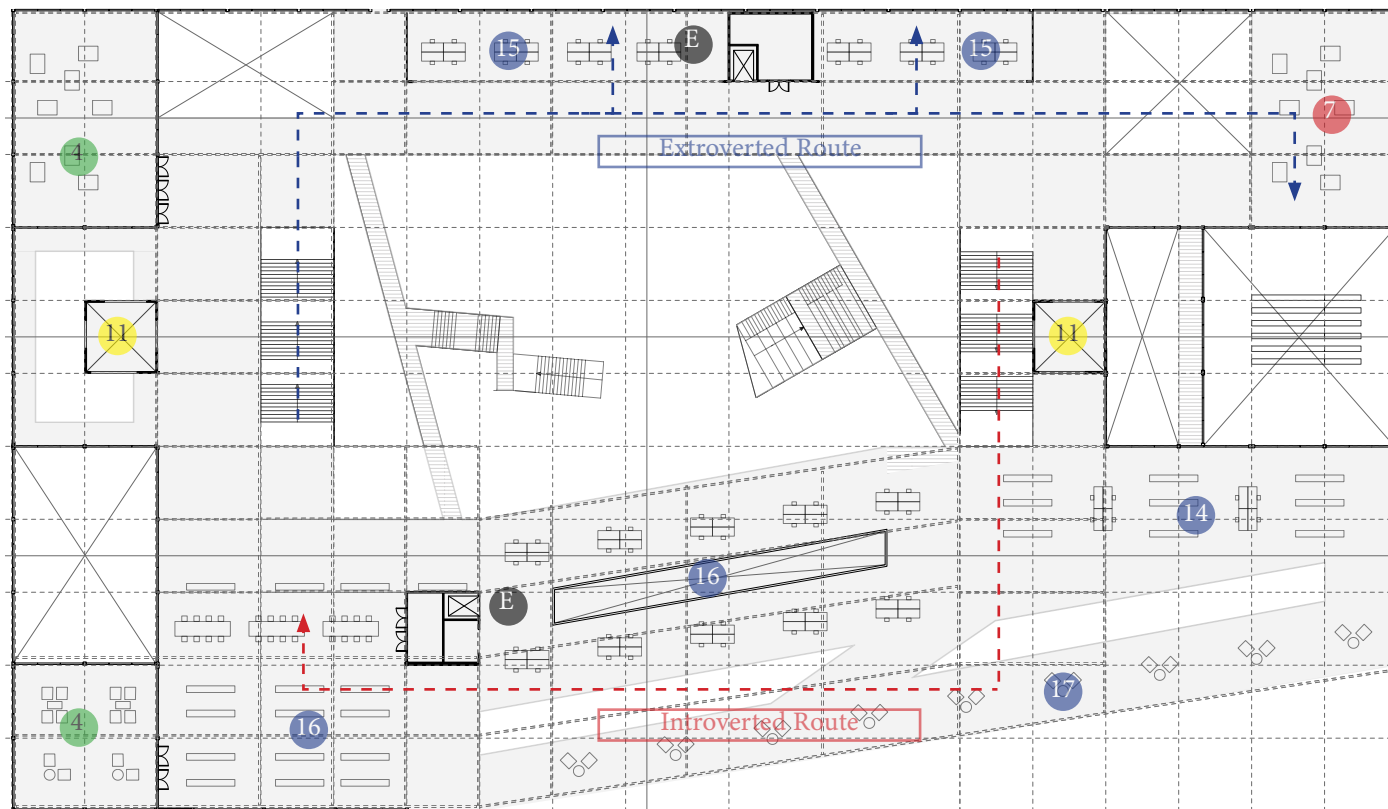
Floorplans scale 1:500 @ A3



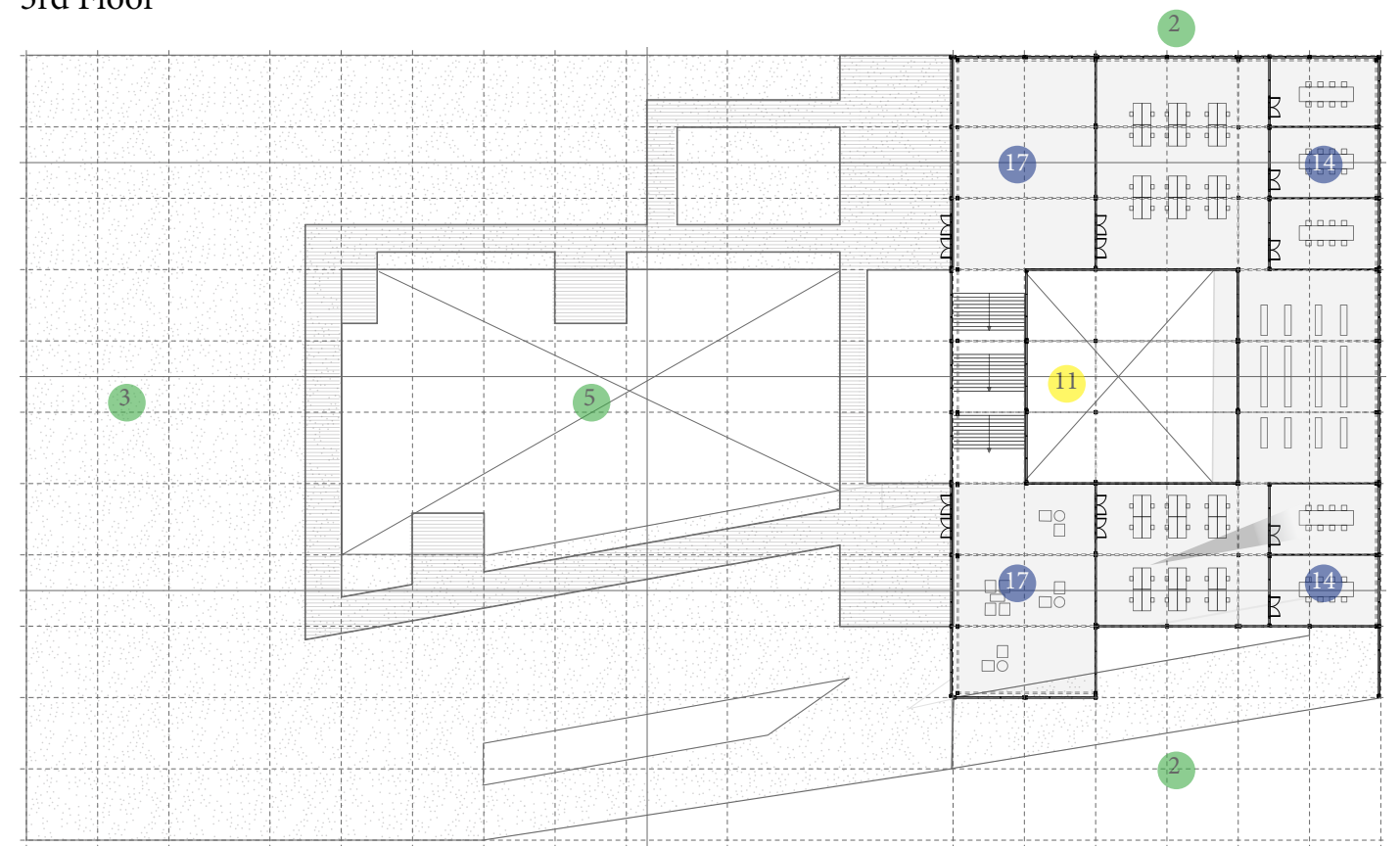
1st Floor



3rd Floor



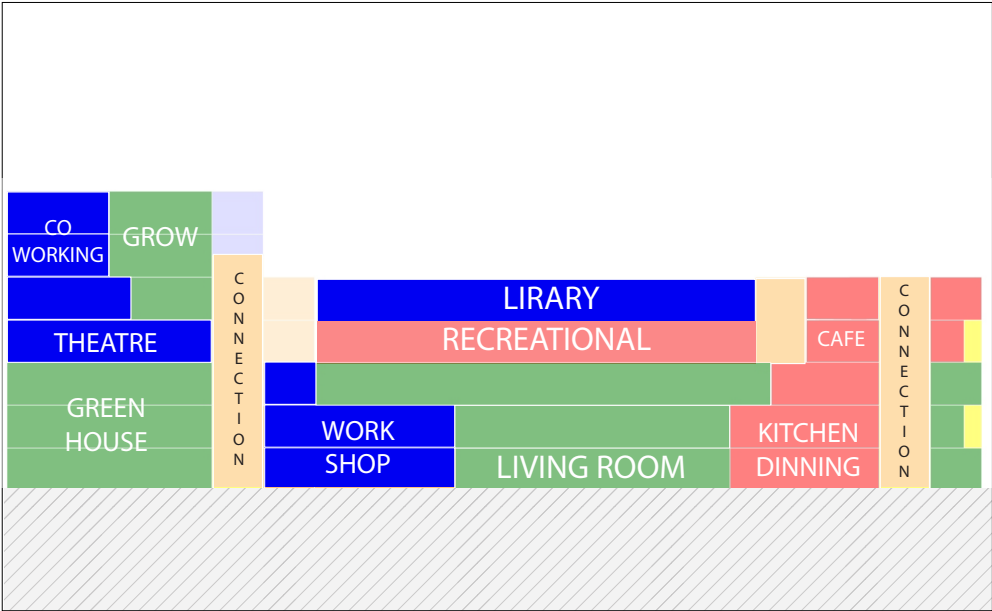
4th Floor



5th Floor



Section AA thru Urban Living Room, Workshop, Communal Kitchen, and Garden microclimates



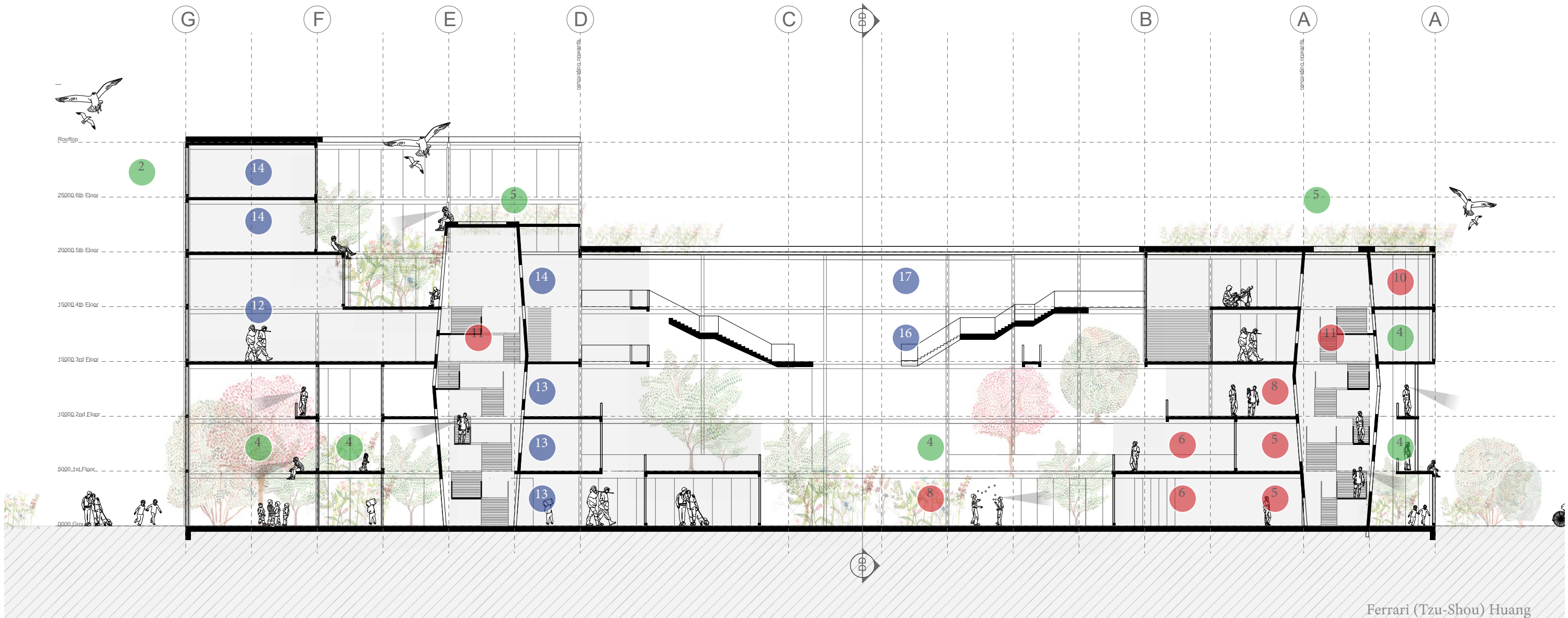
Massing Diagram



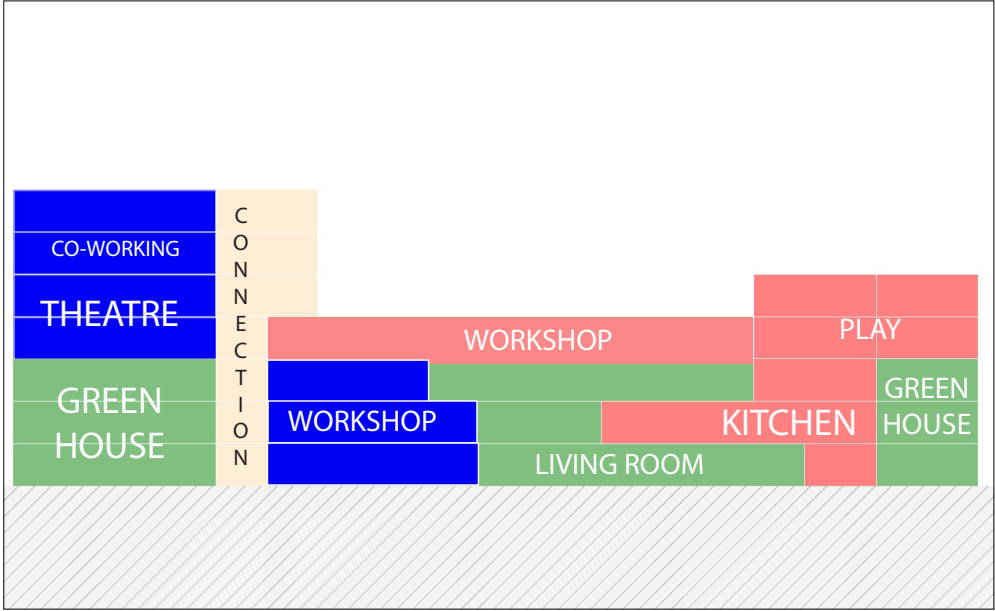
Entrance at the Heart of the Public Condenser



Community Kitchen, Dinning and Garden



Section BB thru Biodiversity workshops, Art Studios, Recreational Facilities, Coworking and Garden microclimates



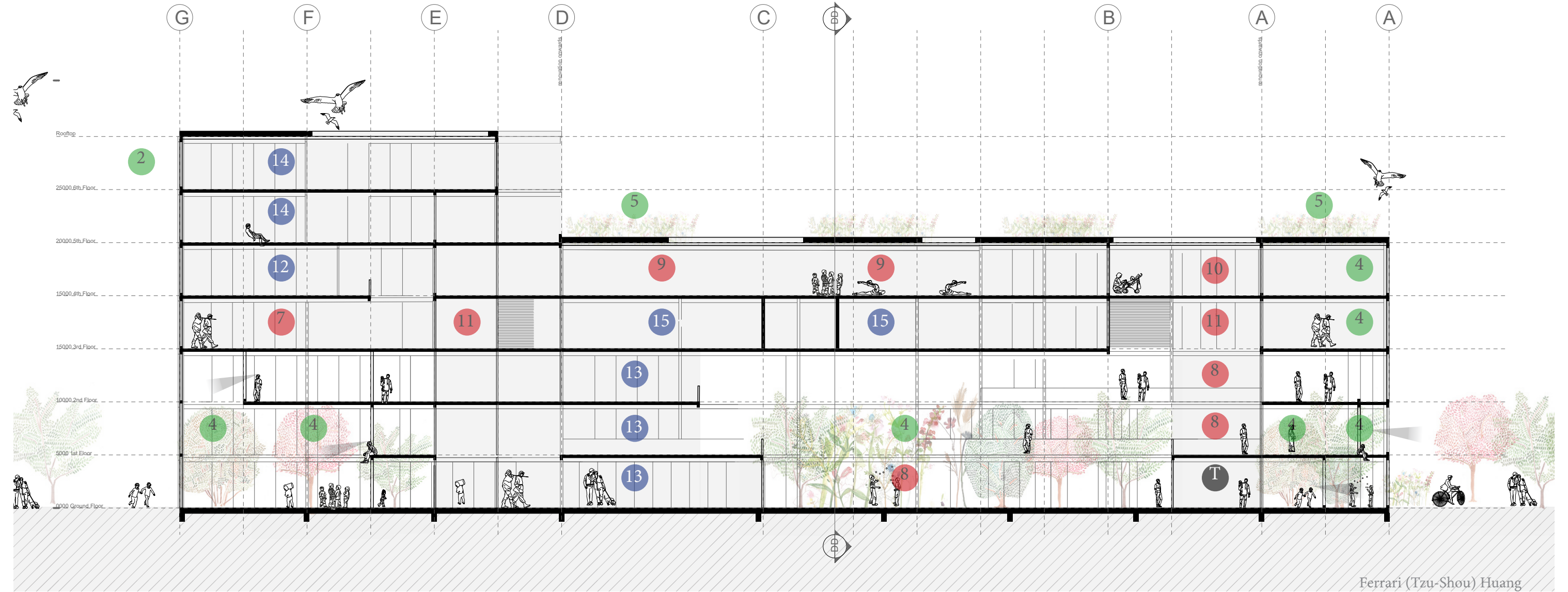
Massing Diagram



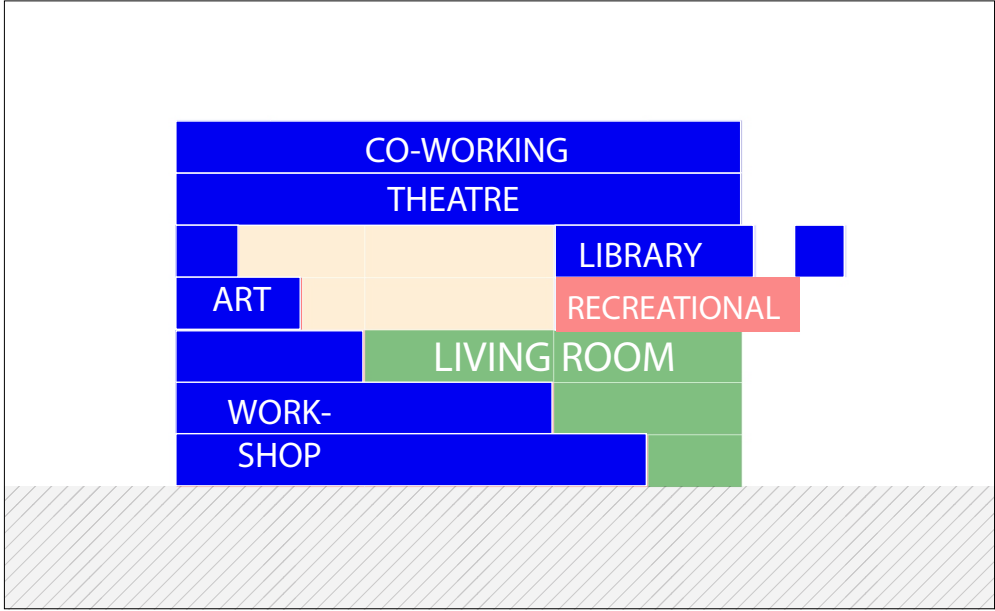
Theatre and Staircase auditorium



Biodiversity Workshop within microclimate garden



Section DD thru Urban Living Room, Recreational Facilities, Art Studios, Libraries and Garden microclimates



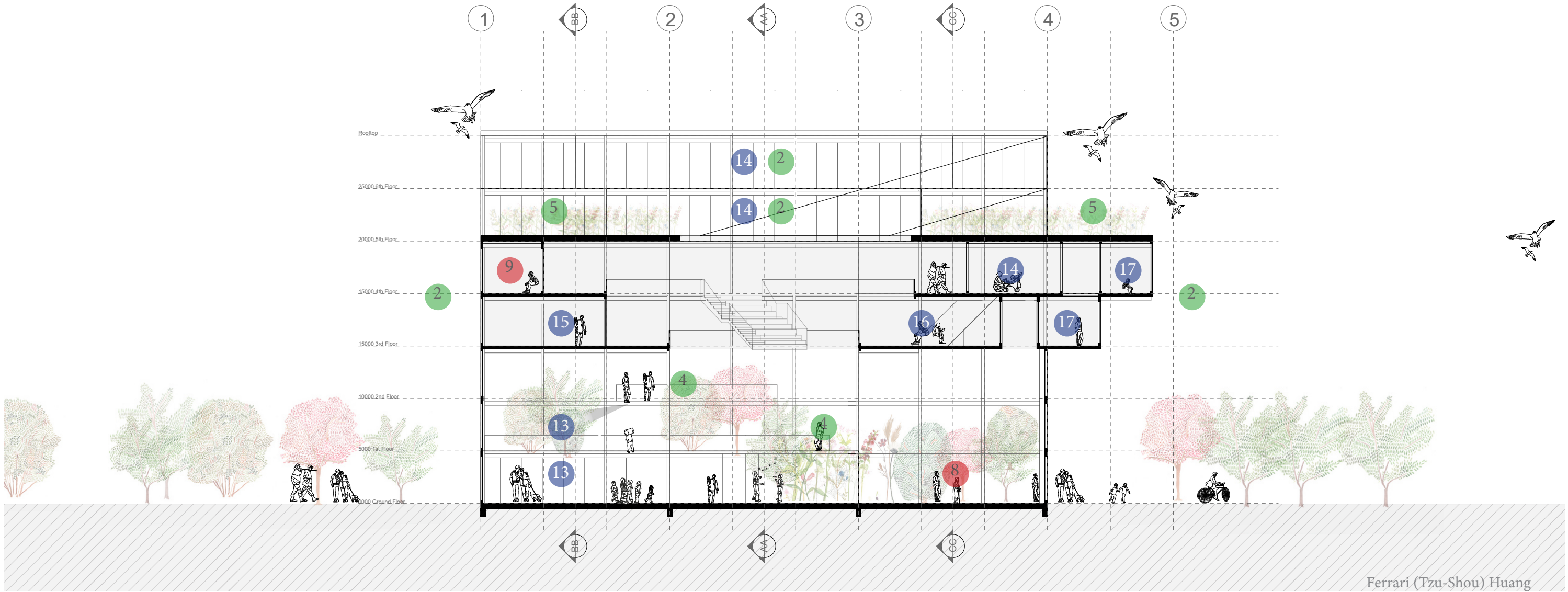
Massing Diagram



Art Studios and Library

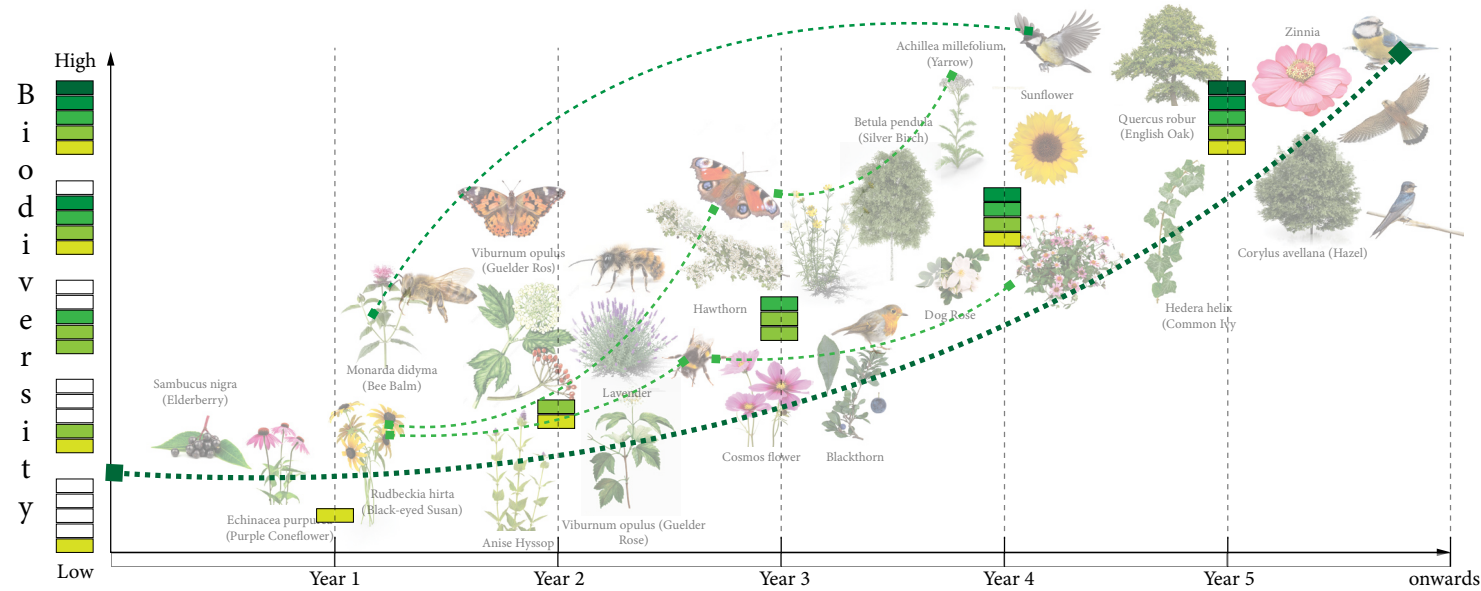


Reading nooks and bird watching

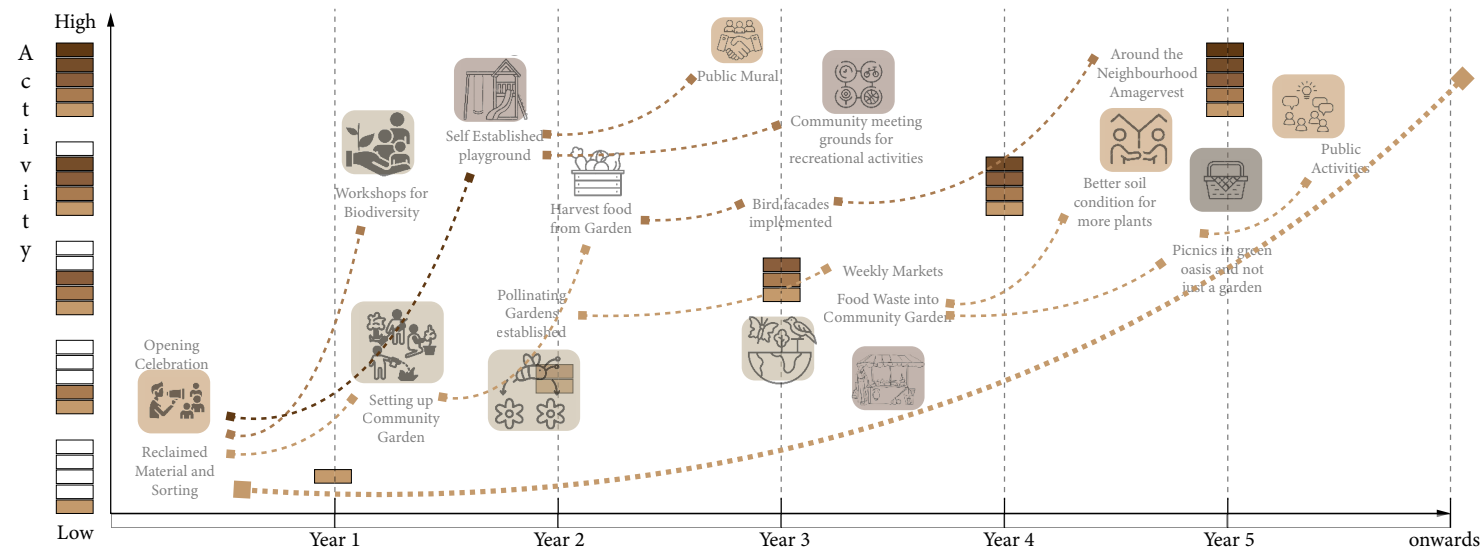


A Constantly Morphing Architecture

An architecture that ages with you+ changing Education and Public Space



Diversification in Time (Enhanced Biodiversity with Community Maintenance)



Diversification in Time (Potential for Participatory Garden Architecture)

A School of Life- microclimate gardens

Facilitate and admire from a far!

