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**Museums for the Future:**

**Resource Directory**

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# 1. Resources for ecological literacy

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| **Center for Ecoliteracy** This US organisation that promotes ‘ecoliteracy,’ best known for its pioneering work with school gardens, school lunches, and integrating ecological principles and sustainability into school curricula, provides clear resources, such as this visual summary of core ecological concepts. <http://www.ecoliteracy.org/philosophical-grounding/core-ecological-concepts>**Ecological Literacy, David Orr**In his book Ecological Literacy, 1992, David Orr says an ecologically literate person should understand:* the earth as a physical system
* ecology and thermodynamics
* the earth's "vital signs"
* the essentials of human ecology
* the natural history of one=s own region
* how to restore natural systems and build sustainable communities and economies.

<http://tinyurl.com/69qbwae> **EcoLabs**Founded by Jody Boehnert, the mission of this charity includes: to embed ecological literacy in the cultural and communication industries. The website includes some well-designed posters to explain ecological concepts. <http://www.eco-labs.org/>**Handbook of Sustainability Literacy**Produced by University of Brighton, this book includes inputs by sustainability educators, literary critics, permaculturalists, ecologists, artists, journalists, engineers, mathematicians and philosophers in a deep reflection on the skills people need to survive and thrive in the challenging conditions of the 21st century including creativity, ingenuity and new ways of thinking in order to reinvent both self and society. The book covers a wide range of skills and attributes from technology appraisal to ecological intelligence, and includes active learning exercises to help develop those skills. <http://arts.brighton.ac.uk/stibbe-handbook-of-sustainability>**Sustainability and Environmental Education**, **SEEd** UK charity to enable education sector to engage with education for sustainable development and environmental education by developing learning and networking opportunities between different organizations and the government.<http://www.se-ed.org.uk/>**National Association for Environmental Education (UK)** An association of all educators interested in environmental education which promotes environmental policy-making in schools. <http://www.naeeuk.plus.com/index.htm>**ecoACTIVE**Based in East London, ecoACTIVE is an education service with extensive expertise and experience in education for sustainable development for people of all ages. They are an outreach organisation and can travel to schools or community events to deliver activities.<http://www.ecoactive.org.uk/>**UK Framework for Sustainable Schools**Government funding for Sustainable Schools is ending in 2012 but many schools will continue to use the framework supported by the Sustainable Schools Alliance (launched 29th March 2010 by Se-ed and Think Global)<http://www.teachernet.gov.uk/sustainableschools/framework/framework_detail.cfm>**Sussed**A useful yahoo group to share ideas and information on a wide range of issues concerning those involved in Environmental Education and Education for Sustainability.<http://groups.yahoo.com/group/Sussed/> |

# 2. Pathway resources

## 2.1 Materials and Things

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| **Examples of best practice****CIAO Ark Project** (Oxford Museum of Natural History)Emma Howell worked with ten schools to respond to the question – ‘If you were sailing away on an Ark to a low carbon future, what would you take with you and what would you leave behind?’ The project culminated in an Ark installation outside the Oxford Museum of Natural History. [www.ciaofestival.org.uk](http://www.ciaofestival.org.uk)**Wasted: The Trouble with Rubbish**(Museum of Science and Industry, Manchester and The Centre for Life, Newcastle)This hands-on exhibition in 2006 focused on the issues of waste in our society today, from the historical context to the present and encouraged open exploration of the topics through community actions. The exhibition was designed with minimal waste and using recycled materials where possible.**Trashcatcher’s Carnival**(Tooting Transition’s Town)A community carnival where all the costumes are created out of recycled materials. It is a part of the Transition Town’s movement. <http://trashcatchers.blogspot.com/>**Remade**(Brixton Transition Towns)A project focused on remaking and mending. It aims to engage with residents, businesses and schools to promote local waste reduction, reuse and recycling, and to develop skills of remaking and repair that are key to the creation of local green enterprises and sustainable employment.<http://www.remadeinbrixton.org/> |
| **Resource organisations****Bricolage**A collective of sustainable textile artists who work in donated spaces including empty shops or other buildings. As well as selling their own textile designs, they run workshops on quilting, patching, darning and repairing old fabrics, with a focus on ‘re-skilling’. <http://bricolageproject.com/>**Ethical Superstore**An online retail outlet that sources ethical prizes, incentives or gifts. <http://www.ethicalsuperstore.com/corporate/>**Green works**An award-winning social enterprise and registered charity that diverts unwanted office and school furniture from landfill and creates remade and remanufactured furniture.<http://www.green-works.co.uk/> **New Home Front initiative**A Green Party initiative launched at the imperial War Museum takes a positive, proactive approach by showing how we can learn from Britain’s war time past in an age of dangerous climate change and energy insecurity. It includes revitalizing 1940s public education campaigns, and showing what amazing economic and social changes can be achieved through collective efforts, and the unexpected benefits that come with austerity. <http://www.newhomefront.org/>**Recycle Now**This organization has a wealth of information about the practicalities and realities of recycling across different postcode areas of the UK as well as advice, schools work and campaigns. <http://www.recyclenow.com/>**The Story of Stuff** Short animated videos presented by Annie Leonard which powerfully educate about industrial production, pollution and waste. <http://www.storyofstuff.com/> **Waste Watch** Waste Watch is a practical charity inspiring and helping individuals, communities and organisations to waste less. Their education and training programmes aim to lead to environmental behaviour change at school, in communities and in the workplace.<http://www.wastewatch.org.uk/> |
| **Key research****Common Cause** A report by WWF, FOE, Oxfam, CPRE & others, by Tom Crompton, September 2010 all about how civil society organisations campaigning for the environment need to acknowledge ‘deep frames’ and values. [http://assets.wwf.org.uk/downloads/common\_cause\_report.pdf](http://www.google.com/url?q=http%3A%2F%2Fassets.wwf.org.uk%2Fdownloads%2Fcommon_cause_report.pdf&sa=D&sntz=1&usg=AFQjCNHTwjxMTVhhSXNmX2nanf7r1oabnw)**In the bubble, designing in a complex world, John Thakara**Analysis of the potential value of new technology design, suggesting we need an approach based on people rather than ‘stuff’. <http://www.thackara.com/inthebubble/summary.html> |

## 2.2 Wellbeing

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| **Examples of best practice****Junior Café Scientifique**(Wellcome Creative Encounters Project)Originally conceived for adults by Duncan Dallas as "a place where, for the price of a cup of coffee or a glass of wine, people meet to discuss the latest ideas of science and technology which are changing our lives" this project is encouraging young people to start cafes in secondary schools across the country, where they can invite scientists to speak on major issues for short periods and discuss ideas in an informal way.  <http://www.wellcome.ac.uk/Education-resources/Teaching-and-education/Creative-encounters/Cafe-Scientifique/index.htm>**Who Cares?**(Whitworth Art Gallery in Manchester) The project that creates a therapeutic space for thinking and reflection within one of the permanent galleries. Portraits from the Whitworth's collection are shown alongside work from Lucy Burscough, an Artist in Residence at Gallaxy house, Royal Manchester Children's Hospital, where children and adolescents with mental health problems are treated. Described as a ‘creative conversation’ the space invites discovery of what happens when the National Health Service, museums and galleries, patients and practitioners collaborate. For the duration of the exhibition the space will only be open to people, groups and service providers dealing with mental health issues for a large part of each week. **Creation of a sensory maze** (Brading Roman Villa, the Isle of Wight)Using Roman pottery recovered from digs, and old strains of herbs, the project is to create a sensory maze as a feature to be enjoyed by schools, families and disabled people. A school, Youth Offenders and local builders, are collaborating to grow plants and create the feature. They will celebrate its completion together with a herbal feast.**Unity Panda**A creative knitting project that takes the Panda as an icon that started in Coventry in 2010. Unity Panda extols the values of participatory and creative community action and the network of more than 300 Facebook friends show case creative community events across the country. <http://www.facebook.com/unitypanda>**Mental Health and Heritage: working in partnership**The Surrey, East and West Sussex (SEWS) Mental Health Project: 2008-2011 was a 3-year project funded by Renaissance South East. It was developed because people with mental health issues are considered to be under-represented in museum visitor figures and were identified as a priority group in the South East Renaissance Plan 2006-08 for museums in the region.The project had three phases: phase one – research and development; phase two – consultation, evaluation and training; phase three – good practice projects.[http://www.rasbery.co.uk/wp-content/uploads/2011/06/Mental-Health-Heritage-working-in-partnership.pdf](https://owa.hants.gov.uk/exchweb/bin/redir.asp?URL=http://www.rasbery.co.uk/wp-content/uploads/2011/06/Mental-Health-Heritage-working-in-partnership.pdf) |
| **Resource organisations or tools****Common Ground** An organisation that works in the environment and arts fields, and explicitly links nature with culture. They support initiatives and see celebration as a starting point for action. They provide purchasable resources for specific events as [Field Days](http://www.commonground.org.uk/fielddays/f-index.html), [Parish Maps](http://www.commonground.org.uk/parishmaps/m-index.html), [Flora Britannica](http://www.commonground.org.uk/links/l-general.html#florab), [Apple Day](http://www.commonground.org.uk/appleday/index.html), [Community Orchards](http://www.commonground.org.uk/appleday/a-corc.html) and [Tree Dressing Day](http://www.commonground.org.uk/trees/t-index.html)<http://www.commonground.org.uk/>**Creative Ecology (James Aldridge)** Creative ecology is a consultancy for socially engaged art, consisting of creative learning/participatory-arts projects and associated training/consultancy, for schools, heritage, environmental and arts organisations. For instance it has devised a toolkit on creative family learning by Salisbury Museum that supports family wellbeing through creative exploration of the environment. <http://www.creative-ecology.co.uk/contactnews.html>**Green Grin** A fun tool for young people to measure their wellbeing and green awareness[http://www.greengrin.co.uk/](http://www.google.com/url?q=http%3A%2F%2Fwww.greengrin.co.uk%2F&sa=D&sntz=1&usg=AFQjCNHJ3x3ZsTboS7rTIAj_lJuyAr_HTw) **The Happy Museum Network**Funded by Paul Hamlyn Foundation and led by Tony Butler, Director of the Museum of East Anglian Life, this project aims to connect museums interested in creatively using collections to attain wellbeing and sustainability in their communities. <http://www.happymuseumproject.org/?p=1>**New Economics Foundation (nef)** nef is an independent think-and-do tank that inspires and demonstrates real economic well-being. The Great Transition project responds to recent economic and environmental crises, but builds on over 25 years of new economic thinking and practice. <http://www.neweconomics.org/>**Woodland Adventure pack**Games, challenges and activities for families in woodlands. <http://www.katemeasures.co.uk/content/woodland-adventure-pack> |
| **Key research****RSPB report on Nature, Childhood and Health**This provides strong evidence for the importance of children being outdoors and caring for biodiversity.<http://www.rspb.org.uk/ourwork/policy/education/research.aspx> |

## 2.3 Biodiversity stewardship

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| **Examples of best practice****Creative ways to survey biodiversity**(SEARCH in Gosport, Hampshire) The project developed a new workshop about biodiversity. Two pilot schools will work with creative ecologist James Aldridge to develop a post-visit resource of creative ways to survey biodiversity.**Flora and Fauna surveys**(University of Oxford Harcourt Arboretum, Botanic Garden and Museum of Natural History in Oxford) This project worked with a primary school to explore biodiversity by conducting flora and fauna surveys. The school will visit all the partner sites and develop measures to encourage biodiversity at school.**Management of a Hay Meadow**(Haslemere Museum, Surrey)This project worked with a school to improve management of the Museum’s hay meadow. The cuttings are currently left to rot, increasing the nutrients and reducing other biodiversity-friendly plants. The children will survey the meadow, cut the hay and make an exhibition. |
| **Resource organisations****Big Wildlife Garden**This project from Natural England encourages people to turn their gardens into wildlife havens with practical tips and resources and awards them accreditation for doing so. <http://www.bwg.naturalengland.org.uk/> **Botanic Gardens Education Network**This is a network for professionals involved in site-based environmental learning, supporting inspirational learning about plants and their importance. Members can access a wealth of learning resources and articles on the website. <http://www.bgen.org.uk/> **Breathing Places (BBC & National Trust)**This campaign partnership between the BBC and National Trust aims to promote community stewardship of areas of wilderness. It includes various resources for teachers and children, including participation in surveys of lady birds and other species. <http://www.bbc.co.uk/breathingplaces/schools/><http://www.bbc.co.uk/breathingplaces/ladybird-parasites/>**Bristol Natural History Consortium: Bioblitz**Resources for running a ‘bioblitz’ that would enable discovery of biodiversity in normal settings such as school playgrounds.<http://www.bnhc.org.uk/home/bioblitz/schools.html>**Earth Restoration service**The School Tree Nurseries Programme aims to help children in UK schools learn about the environment and to plant trees in order to restore their degraded habitats. <http://earthrestorationservice.org/>**Field Studies Council (FSC)** The Field Studies Council is an environmental education charity committed to helping people understand and be inspired by the natural world. Thousands of students every year experience the FSC through fieldwork and cross-curricular courses at our network of 17 centres across the UK<http://www.field-studies-council.org/>**Garden Science on My Learning**The museum learning website ‘My Learning’ features downloadable science experimental challenges for children in a classroom or club environment relating to different topics. ‘Garden Science’ features 5 excellent topics on growing and biodiversity with learning objectives, challenge sheets and follow up resources. <http://www.mylearning.org/jpage.asp?jpageid=450&journeyid=99>**National Association of Field Studies Officers**A guide to best practice in inclusive outdoor learning. <http://www.nafso.org.uk/images/publicdocs/nafso_learningoutdoors_final.pdf>**National Biodiversity Network**This website aggregates all UK biodiversity data, encourages groups to contribute more data and make use of it to understand changing biodiversity. <http://www.nbn.org.uk/> **Natural History Museum – OPAL**This service supports the formation of natural history groups. This could include groups with children, young people and educators. <http://www.opalexplorenature.org/>**Royal Horticultural Society**Resources for children, parents and teachers on gardening, including the Campaign for School Gardens.<http://www.rhs.org.uk/Children>**The Great Plant Hunt**Resources for different primary age groups that explore biodiversity in the school grounds. <http://www.greatplanthunt.org/home>**Wild About Plants**A project of ‘Plantlife’ that celebrates the world of British wild plants – the site gives suggestions for family days out, lists events and training opportunities, has flower guides and downloadable kid’s activities. <http://www.wildaboutplants.org.uk/beescene/> |
| **Key research****RSPB report on Nature, Childhood and Health**This provides strong evidence for the importance of children being outdoors and caring for biodiversity.<http://www.rspb.org.uk/ourwork/policy/education/research.aspx> |

## 2.4 Green your museum with people

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| **Examples of best practice****Energy Efficiency in a Tudor House**(Anne of Cleves House Museum in Lewes, East Sussex)A project working with 14-19 year olds, a Construction Diploma group and an energy consultant. Their challenge is to raise temperatures inside the Tudor house without increasing emissions or costs, or affecting the heritage. They will learn from Tudor buildings at the Weald and Downland Museum and from modern innovations used in Brighton Eco-Homes.**Roof Garden**(Reading International Solidarity Centre, Reading) A forest and vegetable garden developped on the roof of the Reading International Solidarity Centre since 2001. There are over 140 plant species, benches and decking made from locally sourced storm-felled timber and a greenhouse. Rainwater is gathered from the roof, irrigation pumps are powered by solar and wind energy and plants are fed with compost made from the food and paper waste from the offices.<http://www.gardenvisit.com/garden/risc_roof_garden#ixzz1HR25GtiH>**Sustainable Marketing for a museum**(Tunbridge Wells Museum, Kent)A project working with a secondary school to investigate the Museum’s marketing tactics and develop more sustainable options. It would involve a hands-on audit of every aspect, from print to social media, and involve students in a creative service design challenge. |
| **Resource organisations****Bricks and Bread**Sustainability Living Centre in Aldershot which offers events, advice and training.<http://www.bricksandbread.com/>**CABE**The Commission for Architecture and the Built Environment was the Government’s advisor on urban design and public space. Note that the Government has recently withdrawn its funding from CABE. The online resource provides valuable advice on climate change, sustainable architecture and design, including advice on school grounds and buildings, and it is hoped that this will have a legacy. <http://www.cabe.org.uk/>**Carbon Detectives** An online resource for children to measure their school’s carbon footprint that could also be used in a museum context. <http://www.carbondetectiveseurope.org/Country.aspx?CountryID=10>**Ecomodo**This is a network-based website that helps communities lend and borrow their stuff, so they don’t have to buy it. Could your organisation use this service and save money too? <http://ecomodo.com/>**Eco-Schools**Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. Museums may be able to partner with schools using this framework. <http://eco-schools.org.uk/about/> **English Heritage Climate Change Site**Provides advice for reducing the carbon footprints of older homes and buildings, which includes heritage attractions and museums. <http://www.climatechangeandyourhome.org.uk/>**Envirodigital (Hannah Rudman)**Hannah Rudman’s consultancy guides the creative and digital industries in an environmentally sustainable direction. She encourages the combination of technology and innovation specifically for sustainability. Building sustainable ability by using IT and digital channels ensures that carbon, waste and water outputs are reduced, and knowledge is shared.<http://envirodigital.wordpress.com/contact-us/>**Emerging Museum Professionals: Discussion group**A professional discussion group on Ning, with a Greener Museums sub-group run by Megan Southwood.<http://emergingmuseumprofessionals.ning.com/group/greenermuseums>**Framework for Climate Action in Culture & Heritage**A framework to provoke and support arts and heritage organisations to place environmental sustainability at the heart of their mission and programmes. By Bridget McKenzie, also author of this toolkit. <http://ecoch.wordpress.com/framework-for-climate-action/> **Green Museums Resource Guide**A list of US resources on greening museums available online. <http://www.calmuseums.info/gmi/Resources.html>**Greener Museums (Rachel Madan)** Greener Museums is a sustainability consultancy that serves museums and the cultural sector. “We work with museums of all kinds and sizes, all over the world, to help accelerate progress towards sustainability.”<http://www.greenermuseums.org/> **Julie’s Bicycle**An association of professionals in the creative industries promoting reduction of their industry’s carbon footprint. Julie’s Bicycle has authored the Green Visual Arts Guide, with practical information tailored to the visual arts and galleries sector to help cut carbon emissions and in the process save money.<http://www.juliesbicycle.com/>**Living Ethically**A sustainable retail company that could provide ideas for merchandise or products that cultural sector can develop and sell, which are green and help generate revenue. <http://www.livingethically.co.uk/pages/shopping/wholesale-entertainment.htm>see also:<http://www.ecotopia.co.uk/pages/default.aspx><http://www.ethicalsuperstore.com/bulk-buying/>**Project Genie**A energy efficiency project aimed at capturing the agency of children, who can sign up and take part.<http://www.projectgenie.org.uk/>**Renaissance East of England: Museums, Sustainability and Growth**A discussion page on Museums, Sustainability and Growth with over 100 members, which also details courses, events and learning projects. <https://www.mailtalk.ac.uk/cgi-bin/webadmin?A0=MUSEUMS-SUSTAINABILITY-GROWTH>**Speakgreen**Speakgreen is an organization that aims to develop Green Teams in secondary schools and provide leadership opportunities for children to understand the impact of climate change. A partnership between The Mighty Creatives (Creative Partnerships) and Cape Farewell Education. Although based in the East Midlands it may be inspiring for youth-led projects elsewhere.<http://www.speakgreen.info/>**Waste Watch** Waste Watch is a practical charity inspiring and helping individuals, communities and organisations to waste less. Their education and training programmes aim to lead to environmental behaviour change at school, in communities and in the workplace.<http://www.wastewatch.org.uk/> |
| **Key research****MLA advice: Gearing Up for Change**This is a report from the conference in October 2010 on innovation and income generation in the museum sector, which included discussions about ecologically sustainable innovation. http://bit.ly/gGjAi4**A hard look at Sustainability: How pretty good is the enemy of good enough** Blog post by Elizabeth Merritt, Founding Director of the Centre for the Future of Museums, an initiative of the American Association of Museums. <http://futureofmuseums.blogspot.com/2010/12/hard-look-at-sustainability-part-i-how.html>**Common cause** A report by WWF, FOE, Oxfam, CPRE & others, by Tom Crompton, September 2010 all about how civil society organisations campaigning for the environment need to acknowledge ‘deep frames’ and values. [http://assets.wwf.org.uk/downloads/common\_cause\_report.pdf](http://www.google.com/url?q=http%3A%2F%2Fassets.wwf.org.uk%2Fdownloads%2Fcommon_cause_report.pdf&sa=D&sntz=1&usg=AFQjCNHTwjxMTVhhSXNmX2nanf7r1oabnw) |

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## 2.5 Place-making and adaptation

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| **Examples of best practice****Campaign: make an impact** (British Library supported by MLA) This is a very successful project for museums, archives and libraries that supports young people explore environmental heritage and run their own campaigns. <http://www.bl.uk/campaign/>**Climate disaster relief**(Royal Engineers Museum, Gillingham, Kent) This project is undertaking a consultation with with secondary schools to develop a permanent offer about the science and engineering of climate disaster relief around the world. This highlights the work of the modern Royal Engineers who must increasingly respond to environmental disasters.  **Sustainability in Urban Regeneration**(Rochester Guildhall Museum) The project is working with a secondary school to develop an offer about sustainability in urban regeneration. They will look at archaeological evidence of the regulation of communities through the ages, and apply that learning to a contemporary riverside regeneration site, overlooked by the museum’s education centre. |
| **Resource organisations****Breathing Places (BBC and National Trust)**This campaign partnership between the BBC and National Trust aims to promote community stewardship of areas of wilderness. It includes various resources for teachers and children, including participation in surveys of lady birds and other species. <http://www.bbc.co.uk/breathingplaces/schools/><http://www.bbc.co.uk/breathingplaces/ladybird-parasites/>**Climate Change Schools Project** A network of schools in the North East leading on climate action, paving the way for what is hoped to be a national programme, led by young people. <https://www.sciencelearningcentres.org.uk/centres/north-east/climate-change-schools-project/introduction>**Cool it Schools** Creative ways for schools to take climate action, and communicate their ideas to the wider world. The website includes resources, competitions and a space for showcasing creative work. It provides resources to help people shop responsibly to avoid deforestation. <http://www.coolitschools.com/>**British Trust for Conservation Volunteers**You can register with BCTV to set up a community group of volunteers, who can work to improve and conserve a built or natural environment. <http://www2.btcv.org.uk/display/home>**Powerdown** A rich education resource from Action Aid, helping learners make the connection between climate change and global inequality. [http://powerdown.actionaid.org.uk/](http://www.google.com/url?q=http%3A%2F%2Fpowerdown.actionaid.org.uk%2F&sa=D&sntz=1&usg=AFQjCNEWpAaqvnoJc2cVauQOCBviG_13Eg) **Practical Action**Advocates for the just use of new technologies to reduce poverty reduction including vulnerability to climate related change worldwide. <http://practicalaction.org/home>**Royal Geographical Society**The professional body for geography and geographers, supporting research, education, expeditions and fieldwork, and promoting public engagement.<http://www.rgs.org/HomePage.htm>**Mission: Explore**A collective of geography teachers who have created a website with many exciting trails and challenges to inspire children to enjoy geography.<http://thegeographycollective.wordpress.com/missionexplore/>**10 Tactics Project** Practical advice for running effective and creative campaigns about social and environmental justice. <http://www.informationactivism.org/basic3> |
| **Key research****Community-based Adaptation to Climate Change**Produced by the international Institute of Environment and Development, this book highlights community projects from around the world that support adaptation to the effects of climate change. It also provides a commentary on different tools and techniques for engaging participation, from an international development perspective. <http://pubs.iied.org/pdfs/14573IIED.pdf> |

## 2.6 Energy and new technology

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| **Examples of best practice****Energy Efficiency in a Tudor House**(Anne of Cleves House Museum in Lewes, East Sussex)A project working with 14-19 year olds, a Construction Diploma group and an energy consultant. Their challenge is to raise temperatures inside the Tudor house without increasing emissions or costs, or affecting the heritage. They will learn from Tudor buildings at the Weald and Downland Museum and from modern innovations used in Brighton Eco-Homes. |
| **Resource organisations****CABE**The Commission for Architecture and the Built Environment was the Government’s advisor on urban design and public space. Note that the Government has recently withdrawn its funding from CABE. The online resource provides valuable advice on climate change, sustainable architecture and design, including advice on school grounds and buildings, and it is hoped that this will have a legacy. <http://www.cabe.org.uk/>**Carbon Detectives** An online resource for children to measure their school’s carbon footprint that could also be used in a museum context. <http://www.carbondetectiveseurope.org/Country.aspx?CountryID=10>**English Heritage Climate Change Site**Provides advice for reducing the carbon footprints of older homes and buildings, which includes heritage attractions and museums. <http://www.climatechangeandyourhome.org.uk/>**Greenpeace – energy (R)evolution virtual ship** A presentation and resource for volunteers for delivery of Greenpeace’s message about renewable energy supply – the energy (r)evolution<http://www.greenpeace.org/er-ship/en/Galley/Download-the-Presentation/Download-the-presentation/>**Practical Action**Advocates for the just use of new technologies to reduce poverty reduction including vulnerability to climate related change worldwide. <http://practicalaction.org/home> |
| **Key research****Hot Science Global Citizens**A major research partnership of Australian museums and University of Western Sydney, exploring the role of museums in communicating about climate change and solutions. <http://www.hotscienceglobalcitizens.net/> **Zero Carbon Britain**A substantial report based on decades of experiment and research, outlining a zero carbon energy strategy for the UK. Led by the Centre for Alternative Technology. <http://www.zerocarbonbritain.com/>**In the bubble, designing in a complex world, John Thakara**Analysis of the potential value of new technology design, suggesting we need an approach based on people rather than ‘stuff’. <http://www.thackara.com/inthebubble/summary.html> |

## 2.7 Transition to a sustainable economy

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| **Examples of best practice****Kingston Lacy Estate project**(Wimbourne National Trust, Dorset)The redevelopment of a disused kitchen garden in consultation with many local groups to provide space for gardening, horticulture and reskilling as well as income generation through an on site ‘stall’. This enables a ‘money bank’ for long term conservation and development of growing area. **Work-based learning programme**(Museum of East Anglian Life)An 8 week work-based learning programme gives learners the opportunity to gain valuable work experience and to learn skills in animal welfare, grounds maintenance, buildings maintenance and traditional crafts such as hurdle making, printing and milling as well as First Aid and Fire Marshall qualifications. Each trainee is also offered a minimum of 3 nationally accredited skills qualifications. |
| **Resource organisations and tools****Transition Network**A growing movement that supports community-based coalitions working toward a reduction in ecological footprints, to enable resilience in the face of resource scarcity. It is particularly strong in market towns such as Lewes but has growing success in urban boroughs such as Brixton and Tooting. <http://www.transitionnetwork.org/>Museums can support transition by being: * a base for initial meetings & film screenings;
* supporting Transition activities being celebrated and promoted to a wider community
* honouring the elders through oral history
* supporting the reskilling including traditional crafts
* supporting uses of alternative currency and bartering

<http://www.transitionnetwork.org/support/12-ingredients>**Collaborative Consumption**A movement to promote swapping, sharing, bartering, trading and renting which is being reinvented through the latest technologies and peer-to-peer marketplaces.<http://collaborativeconsumption.com/> **Compendium for a Civic Economy**A handbook from NESTA, with case studies on developing innovation and growth in partnership with communities, at a local level. <http://www.nesta.org.uk/home1/assets/features/compendium_for_the_civic_economy> |
| **Key research****Sustainableability** Research by Mission Models Money into ways the cultural sector can respond to climate change and resource scarcity, including boosting a sustainable local economy<http://www.sustainableability.com/>  |

## 2.8 Food, farming and horticulture

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| **Examples of best practice****The Allotment Project** (The Manchester Museum)An allotment in the courtyard will link with The Manchester Museum’s vision of working towards a Sustainable World, the opening of our new Living Planet gallery and the International Decade of Biodiversity, as well as making connections with the collections of The Manchester Museum ranging from our natural history collections to the archaeology collections. The linking of different projects and exhibits in this way is a part of a comprehensive community engagement strategy that emphasizes sustainability at it’s core. <http://www.museum.manchester.ac.uk/community/communityengagement/>**The Farm:shop**(Something & Son, Dalston)A gallery in an empty shop that describes itself as ‘London’s first urban farming hub’ uses creative and art approaches to growing food in the shop-space itself, using innovative horticultural techniques such as hydrophonics and aquaphonics. It both sells the food it grows and educates people on how to grow at home or at school. The project has plans to expand to other empty shops/spaces. <http://www.yeahhackney.com/groups/farmshop/forum/>**Kingston Lacy Estate project**(Wimbourne National Trust, Dorset)The redevelopment of a disused kitchen garden in consultation with many local groups to provide space for gardening, horticulture and reskilling as well as income generation through an on site ‘stall’. This enables a ‘money bank’ for long term conservation and development of growing area. **The Growing Schools Garden**The Growing Schools Garden was launched at the Hampton Court Palace Flower Show in 2007, winning the Tudor Rose award for best in show and now has a permanent home at the Birmingham Botanical Gardens. It was created by Chris Beardshaw, with the help of thousands of pupils across the country.  This garden is distinctive because young people have not only provided the inspiration, but have also designed and made many of its features and grown some of its plants. <http://www.thegrowingschoolsgarden.org.uk/>**Learning from ancient horticulture**Designers are inventing floating gardens in Istanbul, based on miniature paintings in museum collections there. Demonstrating how we can use the knowledge of the past for the future. <http://www.treehugger.com/files/2011/02/clever-mobile-gardens-city-too-little-green.php> |
| **Resource organisations****Beyond Green: Sustainable Foodservice for Cultural Institutions**A project of Greg Christian Consulting (Chicago) has supported the The Field Museum in Chicago to implement a sustainable food contract program with all of its in-house restaurants. The program entails adding sustainability strategies into food service contracts to drive quantifiable sustainability practices for the future, tailoring the needs of the individual institution and demonstrating an aggregation of prominent environmental food service standards.<http://www.gregchristian.com/index.php?option=com_content&view=article&id=72&Itemid=101>**Garden Organic** A national charity for organic growing, that showcases different organic gardening projects and also supports organizations maximse their garden retail potential in sustainable ways.<http://www.gardenorganic.org.uk/local/go_local.php>**Permaculture Association**The permaculture association uses a set of guiding principles to develop cultivation in harmony with nature. The association provides to develop integrated systems that provide for our needs of food, shelter, energy and community in ways that are healthy and efficient.<http://www.permaculture.org.uk/>**Growing Schools** Promoting school gardens and use of school grounds and beyond for learning, run in partnerships with the Botanic Gardens Education Network.<http://www.growingschools.org.uk/>**Plants for a Future**An experimental site in Cornwall that carries out research and provides information on useful plants suitable for growing outdoors in a temperate climate. They have compiled a database of approximately 7000 species of plants. <http://www.pfaf.org/user/default.aspx>**Royal Horticultural Society**The Royal Horticultural Society is the UK's leading gardening charity dedicated to advancing horticulture and promoting good gardening. <http://www.rhs.org.uk/>**Soil Association** Lots of resources and projects to support schools to understand soil and organic farming, and to change the food culture in schools.<http://www.soilassociation.org/Schools/tabid/277/Default.aspx>**Woodlands Trust**Promotes the planting of trees and provides phone advice and information on how planting trees can support wildlife, firewood, landscaping, productive farming, a greener neighbourhood and fruit and food. <http://www.woodlandtrust.org.uk/en/plant-trees/Pages/create-woodland.aspx>**Rasbery: need help growing your own? (Sonia Rasbery)**Rasbery provides advice and support to individuals and organisations growing their own, as well as practical help to growers. For museums and cultural organisations Rasbery offers 'Grow Your Own @ Your Museum' which helps museums look at the how they can make the most of opportunities to grow their own.[www.rasbery.co.uk](https://owa.hants.gov.uk/exchweb/bin/redir.asp?URL=http://www.rasbery.co.uk) |
| **Key research****Making Local Food Work**This is a Big Lottery Fund initiative supporting communities to develop local food networks. The site includes several research reports such as ‘Local Food and Climate Change’<http://www.makinglocalfoodwork.co.uk/>  |

# 3. Green Events

These are some ‘years’, ‘months’, ‘weeks’ and ‘days’ on green themes, to help you plan events and exhibitions, and maximize opportunities for collaborations and collateral benefits from other awareness-raising and learning initiatives.

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| **Upcoming ‘Years’** |
| **2011****International year of chemistry** The goals of IYC2011 are to increase the public appreciation of chemistry in meeting world needs, to encourage interest in chemistry among young people, and to generate enthusiasm for the creative future of chemistry. The year 2011 will coincide with the 100th anniversary of the Nobel Prize awarded to Madame Marie Curie—an opportunity to celebrate the contributions of women to science. The year will also be the 100th anniversary of the founding of the International Association of Chemical Societies, providing a chance to highlight the benefits of international scientific collaboration.<http://www.chemistry2011.org/>**International year of forests** The United Nations General Assembly declared 2011 as the International Year of Forests to raise awareness on sustainable management, conservation and sustainable development of all types of forests.<http://www.un.org/en/events/iyof2011/> |
| **2012****Alan Turing Year**2012 will be a celebration of Turing, who was the originator of computer science. It will look at his life and scientific impact, with a number of major events taking place throughout the year. Most of these will be linked to places with special significance in Turing’s life, including Bletchley Park.<http://www.facebook.com/pages/The-Alan-Turing-Year/199853901070>**European Year for Active Aging (proposed)**Active ageing includes creating more opportunities for older people to continue working, to stay healthy longer and to continue to contribute to society in other ways, for example through volunteering needs to be supported by a wide range of policies at all levels of governance. <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=860>**International Year of Cooperatives**The United Nations General Assembly has declared 2012 as the International Year of Cooperatives. Cooperative Enterprise builds a better world, highlighting the contribution of cooperatives to socio-economic development, in particular recognizing their impact on poverty reduction, employment generation and social integration. <http://social.un.org/coopsyear/>**London Olympics** <http://www.london2012.com/> |
| **2013****European Year of Air (proposed)**Proposed to highlight the problems of pollution and air quality.  Discussions are ongoing to launch the “Year of Air” programme to help European cities achieve the “Holy Grail” of ensuring air pollution does not pose any significant risk to human health and the environment. [http://www.clickgreen.org.uk/news/international-news/122065-europe-aims-to-make-2013-the-“year-of-air”.html](http://www.clickgreen.org.uk/news/international-news/122065-europe-aims-to-make-2013-the-%5C)**International Year of Water cooperation (proposed)**Declared by the United Nations to encourage better cooperation over water resources, particularly in Central Asia.<http://www.un.org/apps/news/story.asp?NewsID=37760&Cr=central+asia&Cr1>= |

These are regularly occurring special weeks or months. Note that dates are liable to move so the dates given here are for 2011.

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| **Monthly events**  |
| **January****Walk to School Week**A wide-ranging campaign to promote the health and environmental benefits of children walking to school can be celebrated throughout the year. <http://www.walktoschool.org.uk/>24 Jan – 4 Feb **Big Schools Bird Watch** Creates datasets based on information from schools across the country. <http://www.rspb.org.uk/schoolswatch/> |
| **February**2 **World Wetlands Day** World Wetland Day is celebrated every year on 2 February with events held world wide to highlight values and challenges of wetlands. World Wetlands Day marks the anniversary of the Ramsar Convention on Wetlands (Iran, 1971) which is signed by 158 countries for the conservation and wise use of wetlands of international importance through local, regional and national actions and international cooperation.<http://www.wetlands.org/>14-21 **National Nest Box Week** Aims to encourage everyone to put up nest boxes in their local area in order to promote and enhance biodiversity and conservation of our breeding birds and wildlife.<http://www.bto.org/nnbw/index.htm>23 Feb – 8 Mar **Fairtrade Fortnight** Organisation promoting fair trade holds an an annual awareness-raising week.<http://www.fairtrade.org.uk/show_off_your_label/> |
| **March**8**International Women’s Day**International Women's Day celebrates the economic, political and social achievements of women past, present and future. In some places like China, Russia, Vietnam and Bulgaria, International Women's Day is a national holiday.<http://www.internationalwomensday.com/>17-21 **National Science and Engineering Week** The theme for 2011 is ‘Communication' will be the theme for next year's National Science & Engineering Week (NSEW). The programme of science, engineering and technology events and activities across the UK is aimed at people of all ages.<http://www.britishscienceassociation.org/web/nsew/>20 **Earth Day** There has been disagreement about whether Earth Day takes place on this date or April 22 with two different founders both started in 1970. This has led to some suggesting an ‘Earth month’ linking the two would be better. This day celebrates the March equinox – calling for peace in the world and care for the environment and highlighting an Earth Charter. <http://www.earthsite.org/>22 **World Water Day**Declared as an annual event in 1992 by the UN General Assembly, the day has a different theme each year around the issues of water.<http://www.worldwaterday.org/>21 – 27 **Climate Week** A new event in the UK (previously celebrated in the US) will be a high-profile effort to enhance society’s approach to combating climate change by creating opportunities for individuals and organisations to share ideas, forge new collaborations, motivate their peers and inspire others to act. Climate week’s four supporting partners are Aviva, EDF Energy, Kellogg’s and RBS. <http://www.clickgreen.org.uk/events/events/121655-uks-first-climate-week-event-announced-for-2011.html>26 (or nearest Saturday) **Earth Hour**International campaign asking people to switch off their lights for one hour to demonstrate global commitment to climate change. <http://www.earthhour.org/About.aspx> |
| **April**22 **Earth Day** This is the more common day inspired to raise awareness and appreciation of the natural environment has been celebrated in the US since 1970. It is now coordinated by the Earth Day Network and celebrated in 175 countries worldwide. <http://www.earthday.net/>April – August **Bee-scene** Children can survey for bees and feed their knowledge into an interactive map. <http://www.wildaboutplants.org.uk/beescene/> |
| **May**17-22 **The Great Plant Hunt** A UK based school’s project exploring biodiversity encourages children to explore nature in their school grounds. Initiated by The Royal Botanic Gardens, Kew and the Welcome Trust as a part of the Darwin 200 initiative. <http://www.greatplanthunt.org/gphweek>18 **Plant Conservation Day** A global celebration, dedicated to preserving, protecting, and conserving plants for people and the planet.<http://www.bgci.org/plantconservationday/>22 **International Day for Biological Diversity** A day established by signatories of the Convention on Biodiversity to raise public awareness and showcase their work on Biodiversity. <http://www.cbd.int/idb/2011/> |
| **June**5 **World Environment Day** The main observance by the United Nations to stimulate awareness of environmental issues and political action. <http://www.unep.org/wed/2010/english/>8 **World Oceans Day** Highlights the human impact on our oceans. Provides opportunities for museums and aquariums to get actively involved by connecting to a worldwide network. <http://www.theoceanproject.org/wod/>9-13 **National School Grounds Week** Resources and events aimed at encouraging schools to make better use of their school grounds. Organised by Learning through Landscapes, a training and policy organization aimed at transforming the use of the outdoors in education. <http://www.ltl.org.uk/index.php>18- 26 **National Bike Week** Team Green Britain Bike Week is an annual opportunity to promote cycling and show how cycling can easily be part of everyday life. Demonstrating the social, health and environmental benefits of cycling, the week aims to get people to give cycling a go all over the UK.<http://www.bikeweek.org.uk/>20 - 26 **Refugee Week** Celebrates the contributions that refugees bring to the UK.<http://www.refugeeweek.org.uk/>24 **Low Carbon Day** A set of resources for schools about carbon emissions, that encourage children and families to make ‘pledges’ to use less energy. It is not yet scheduled for 2011. <http://www.cooltheworld.com/index.php>21-27 **Recycle Week** Promoting recycling – this week was held in 2010, not sure about 2011. <http://www.recyclenow.com/what_can_i_do_today/recycle_week_21_to.html>21 -27 **National Insect Week (not in 2011)** Organised by the Royal Entomological Society features country-wide museum events such as talks, insect handling, or nature walks that promote knowledge and understanding about insects and other bugs. <http://www.nationalinsectweek.co.uk/index.php>4 - 2 July **Green Day** An event for schools that focuses on climate-change awareness and sustainability <http://www.cabe.org.uk/education/green-day> |
| **July** |
| **August** |
| **September**8-11 **Heritage Open Days** Heritage Open Days celebrates England’s fantastic architecture and culture by offering free access to properties that are usually closed to the public or normally charge for admission.<http://www.heritageopendays.org.uk/> |
| **October**21 **Apple Day** (or a weekend event near that time).An annual celebration of [apples](http://en.wikipedia.org/wiki/Apple) and [orchards](http://en.wikipedia.org/wiki/Orchard) - demonstrating that variety and richness matter to a locality and that it is possible to effect change in your place – was initiated by [Common Ground](http://en.wikipedia.org/wiki/Common_Ground_%28charity%29) in 1990. The apple as a symbol of the physical, cultural and genetic diversity we should not let slip away. In linking particular apples with their place of origin, they hope that orchards will be recognized and conserved for their contribution to local distinctiveness, including the rich diversity of wild life they support.<http://www.commonground.org.uk/appleday/index.html>22 **International Pesticide Action Day**A campaigning day organized by Save the Frogs in the United States. Could have useful resources for UK-based action. <http://www.savethefrogs.com/actions/pesticides/day/index.html> |
| **November**27- 5 Dec **National Tree Week 2010** (2011 dates not announced yet, but always end of November and/or beginning of December)First mounted in 1975, National Tree Week is UK's largest tree celebration annually launching the start of the winter tree planting season. National Tree Week is a great chance for communities to do something positive for their local treescape.<http://www.treecouncil.org.uk/community-action/national-tree-week> |
| **December**1-7 **Tree Dressing Day** Aims to encourage the celebration of trees in city and country, in the street, village green - anywhere in the public domain. It highlights our responsibility for looking after trees and reminds us of their enormous cultural and environmental importance. Tree dressing is based on many old customs from all over the world and at different times of the year. Tree Dressing Day was initiated by Common Ground in 1990. It is always the first full weekend in December.<http://www.commonground.org.uk/trees/t-dress.html> |

# 4. Other national organisations and funders

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| National organisations and funders |
| **British Ecological Society**Provides grants to promote excellent ecological research, education, training and communication as widely as possible.[http://www.britishecologicalsociety.org/grants/](http://www.google.com/url?q=http%3A%2F%2Fwww.britishecologicalsociety.org%2Fgrants%2F&sa=D&sntz=1&usg=AFQjCNEqtQtw72RHWn-Uri2v_D8329ib4w), **Culture24** The leading website for the cultural and heritage sector has a Science and Nature section, which you can search for inspiration, or use to promote your projects, exhibitions and news.[http://www.culture24.org.uk/science+%26+nature](http://www.culture24.org.uk/science%2B%26%2Bnature) **Environmental Funders Network**An informal network of trusts, foundations and individuals making grants on environmental and conservation issues.[http://www.greenfunders.org/](http://www.google.com/url?q=http%3A%2F%2Fwww.greenfunders.org%2F&sa=D&sntz=1&usg=AFQjCNHgwmGCQC34MQ656pgA0Lbln0mzUw)**Greenpeace**<http://www.greenpeace.org.uk/>**Heritage Lottery Fund**<http://www.hlf.org.uk/Pages/Home.aspx>**Natural England**Natural England is an independent public body whose purpose is to protect and improve England’s natural environment and encourage people to enjoy and get involved in their surroundings. <http://www.naturalengland.org.uk/information_for/students_and_teachers/default.aspx>**OXFAM**<http://www.oxfam.org.uk/>**Paul Hamlyn Foundation**PHF has funded projects for museums and arts organisations to explore climate change, sustainability and transition. <http://www.phf.org.uk/> **People and Planet**Student action on world poverty and the environment<http://peopleandplanet.org/>**RSPB**<http://www.rspb.org.uk/>**Tipping Point**A small organisation which gives funding for creative performance projects about climate change. <http://www.tippingpoint.org.uk/page/tippingpoint-commissions> **Woodlands Trust**<http://www.woodlandtrust.org.uk/en/Pages/default.aspx>**Word Wildlife Fund**<http://www.wwf.org.uk/> |