



Carbon Literacy for Museums – Toolkit Overview

This taster pack gives you an overview of what is included in the Carbon Literacy for Museums Toolkit.

For more information please see our website:

<https://carbonliteracy.com/organisation/toolkits/museums/>



Getting Started

Welcome to your Carbon Literacy Training Pack. This pack contains all the information you need for your training. Please read the attached documents to understand more about your training pack, how your learners gain certification and what steps to take to ensure your learners get the best Carbon Literacy experience. **Please note that the process for evidence submission differs depending on whether or not the training is being delivered as part of the Roots and Branches Project.**

The Toolkit can only be used for certified Carbon Literacy training, as stipulated in the Legal Terms and Conditions. Please do not share the Toolkit with anyone outside of your organisation as it's important that we can keep track of who has the Toolkit. Instead, please ask interested parties to <https://carbonliteracy.com/toolkits/museums/> where they can find out more and get in touch.

Documents to get you ready to deliver Carbon Literacy training:

1. Getting Started

This folder contains our Certificate Marking Guide, Trainer Code of Conduct, Trainer Tips, Bank Details document and Course Evaluation Forms.

2. PowerPoint Slides

Within the pack, there is a slide deck and accompanying slide notes.

3. Trainer Manual

This manual covers all of the information the trainer(s) will need to deliver the course, including the knowledge and information needed to run the activities.

Carbon Literacy for Museums

Trainer Manual

Generic Documentary Pathway
CC000262
V1

2022

The Carbon Literacy Project



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ENGLAND**

**Carbon Literacy
Project**





Museums Toolkit – Detailed Trainer Manual

This guide will provide you with all the information you need to carry out the Carbon Literacy for Museums Distance Delivery course. For more succinct delivery notes (flashcard style), please see the slide notes underneath the Slide Deck. This guide will provide instructions to every section of the training, including what to do when learners are entering the room and how to wrap up the session.

Carbon Literacy

‘An awareness of the carbon costs and impacts of everyday activities, and the ability and motivation to reduce emissions, on an individual, community and organisational basis.’



Materials checklist

Document/resource	Where to find
Slide Deck	Included as part of the Toolkit.
Evaluation form (pre- and post-course surveys)	Included as part of the Toolkit.
Action Evidence Form	<p>Learners will complete this form upon completing their training. If you are delivering as part of the Roots & Branches Project, please liaise with MDNW Carbon Literacy Officer Alison Criddle, at alison.criddle@manchester.ac.uk.</p> <p>If you are delivering this Toolkit outside of the Roots & Branches Project, use the Action Evidence Form included with the Toolkit.</p>
Certificate Request Form	<p>If you are delivering this Toolkit as part of the Roots & Branches Project, please liaise with MDNW Carbon Literacy Officer Alison Criddle, at alison.criddle@manchester.ac.uk.</p> <p>If you are delivering this Toolkit outside of the Roots & Branches Project, submit your learners' evidence to evidence@carbonliteracy.com with a Certificate Request Form, which is included with the Toolkit, and can also be found here.</p>
Activity Pack	Included as part of the Toolkit.
Resource Document	Regularly updated document can be found at https://www.dropbox.com/s/khhjsk8wt8qk3b4/Resource%20Document.docx?dl=0



Training structure:

The Carbon Literacy for Museums training consists of four sequential modules to be delivered using a video conferencing platform such as Zoom or Microsoft Teams.

Module 1

This module runs for 2 hours 15 mins, and covers:

- An introduction to Carbon Literacy and climate change science*
- The impacts of climate change, on the UK and museums

*The Carbon Literacy Project and Museum Development North West have developed a pre-recorded video which can be used to deliver the first 1 hour 15 mins of Module 1. Learners can complete this independently. Instructions for this option follow on the next page. If using this option, Module 1 requires **1 hour 15 mins of independent learning and 1 hour of live delivery**.

Alternatively, deliver all of Module 1 live in one session, which requires 2 hours 15 mins.

Module 2

This module runs for 1 hour 20 mins, and covers:

- Equity and vulnerability to climate change
- The role of museums in tackling climate change
- The co-benefits your museum can receive by taking climate action

Module 3

This module runs for 1 hour 45 mins, and covers:

- The international and national climate change policy position
- Carbon footprints in our personal lives and workplaces
- What does a low carbon museum look like?

Module 4

This module runs for 1 hour 45 mins, and covers:

- Planning carbon reduction actions
- Our spheres of influence
- Having conversations about climate change



Tips for using video software:

Zoom

Screen sharing

You can give all learners the option to screen share (Zoom toolbar – Security – Allow participants to share screen). If you choose to disable this function, only you and anyone you select as a co-host will be able to share a screen.

Using breakout rooms

Zoom can allocate learners randomly to breakout rooms or you can manually place them into a specific breakout room. It may be too time consuming to allocate learners individually to a breakout room during a training session. You can create breakout room allocations prior to the session, but several different variations for different activities will not be possible.

It can be useful to move around breakout rooms during breakout activities, to ensure learners are on track, especially if you are a Supported Trainer. The host of the Zoom, plus whichever Trainer or Facilitator that created the breakout rooms, will automatically remain in the main Zoom room when the breakout rooms are opened. Each Trainer can manually choose to 'Join' and then 'Leave' a breakout room by using the breakout rooms window.

Selecting a 'Group Facilitator'

When selecting Group Facilitators try to ask learners with prior experience of Zoom and screen sharing.

Muting learners' audio

You can mute learners in the Participants Panel on the Zoom toolbar both individually and as a group (useful if there is feedback or noise being caused by a learner's microphone).

Facilitating interactive sessions

If you are using breakout rooms in Zoom, be aware you cannot share links to documents in the chat once learners have entered the breakout room. You must share links to documents prior to learners entering the breakout room or enter each breakout room and share the link.



Pre-course communications:

Before delivering the training there are course materials and information that need to be distributed to learners. Use the list below to check that you have included all the relevant content.

<u>Information or content</u>	Using pre-recorded video.	Delivering all content live .
Session schedule and Zoom/Teams log in information	✓	✓
Emergency contact details (in case a learner is struggling to join session, optional)	✓	✓
Activity Pack	✓	✓
Link to pre-recorded video of first session: https://www.youtube.com/watch?v=rFAN4qDamfo	✓	
Link to 'Climate Change: The Facts' documentary: https://www.youtube.com/watch?v=q9WyLPgyugo	✓	
Questions for documentary discussion activity: <ul style="list-style-type: none"> • How did the film make you feel? Did you learn anything new? Is there anything that particularly struck you? • Bringing what you learnt to your own life, where are you seeing the impacts of climate change already, around you, or in the news? Are you noticing the effects at your workplace? • What were some of the solutions discussed? 	✓	



Running order

The Carbon Literacy for Museums Toolkit consists of one day of learning. This day of learning can be delivered in a single day, or over multiple days – this depends on the delivery structure that is best suited to your museum and your learners.

We recommend leaving no more than one week between training sessions to ensure the information is retained and the learners don't lose focus.

If the training is being delivered on different days, allow a little more time at the beginning of each session to do a quick welcome and recap.

Breaks

There are numerous 'Break' slides throughout the Toolkit. Depending on the delivery schedule used and the time of delivery, these may need to be moved. Whether this is necessary is at the discretion of the Trainer.

Time per slides

The time per slide is an estimate, and some slides may have slightly longer assigned to them than needed for delivery. This is OK – it gives the Trainer leeway when delivering other parts of the course.

Module running times

The below table offers an indication of how long each Module should take to deliver. Use this table to plan how long you need for your training sessions.

<u>MODULE</u>	<u>RUNNING TIME</u>
MODULE 1 (pre-recording and documentary section)	1 hour 15 mins (running time the same regardless of whether using pre-recorded video or delivering live).
MODULE 1 (slides section)	1 hour
MODULE 2	1 hour 20 mins
MODULE 3	1 hour 45 mins
MODULE 4	1 hour 45 mins



Slide-by-slide running order

The following table shows the breakdown of slides and activities within each Module. You can use this table to help stick to schedule when delivering the Toolkit.

Black slides – are slides delivered by the Trainer.

Blue slides – can be edited by the Trainer if necessary.

Orange slides – are activities or involve active learner engagement.

Red slides – contain videos that learners watch on their own devices.

<u>Module</u>	<u>Slide/Activity</u>	<u>Start time</u>	<u>Duration</u> (hrs:mins)
MODULE 1 (This section of Module 1 can be delivered using the pre-recorded video or it can be delivered live)	Introductions/Housekeeping	9:00	00:02
	Legal Terms and Conditions	9:02	00:01
	Acknowledgements	9:03	00:01
	What is Carbon Literacy?	9:04	00:02
	Carbon Literacy training	9:06	00:01
	Carbon Literacy infographic	9:07	00:01
	MDNW and Carbon Literacy	9:08	00:01
	Roots & Branches	9:09	00:01
	Why Carbon Literacy in our organisation & sector?	9:10	00:01
	Tackling the climate crisis in our sector	9:11	00:01
	Where are we in the course?	9:12	00:01
	‘By the end of your training you will have...’	9:13	00:01
	Climate Change: The Facts	9:14	00:01
	Watch the documentary	9:15	01:00
END OF PRE-RECORDING			
(This section of Module 1 is delivered live)	Introductions/Housekeeping* *(This is the first slide if you use the pre-recorded video. If you have delivered the preceding section live, you do not need to deliver the Introductions /Housekeeping slide again).	10:15	00:03
	Activity: Your objects and climate change	10:18	00:20
	Documentary discussion	10:38	00:10
	Greenhouse gases refresher	10:48	00:03
	Weather vs. climate	10:51	00:01



	Activity: UK climate change impacts	10:52	00:12
	How will climate change impact museums?	11:04	00:04
	Museum impacts: Storm Desmond Floods	11:08	00:02
	How's everyone feeling...any questions?	11:10	00:05
BREAK		11:15	00:10
MODULE 2	Where are we in the course?	11:25	00:01
	Equity and vulnerability	11:26	00:01
	Equity definition	11:27	00:02
	Activity: The Carbon Map	11:29	00:12
	Climate vulnerability	11:41	00:05
	Vulnerable communities	11:46	00:03
	Intersectionality definition	11:49	00:02
	The role of museums	11:51	00:01
	Activity: Why should museums act?	11:52	00:05
	The unique position of museums	11:57	00:02
	What role can museums have?	11:59	00:02
	Museums tell stories	12:01	00:02
	Climate change and COVID-19	12:03	00:03
	What have we learnt from the COVID-19 crisis?	12:06	00:02
	The relative risk	12:08	00:01
	A just and green cultural recovery	12:09	00:02
	The 'just transition'?	12:11	00:02
	What does 'just' mean for museums?	12:13	00:02
	Sponsorship and investments	12:15	00:02
	Reimagining museums as central sites to tackle climate change	12:17	00:01
	Activity: Co-benefits of climate action	12:18	00:23
	Where are we in the course?	12:41	00:01
	Calculate your carbon footprint	12:42	00:03
LUNCH BREAK		12:45	
	Where are we in the course?	13:30	00:01
	The policy position	13:31	00:01
	Carbon budget video	13:32	00:03
	What does the science say?	13:35	00:02
	IPCC Report August 2021	13:37	00:01
	Net-zero definition	13:38	00:01
	Summary of the Paris Agreement	13:39	00:02
	The COP26	13:41	00:04



Module 2

Equity and vulnerability

Material: Slide Deck

Carbon Map link: <https://www.carbonmap.org/>

Equity and vulnerability video: <https://www.bbc.co.uk/news/av/embed/p079s2j4/48373540>

Timing: 26 minutes

Purpose of section: Introduce learners to the concept of equity and the idea that some communities are more vulnerable to the impacts of climate change than others.

Preparation: Familiarise yourself with the activities in this section. Ensure you have the links prepared for sharing during the training.

For Solo Trainers:

- Have external links ready to share for ease during the training.

Where are we in the course? (1 min)

- So far, we've looked at the science behind climate change, and thought about some of the ways that climate change has impacted and will impact our local area and the museum sector.
- We're about to begin Module 2, where we'll be thinking about equity and vulnerability, the role of museums, and the co-benefits that museums can receive by taking climate action.
- Remember, all our learning is helping us think about taking action.

Equity and vulnerability (1 min)

- We're first going to think about equity, and how that relates to vulnerability to climate change impacts.

Equity definition (2 min)

- So, what is equity?
- Equity has been defined by Museum Development UK as 'the distribution of resources based on the needs of each party in order to adequately level the playing field'.



- Equity relates to climate change because in an unequal world, people will be impacted by climate change differently.

Explainer

- **Reality:** One gets more than is needed, while another gets less than is needed. Thus, a huge disparity is created.
- **Equality:** The assumption is that everyone benefits from the same support. This is considered to be equal treatment.
- **Equity:** Everyone gets the support they need, which produces equity.
- **Justice:** The cause(s) of the inequity have been addressed and systemic barriers have been removed.

Activity: The Carbon Map (12 min)

Trainers should explore The Carbon Map themselves before delivering this training to ensure they understand the way it works.

For this activity, learners will be looking at a map of the world that displays a variety of data sets, such as the countries that are the highest emitters of carbon, or those that are most at risk from the impacts of climate change.

*Trainers have **12 minutes** for this activity. **2 minutes** should be reserved for the explanation, **5 minutes** for learners to explore the map, and **5 minutes** for a group discussion of what learners noticed.*

Paste the link to The Carbon Map into the **chat box** and ask learners to open this in their own browser and **watch the video** (with their microphone off). For reference the link is: <https://www.carbonmap.org/>.

Invite participants to turn off microphone and camera for this activity, and to switch on camera when complete.

*Give the learners **5 minutes** to **explore the map** and come back to the **main room** for a **5-minute discussion**. Ask learners to report back on what they noticed when exploring The Carbon Map.*



If any learners are struggling to access the website, let them know that they will receive the link in the list of resources after the training, so they will be able to try exploring The Carbon Map on a different device in their own time.

Prompting questions

- Which populations are most at risk of climate impacts?
- How is a country's wealth related to emissions?
- Can you identify big extractors, emitters, or consumers of carbon?

*Spend **5 minutes** discussing as a group what people found interesting when looking at the Carbon Map. Use the questions as prompts (though learners may have their own points). Ask learners to call out or write in the chat box.*

*If you are **Solo Trainer**, try and keep an eye on the chat box during discussions.*

Climate vulnerability (5 min)

Play the video about climate vulnerability.

The video can be found at: <https://www.bbc.co.uk/news/av/embed/p079s2j4/48373540>.

Move onto the next slide before opening a discussion on the video.

Vulnerable communities (3 min)

***If you are doing well for time**, ask learners to call out or write in the chat box who in society they think is most vulnerable to the impacts of climate change. Respond to learners' answers before revealing the suggestions on the slide. You have **3 minutes** for the delivery of this slide **including** hearing learners' thoughts.*

- It is important to be aware about the vulnerable individuals in your communities, as these individuals are much more exposed to the negative impacts of climate change within the UK.

Click to reveal the bullet points.

If time allows, or learners ask for further explanation, you can use the descriptions below to explain the bullet points.

- Elderly people and infants

Carbon Literacy for Museums Toolkit

Documentary Pathway Distance Delivery

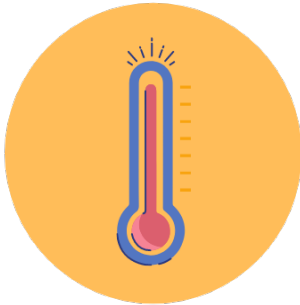
Generic Staff Course

Course Code: CC000262





How will climate change impact museums?



Temperature
and humidity



Insurance and
extra costs



Extreme weather
events



Tourism and
footfall



Pests



All of us



What role can museums have?





Develop a plan and build it into all areas

Brunel Museum announced an extensive sustainability plan in August 2021, highlighting how they will decarbonise the museum, sustainably develop the site and use their platform to increase awareness of climate action and create partnerships.



Mission



**Future-
proofing**



**Financial
savings**



Reputation



Partnerships

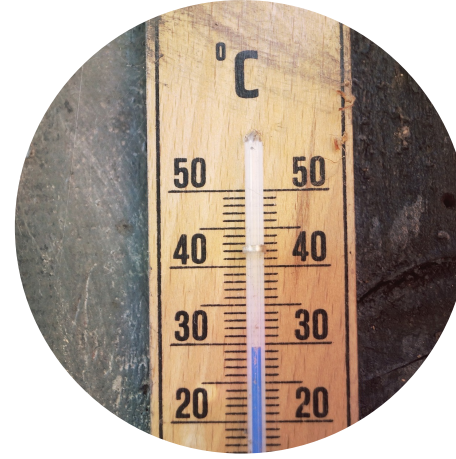


Audiences



Summary of The Paris Agreement

Almost all
countries are
signatories



Aims to limit
temperature
increase to
 1.5°C

It demands
equity



It demands
ambition



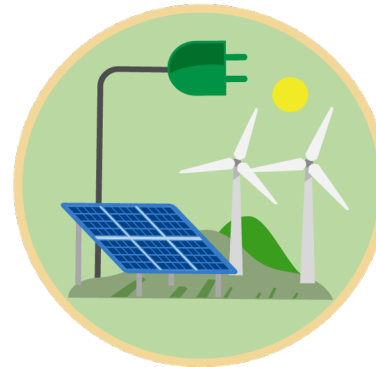
carbon offsetting

'The idea of 'balancing', 'compensating', or 'neutralising' the carbon emissions from a given activity, by paying into a scheme or project that will reduce emissions somewhere else.' (Julie's Bicycle, 'Deciphering Green Gibberish').

- Carbon offsetting has rapidly gathered interest as organisations rush to make **net-zero carbon claims** and individuals look for **quick fixes** to balance their carbon footprint by 'offsetting' their emissions.
- *Carbon offsetting is compensatory, not a solution.*



Activity: What does a low carbon museum look like?



How can the emissions related to these museum impact areas be reduced?

What key actions could we take?

How can we overcome any challenges?

Who would need to support this work and how?



Planning your actions

Action Evidence Form

Carbon Literacy Project



Part 1 – Getting to net-zero

As a society, what steps do we need to do to become net-zero?

Part 2 – Carbon Reduction Actions:

a) Individual

b) Group

Explain the CO₂e savings, significance and impact of each action

The evidence and actions you write on the form determine whether the Carbon Literacy Project can certify you as Carbon Literate or not.

Demonstrate your knowledge and understanding as best you can.