

# Sustainability in Science Museums

## Planning and Promotional Guide

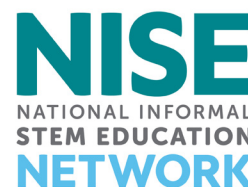


## Credits and Rights

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Sustainability in Science Museums is supported by the Walton Sustainability Solutions Initiatives at Arizona State University. The SustainABLE activity kits are a collaboration of the Walton Sustainability Solutions Initiatives at Arizona State University, the Center for Engagement and Training in Science & Society (CENTSS) at Arizona State University, Science Museum of Minnesota, and Sciencenter. SustainABLE kits are distributed by the National Informal STEM Education Network.



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# Introduction

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## SustainABLE Kits

Welcome to *Sustainability in Science Museums*! This nationwide project engages the public in learning about sustainability science through the educational power of science centers and museums. SustainABLE toolkits include hands-on activities, training materials, and other resources to promote learning about sustainability science and practice. Behind the scenes, fellowships help museums integrate sustainability principles into their program and operations.

SustainABLE kits prepare museums to engage multiple and diverse public audiences in learning about sustainability. Kit materials can be used in a variety of settings, including events, public programming, summer camps, and afterschool programs. In addition to the physical kits, SustainABLE resources are available for free download from [www.sustainablekits.asu.edu](http://www.sustainablekits.asu.edu) and [www.nisenet.org/sustainability](http://www.nisenet.org/sustainability).

## What is sustainability?

Sustainability means healthy people, communities, and environments, now and in the future. The three pillars of sustainability are human society, the natural environment, and the economy. These are sometimes referred to as the “three Ps”: **people, the planet, and prosperity**.

Sustainability science studies the interaction among these elements, and finds innovative and responsible solutions to major global challenges. The field of sustainability is defined by the problems it addresses rather than the disciplines it employs. A sustainability approach is often characterized by:

- **Use-inspired research**, which is intended to make change;
- **Systems thinking**, which examines the way different parts of a system are related, work together over time, and are related to other systems; and
- **Place-based knowledge** and culture.

*Sustainability in Science Museums* focuses on sustainability solutions, which address today’s biggest challenges to create the future we want. Everyone has a part to play in creating our future. Being a change agent involves asking questions and taking actions, as individuals and communities.

Learn more about sustainability science by visiting:

- <https://sustainabledevelopment.un.org/sdgs>
- <https://schoolofsustainability.asu.edu/about/what-is-sustainability/>

# Planning Your Event

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## Sustainability-related events

We encourage you to use your kit as part of your existing, ongoing programming, as well as special events that may already take place in your community. Below, we provide some examples of events that are related to sustainability and sustainability science.

### Winter

- National Engineers Week (February)  
[www.discovere.org](http://www.discovere.org)

### Spring

- Groundwater Awareness Week (second full week in March)  
[www.ngwa.org](http://www.ngwa.org)
- World Water Day (mid-March)  
[www.worldwaterday.org](http://www.worldwaterday.org)
- Earth Hour (March 19)  
[www.earthhour.org](http://www.earthhour.org)
- World Health Day (April 7)  
[https://en.wikipedia.org/wiki/World\\_Health\\_Day](https://en.wikipedia.org/wiki/World_Health_Day)
- Earth Day (April 22)  
[www.earthday.org](http://www.earthday.org)
- National Environmental Education week (third week in April)  
[www.eeweek.org](http://www.eeweek.org)

### Summer

- World Oceans Day (June 8)  
[www.worldoceansday.org](http://www.worldoceansday.org)

### Fall

- National Pollution Prevention Week (P2 Week) (third week in September)  
[www.p2.org/p2-week/](http://www.p2.org/p2-week/)
- Earth Science Week (second full week in October)  
[www.earthsciweek.org](http://www.earthsciweek.org)
- National Chemistry Week (third full week in October)  
[www.acs.org/content/acs/en/education/outreach/ncw.html](http://www.acs.org/content/acs/en/education/outreach/ncw.html)
- Campus Sustainability Month (October)  
[www.aashe.org/campus-sustainability-month/](http://www.aashe.org/campus-sustainability-month/)
- America Recycles Day (November 15)  
<http://americarecyclesday.org>

## Planning Timeline

Whether you are planning a stand-alone event based around your SustainABLE kit materials, or incorporating your kit materials into existing programming and sustainability-related events, you'll need to plan ahead. We've created a checklist to help you with your program planning, which includes many of the important elements that you'll need to consider.

### *Three to six months before your event*

- ☐ Make contact with the individuals and organizations in your community that might be interested in collaborating with you.
- ☐ Schedule a kickoff meeting to organize your event. Include both museum staff and collaborating scientists (and community partners). Topics for the agenda include:
  - What are your goals for the program?
  - Who is your target audience?
  - What kinds of educational activities would reach this audience and meet your goals?
  - Who will lead the planning of the event? Who else will be involved?
  - How will you communicate with your collaborators?
  - What dates will you hold your program?
  - Do you need funding to support the program? If so, where will it come from?
- ☐ Choose a date and add your program to your institutional calendars.
- ☐ Plan your program. Your planning process might include creating:
  - A brief description of the event (type of activities, dates, times, location)
  - A budget (and local plan, if necessary)
  - An outline of the event goals (and a plan for evaluating how well the event meets the goals)
  - A list of tasks of who is responsible for each task
  - A schedule with the major milestones for preparation
  - A marketing strategy

### *One to three months before your event*

- ☐ Become familiar with the materials in the kit.
- ☐ Begin promoting your program. Coordinate efforts among your own institution's marketing and promotional staff, as well as your collaborator's staff.
- ☐ Recruit volunteers for your program (if necessary).
- ☐ Choose a date and location for your training and orientation session(s) for staff, volunteers, and collaborators, and invite the appropriate people. You may want to hold a training session about a week in advance and offer another session immediately before your program.
- ☐ Let volunteers and collaborators know about training materials available in advance, such as online activity training videos.

### ***At least one month before your event***

- ☐ Review your plans with your facility manager and/or health and safety officer. Many facilities have guidelines or restrictions that could affect the logistics of your program and the demonstrations and activities you can include. (This is especially important if your program will be held in a facility you haven't used before.) You might ask about:
  - Restrictions related to use of water, open flames, chemicals, or hanging or suspended objects
  - Parking for visitors
  - Cleaning and sanitation service schedules
  - Security needs
- ☐ Ensure you have adequate staff and volunteers for your program.
- ☐ Continue to promote both the in-person and online training opportunities for your program scientists, staff, and volunteers.
- ☐ Draft an activity floor plan. Keep in mind that some activities are better with a place for visitors to sit down.

### ***A few weeks before your event***

- ☐ Continue to promote your program.
- ☐ If you have multiple activity stations, consider creating signs or handouts listing the activities you're offering, as well as their times and locations.
- ☐ Create additional tabletop signs for any activities that you are offering in addition to those contained in the kit.
- ☐ Do a test run of the activities.
- ☐ Prepare training and orientation session(s) for staff, volunteers, and scientists to take place in advance or on the day of the program.
- ☐ Make final preparations for your program (staffing, supplies, floor plan, schedule, and evaluation).

### ***The week of your event***

- ☐ Hold training sessions for staff and event volunteers in advance or on the day of the event. In addition to using the training materials, be sure to talk with your group about your particular venue, event schedule, audience, and expectations.
- ☐ Hold your sustainability event!



### **After your event**

- ☐ Thank your collaborators, sponsors, and volunteers.
- ☐ Debrief on the event with your planning team. Identify elements of your program that were successful, as well as things you might want to change next time.
- ☐ Document your program for your future use. Save copies of programs, posters, and any newspaper or media coverage of your event.
- ☐ Discuss future plans with collaborators and colleagues. Choose dates for future programming, and put them on relevant community and organizational calendars.
- ☐ Fill out your online report telling us about your event and how you used your kits. Reports are due in January 2017.

### **Year-round**

- ☐ Incorporate kit materials into other ongoing educational programming. These activities could be used for summer camps, afterschool clubs, science festivals, and other programs.
- ☐ Check out additional resources at [www.nisenet.org](http://www.nisenet.org).
- ☐ Leverage the partnerships you have established through *Sustainability in Science Museums* for other projects.
- ☐ Consider ways to sustain your sustainability-based programming and partnerships for years to come.



## Finding volunteers and collaborators

One of the best ways to find volunteers for your event is to find people and organizations in your community that are already involved in and committed to this topic. Volunteers may offer their expertise and time, and some of them may have their own educational activities and information that are appropriate for your program.

Some examples of potential partners include:

- **Local government agencies:** Many local agencies involved with water quality, wastewater, recycling, solid waste, hazardous waste, air quality, and transportation have expertise in sustainability topics, as well as public education resources and local information.
- **Energy providers:** Local electricity and power utility companies typically have energy conservation and alternative energy education programs, as well as practical information about local opportunities.
- **Building professionals:** Local architects, designers, and builders who specialize in green buildings and energy efficiency can highlight work on projects in your region.
- **Local colleges:** Many colleges and universities have scientists and engineers who do work related to sustainability. Researchers in this field can be located in a variety of departments, including environmental science, natural resources, environmental engineering, civil engineering, urban planning, chemistry, and biology. Faculty and staff may also be able to suggest undergraduate and graduate students who could volunteer at your program.
- **High schools:** Local high schools may have teachers and student clubs that focus on environmental science.
- **Professional societies:** Your community may have regional chapters of professional societies in topics related to sustainability, such as air quality, water quality, waste, energy, transportation, engineering, and environmental education.

## Training and orientation materials

The SustainABLE kit contains training resources that will help your staff and event volunteers feel comfortable engaging public audiences in the topic of sustainability. The resources listed below are available in the kits and online at <http://www.nisenet.org/sustainability>:

- Orientation presentation for staff and volunteers, including a project overview and an introduction to sustainability.
- Facilitator guides for activities.

Training videos for all activities will be available online at <https://vimeopro.com/nisenet/sustainability>.

# Sustainability Resources for Museums

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## Exhibit design and fabrication

### Greenexhibits

Greenexhibits was funded by MetLife Foundation in partnership with the Association of Children's Museums as part of the Promising Practice Replication Award presented to Madison Children's Museum in 2004.

<http://www.greenexhibits.org/connect/>

### ExhibitSEED.org

ExhibitSEED is a place for exhibit and museum professionals to find resources for developing, designing, and building more sustainable exhibits. The Oregon Museum of Science and Industry (OMSI) developed exhibitSEED with input from local and national museum industry and design advisors.

<http://www.exhibitseed.org/>

## Programming and content

### Good to Grow!

Good to Grow! is a leadership initiative launched by the children's museum field and guided by the Association of Children's Museums to support children's museums in providing healthy choices and activities for children and families in their communities.

<http://www.childrensmuseums.org/about/acm-initiatives/health-initiatives>

### ECO BOYS AND GIRLS

Association of Children's Museums (ACM) partners with the Sustainable Development Solutions Network-Youth and ECO BOYS AND GIRLS to share information with young children about the United Nations Sustainable Development Goals (SDGs) and how they affect their lives, communities, and the future of the planet.

<http://www.childrensmuseums.org/about/acm-initiatives/u-n-sustainable-development-goals>

<http://ecoboysandgirlsunsdgs.com>

## Sustainability policy and planning examples

### **Madison Children's Museum Green Guide**

[http://issuu.com/madisonchildrensmuseum8/docs/greenguide\\_2014\\_web/1](http://issuu.com/madisonchildrensmuseum8/docs/greenguide_2014_web/1)

### **Museums, Environmental Sustainability and Our Future:**

#### **A Call to Action from the Summit on Sustainability Standards in Museums 2013**

American Alliance of Museums and the PIC Green Professional Network

<http://www.aam-us.org/docs/default-source/professional-networks/picgreenwhitepaperfinal.pdf>

### **California Association of Museums (CAM) Green Museums Initiative (GMI)**

Resources to inspire and support museums to develop green business practices, eco-friendly facility-management, and sustainable programming.

<http://www.calmuseums.org/gmi>

[http://www.calmuseums.org/\\_data/n\\_0001/resources/live/GMI\\_Best\\_Practices\\_final\\_v2.0.pdf](http://www.calmuseums.org/_data/n_0001/resources/live/GMI_Best_Practices_final_v2.0.pdf)

## Promotional Materials

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We've put together a collection of resources to help you promote and market your event. All of the artwork and images shown on the following pages are available in electronic format on the USB thumb drive included in your kit, and online at [www.nisenet.org/sustainability](http://www.nisenet.org/sustainability).

### Logos

*You are welcome to use the SustainABLE logo included on the USB thumb drive.*



## Fonts

Fonts used in the kit materials are HDV Comic Serif Pro (logo, titles, and some headers) and Source Sans Pro (subheaders and body text). Both fonts can be downloaded for free (search online for sources and instructions appropriate to your operating system).

### HVD Comic Serif Pro

free download from [www.hvdfonts.com/#15-HvD Comic Serif](http://www.hvdfonts.com/#15-HvD%20Comic%20Serif)

**This nationwide project engages the public in learning about sustainability science through the educational power of science centers and museums.**

**ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz**

### Source Sans Pro

free download from [www.google.com/fonts](http://www.google.com/fonts)

This nationwide project engages the public in learning about sustainability science through the educational power of science centers and museums.

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz**

The fonts Rockwell and Calibri can be used as alternatives to Source Sans Pro.

### Rockwell

This nationwide project engages the public in learning about sustainability science through the educational power of science centers and museums.

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz**

### Calibri

This nationwide project engages the public in learning about sustainability science through the educational power of science centers and museums.

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz**

## Colors



**STEEL BLUE**  
C-85 M-50 Y-0 K-0  
R-70 G-117 B-184



**WILD WILLOW**  
C-54 M-0 Y-23 K-0  
R-178 G-206 B-92



**KINGFISHER DAISY**  
C-85 M-9 Y-45 K-0  
R-0 G-116 B-158



**GOLDEN DREAM**  
C-0 M-21 Y-100 K-0  
R-242 G-200 B-49

## SustainABLE Posters

vertical, 24" x 36", color, pdf file provided.



## SustainABLE Banner

Horizontal, 24" x 60", color, pdf file provided.





## Sample Press Release

Your logo here



Date:

Contact:

Phone:

Email:

**Learn about sustainability at [name of your organization]!**

[Insert your local event location, dates, and specific activity information here].

The [name of your event] event at [name of your organization] is part of a nationwide effort to engage the public in sustainability and understand the social, environmental, and economic impact of human behavior on the planet's future.

This event provides fun, hands-on opportunities to learn about sustainable solutions to many of our planet's biggest challenges. Guests can roll marbles to decide how to share "water" resources, try to build sustainable "cities" out of blocks, discover the surprising materials that are used to create green products, and more!

[insert specific information about events or other special activities that your location may host].

[Some of] The activities offered at the event were developed as a collaboration of the Walton Sustainability Solutions Initiatives at Arizona State University® (ASU), the Center for Engagement and Training in Science & Society at ASU, Science Museum of Minnesota, and Ithaca Sciencenter. The development work was supported by the Walton Sustainability Solutions Initiatives at ASU. The educational materials were distributed to science centers and museums by the National Informal STEM Education Network.

## Photo Release Form

Most institutions require that some kind of photo release form be signed in order for you to circulate or share photos from your event in any way (including online and through social media). Whether or not this is a formal policy in your institution, you should always ask for permission before photographing participants, especially children. Getting signed releases gives you the flexibility to use your photos in newsletters, reports, and other media.

We welcome you to share photos from your events with us. However, in order to be able to use and share photos of local events, we must have a release form signed by each person in the photo. We understand that for many of our partners, it is not possible to get release forms from every person photographed or recorded. For this reason, **we do not require or expect photographs of your events.**

The National Informal STEM Education Network (NISE Net) photo release form is included on the next page. When you are ask visitors to fill out the form, be sure to explain that they can choose not to have their photograph or their child's photograph taken and still participate in the activity.

Here are a few tips to ensure you get a release from every person you photograph:

- If you are using a photographer for your event, be sure to explain to them that they will need to get consent before taking photographs.
- It's helpful to have the releases and pens on a clipboard or two that you can hand to the visitor.
- In larger settings, or spaces with a lot of activity, consider assigning a staff person to join the photographer and ask visitors to sign the release before the photographer takes pictures. This person can ensure that no photographs are taken without consent, and can also ask the photographer to delete any pictures from their camera of visitors who did not consent.
- Jot down a description of the person on their release form (for example, "young girl, brown hair, yellow shirt"). This can help you match releases to photos later on.
- If you are hosting an event with nametags and registration, you can ask visitors to fill out the release when they register. If they have consented to have their photo taken, give them a sticker for their nametag. Then the photographer can take photos only of people with the stickers.

If you are able to get signed releases for your photos, please share them with us! You may send a USB with photos along with a scan of the photo releases to the Science Museum of Minnesota at:

NISE Network  
Science Museum of Minnesota  
120 West Kellogg Boulevard  
Saint Paul, MN 55102

Alternatively, you can email them to Christina Leavell at [cleavell@smm.org](mailto:cleavell@smm.org).

Questions regarding acknowledgements or credits can also be directed to Christina Leavell.

## Photo Release

### Science Museum of Minnesota / NISE Network Photo Consent and Release

I, \_\_\_\_\_, hereby authorize the Science Museum of Minnesota, Saint Paul, MN (the "Museum"), as agents acting for and on behalf of the National Informal STEM Education Network ("NISE Network"), and its partners, agents, representatives, assigns, successors in interest and licensees, to photograph, audiotape, and/or videotape me and grant the Museum and their partners the irrevocable right to use my photograph, audio recording, video recording, or any reproduction or modification thereof (the "Photograph", "Audio", and/or "Video"), in any manner or medium throughout the world an unlimited number of times in perpetuity in advertising, trade, promotion, exhibition, or any other lawful purpose.

I understand that I will not receive any monetary compensation for the permissions I am granting herein. I hereby waive any right of inspection or approval of the uses to which the Museum and the NISE Network may put the Photograph, Audio, and/or Video. I acknowledge the Museum and the NISE Network will rely on this permission and hereby release and discharge the Museum and the NISE Network from any and all claims and demands arising out of or in connection with the Photograph, Audio, and/or Video or the exercise of the permissions granted here, including any or all claims for libel, invasion of privacy, or emotional distress.

I understand that I cannot withdraw my consent after I sign this form and that this consent and release is binding on me and my heirs, legal representatives and assigns.

**YES NO** (please check one)

- ☐ ☐ **I grant permission for Photographs** to be collected and used by the Museum and the NISE Network.
- ☐ ☐ **I grant permission for Audio** to be collected and used by the Museum and the NISE Network.
- ☐ ☐ **I grant permission for Video** to be collected and used by the Museum and the NISE Network.

Date \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

**If the individual named above is under 18 years of age, please complete the following:**

I am the parent or legal guardian of the individual named above, and I hereby sign this Media Consent and Release on behalf of such individual in accordance with the statements above.

Name \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_