Timeline and outline activity plans

\*Stage 1 submission August 2021

\*Approval November 2021

**Development phase approx. 1 year: Dec 2021 – Feb 2023 2021:**

\*Stage 2 submission Autumn 2021 Stage 1 submission August 2021. Stage 2 submission February 2023. Delivery Phase July 2023 to January 2026. Activity Plan July 2023 to June 2028.

\*Approval June 2023

**Delivery phase approx. 4 years: July 2023 – June 2028**

\*Gallery close December 2023

\*Gallery open January 2026

\*Project completes June 2028

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| **Key / overarching projects** | **Proposed Activity – Stage 1** | **Costs – Development**  | **Proposed Activity – Stage 2** | **Costs - Delivery** | **Outputs / outcomes** | **Which partners (letter of support?** | **Target Audiences**  | **Supporting which NLHF outcomes** |
| Consultation panels and community involvement | Build upon existing and develop new consultation panels and community networks to inform the development stage of the project, including:* Access Advisory Group
* Non Audience Group
* Expert Advisory Panel
* Schools / Learning Group
* Youth Panel
* Engagement Advisory Group (with emphasis on equality, diversity and inclusion)
 | **£15k** | Continue to consult panel participants to inform, refine and advise on detailed content, design, and interpretation to ensure openness and transparency, respond to feedback received, and put audience needs first | **£10k** | A wide range of people are consulted and involved in the development and realisation of the projectA wide range of views, knowledge and experience have helped shape the projectWe are open, transparent and consultative in the production and delivery of the project Ensure that creating accessible content and spaces is considered in everything we do |  | Non audiencesExisting audiencesIncluding:Active achievers (families)Social Sharers (families)Self Improvers (adults) | Wider range of people involved |
| Coproduction projects with specific audiences (ethnically diverse / socially disadvantaged families, people with disabilities for example) | Work collaboratively and build relationships with existing and new partnersDevelop pilot projects to test feasibility and co-production models for design of some indoor and outdoor spaces (new under 5’s Nature Explorers Action area, Nature and You case, Sustainable Gardening Zone) Work with families and appropriate partners to test accessibility and interpretation models and approaches (gallery interventions, equipment for gardens Nature Explorers Adventure Zone, wellbeing and Social prescribing models in Sustainable Gardening Zone)  | **£10k** | Co-produce elements of indoor and outdoor space with appropriate partners and participants, for example: Under 5’s Nature Explorers Action area (indoors) – coproduction with local families/nurseries/ sure start? Natural History Gallery: Nature and You case (response developed from working with disabled artists group for example)Sustainable Gardening Zone (with mental and physical health group)Co-produce space that improves mental and physical health outcomes for isolated local people | **£15k** | A diverse range of voices and experience is expressed and at the forefront of the project Relationships are built with people from diverse backgrounds Help attract more families and visitors from ethnic minority and lower socio-economic backgroundsMake fun and accessible connections across indoor and outdoor spaces and help connect people with nature from a young ageCreate new flexibly designed spaces that allow us to run partnerships and activities that meet local community need and link communities with specific experts  | Ewart Road and other local HA’s? discuss with RoseRedstart ArtsSLAM Recovery CollegeLewisham Social Prescription NetworkSydenham Gardens | Relevant and interesting to non-visiting family audienceIncluding:Active achievers (families)Social Sharers (families) | Wider range of people involvedGreater wellbeing and skills developmentLocal area better to live, work or visitImproved sustainability |
| Schools/formal learning co-production projects with targeted schools.(Keystage 2 and secondary pupils with high rates of FSM, SEND specialist schools, schools in locations with little access to green space, and/or schools with poor outdoor school facilities). | Build new relationships and partnerships with local Keystage 2 leads, Secondary Science and Art specialists and SEND school teachers. Work collaboratively with partner teachers and an external evaluator to set natural world objectives for school visits and to evaluate the existing schools offer against them.Test pilot blended indoor/outdoor learning offer with KeyStage 2 teachers and classes.Develop and pilot a range of activity-based outdoor self-led schools resources for the Nature Trail with Museum Clubs and Volunteering(?).Staff training around co-production techniques.Partner with local Secondary School to test co-production models and approaches for the NHG and a climate change schools workshopBuild new relationship with Goldsmith’s PGCE faculty.  | **£10k** | Work with Goldsmiths trainee teachers, partner teachers and their classes to redevelop our Natural World programme, and to integrate the outdoors into our indoor sessions at all ages.Develop successful curriculum-linked Keystage 2 outdoor session that meets the needs of teachers and pupils.Provide expert science facilitators for schools to aid skills development of pupils, schools staff, trainee teachers and Museum staff. Co-produce a space in the NHG with partner secondary school.Co-create a climate change workshop and outdoor secondary with partner secondary school.Offer outdoor learning work experience/development placement for NEET young people, or secondary students.Deliver training for PGCE students to encourage a blended approach to indoor/outdoor learning. | **£25k** | A year-round outdoor learning offer, with 25% of schools partaking in outdoor activities as part of their visit (currently 3.8%).Increased outdoor engagement- with Keystage 2, Secondary and SEND audiences. Outdoor session participation percentages aligning with those of indoor participation (e.g. currently 50% of indoor sessions Keystage 2, vs, 8% outdoors).Strong new relationships with secondary pupils audiences, and new partnerships with local secondary schools.Career skills for secondary students/ local young people around science interpretation, education and Museum careers. | Letter of support from Forest Hill School.Other partners:-Bensham Manor SEND School-Childeric Primary School-Goldsmith’s (tbc)-Addey and Stanhope(?) | Schools in neighboring boroughs with limited access to greenspace and/or high rates of Free School Meals (30%+).KeyStage 2,SEND specialist, and secondary | Skills development Wider range of people involvedGreater wellbeing  |
| Biodiversifying the Horniman and Forest Hill | Consult environmental groups, organisations and networks to better understand the needs around local environmental engagement, participation and advocacy for biodiversity and the environment and the Horniman’s role Develop actions on how best to communicate and ensure a greater diversity of people access information and resources to improve biodiversity and the environment in their local area to help mitigate the Climate and Ecological emergency Review how we could develop and deliver our Environment Champions Club to engage families to take action for the environment longer term | **£5k** | Continue to build relationships and support the local community to participate and become active advocates for nature:Develop a local support network to: develop knowledge and understandingEncourage more people to connect with nature and get involved with activities that benefit local wildlife. Help create, manage and preserve more habitats for wildlife and increase connectivity across the boroughContinue to consult and involve people from diverse backgrounds to develop activities and spaces that encourage greater involvement and participation within under-represented groups, particularly young people | **£15k** | Ensure that the Horniman and partner organisations work together to encourage biodiversity and raise awareness of and engagement with local wildlife and the natural world, taking greater pride in their green spacesA wider range of people become more confident in accessing information about, getting involved with and taking action for wildlife in the local areaA greater diversity of people help encourage biodiversity at the Horniman and within Forest HillMore people understand and become aware of the impacts of the climate and ecological emergency, becoming active advocates for nature | Lewisham Biodiversity Partnership,Lewisham Homes and local HA’s, Ewart Road,Clean Air LewishamClimate Action Lewisham, Young Lewisham, Sydenham GardensBEN (Black Environmental Network?)London Wildlife TrustField Studies CouncilRHS, Earth Watch |  | Environmental sustainabilityLocal area will be a better place to live Greater wellbeing Wider range of people involved |
| Volunteering and skills development | Develop new volunteering opportunities that help deliver the outcomes of the project including:Evaluation of existing school sessions, onsite journey and pilot activities Pilot new Engage and outdoor activitiesInvestigate and embed new ways of engaging and diversifying volunteers Explore best practice in the involvement of young people in the project (Youth Panel etc)Develop new training methods and skills (buddy supported volunteering, live interpretation etc.) [Does trainee recruitment and development go here??] |  | Involve over 100 volunteers to support the delivery of activities to encourage involvement with nature and sustainable living with partners including: Engage stations in the museum and roaming activitySustainable Garden volunteersWildlife monitoring on the Nature TrailSchool sessions on the Nature TrailDevelop meaningful work experience opportunities, e.g. for careers with children (in conjunction with Schools)Devise training programme to develop skills and understanding of nature conservation, climate communication and sustainable gardening etc. | **£30k**(training and travel costs for volunteer and staff) | A diverse range of volunteers will have developed confidence and skills  | Capel ManorSchools |  | Skills developmentWider range of peopleGreater wellbeing |
| Evaluation and monitoring | Develop detailed evaluation and monitoring plan with external support to understand where our benchmark is and how to measure impact |  | Implement the evaluation and monitoring plan |  |  |  |  | All |
| Post-opening activity | Trial co-produced programming to understand themes, national initiatives, etc of interest to non-visitors |  | Create public programme around new spaces. | **£25k** |  |  |  |  |

Version control

Document owned by: Kirsten Walker

Ratified by: Nature and Love Project Group

Date of next review: 8 July 2021

| Version no. | Date | Author | Changes | Marked? | Status |
| --- | --- | --- | --- | --- | --- |
| 01.00 | 8 July 2021 | Kirsten Walker / Activity plan group | Capturing first activity ideas of the group | No | to organise thoughts |
| 02.00 | 8 July 2021 | Julia Cort | Fleshing out Community Engagement elements | No | Initial project ideas |
| 03.00 | 16 July 2021 | Jo Hatton on behalf of Lucy Maycock | Adding feedback from LM | No |  |
| 04.00 | 22 July 2021 | Jo Hatton | Reorganising document following discussion with Kirsten walker | No | Reviewed and amended document |
| 05.00 | 23 July 2021 | Jo Hatton on behalf of Lucy Maycock | Added in Schools projects elements sent by LM  | No | Added |
| 06.00 | 28 July 2021 | Kirsten Walker | Added in budget taken from previous cost plan | No | For feedback |
| 07.00 | 30 July 2021 | Jo Hatton on behalf of Claire Robinson | Added in Volunteering elements sent by CR | No | Added |