



Hampshire
County Council

Improvement and
Advisory Service

Climate Unity 2020-2026

November 2025

Dr Jayne Stillman, County Inspector/Adviser Visual Arts



**CLIMATE UNITY
PROJECT** One world
for us all



Climate Crisis Project - Background

- Following on from the Hampshire 2050 Commission of Inquiry (2018-20), Hampshire Councillors requested an educational initiative to address environmental and climate issues.
- This was influenced by the voice of CYP across Hampshire schools that participated in the feedback to the Commission and indeed presented their views and ideas to the council members in Autumn 2019.
- To this end, a small group of HIAS subject advisers was set up to explore a range of possible approaches to engage schools in developing climate change education and awareness.

Findings

- An initial delve in to existing online resources for schools revealed that there is a wealth of support for schools to support climate education, much of it freely available to download.
- However, the extent to which schools are making use of these resources is unclear and it was felt that there was a need to encourage schools to further develop and broaden their approaches to climate education.
- The group decided to develop rigorous and creative approaches within the context of their subject specialisms whilst recognising that this agenda ultimately needs to be cross-curricula and embedded across all aspects of school life.

Research and action

- The initial focus was to capture the Voice of CYP and use their feedback to inform the focus of the project in addition to providing schools with the opportunity to inform future planning opportunities and identify gaps in their existing curriculum.
- The project is disseminated across a variety of online forums: The moodle: <https://hias-moodle.mylearningapp.com/> Art, RADE and RE platforms, websites, e-bulletins and provide an opportunity to celebrate, share and ultimately develop climate education across Hampshire school communities whilst ensuring sustainability within the wider curriculum.

Hampshire Pupil feedback 2020

- The responses indicated that whilst some pupils were able to identify the action taken by their schools to address environmental issues, approx. **60%** were not able to articulate what steps had been taken in school.
- When asked about global issues around climate change, **55%** of those surveyed were able to identify some of the key challenges faced by the global community. This awareness was attributed by the pupils in part to the school curriculum but to a greater extent from the media and documentaries.
- The pupils surveyed were very positive in terms of how they can be supported in future re action for climate change with **82%** of respondents identifying areas for improvement and/or change.
- The overwhelming majority of young people surveyed (**80%**) expressed a desire to work collaboratively with other schools to address climate and environmental issues.

[Sustainability leadership and climate action plans in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/policies/sustainability-leadership-and-climate-action-plans-in-education)

"I really wish the school would be able to recycle crisp packets. We eat lots of them every day and so many packets are thrown away when we could be recycling them."

"We liked Greta Thunberg's quote: 'We don't want this done by 2050, we don't want this done by 2030 or even 2021, we want it done NOW!' and also that the younger generation (us) must hold older generations accountable for the mess they have created."

"The art project I helped with was very exciting and raised awareness so maybe more things like that."

"Video chats with other schools, meetings to make a big project/sculpture to advocate for climate action. Writing to other schools to make them more aware and share ideas."

"I can't tell other people to do things and then not do it myself. That won't be inspirational, and they'll think well you're not doing it so why should we."

"Schools should send a similar questionnaire to this every six months to be forwarded to the local MP."

"It would be good to be taught more about what we can do at home to improve things. Also, we are taught a lot about recycling but it's better not to buy so much plastic etc in the first place."

"Change makes me think of the things we still have to do, like building houses, people need homes – Can we think of other places people can go? Can we change the way we build houses so that it's more green?"

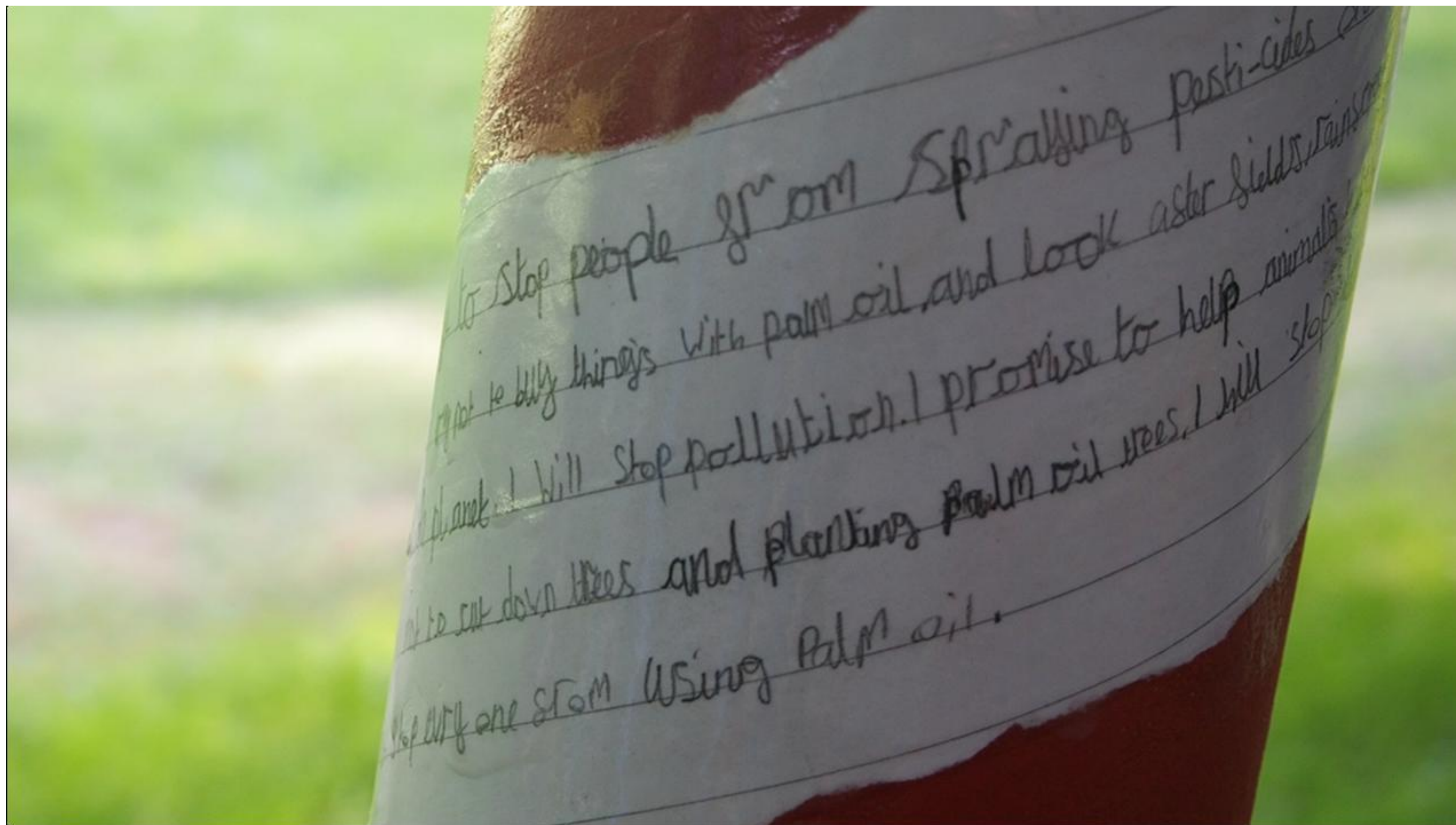
‘Our Climate Change Forest’













Climate Unity project 2021-2022

Southampton City Art Gallery





Basingstoke Discovery Centre/Library



Ringwood Library / Craft Group



Swings and smiles



Bridgemary library



Bridgemary Crafters

Calshot Activities Centre



Waterside Primary, Droxford Primary, Hounslow Secondary.

Farnborough Library



Fordingbridge Library Craft Group



Cove Junior School



Cherrywood Primary School



Barncroft Primary



Cove Junior School



Cherrywood Primary School

Hiltingbury Lakes

Chandler's Ford Infant School 2022



Romsey Library



Scantabout Primary

The River Hamble Country Park: Eco Barn



St James Primary School and Hopeweavers Community group (inside)



Red Barn Primary (outside)



Lockerley Primary
Wildern Secondary School
(Inside)

Royal Victoria Country Park



Sir Harold Hillier Gardens



1. Henry Tyndale and Fernhill School
2. St Swithun Wells Catholic Primary
3. The Westgate School
4. Lockerley Primary
5. Abbots Ann CE Primary
6. St Bede C of E Primary, Winchester
7. Transition Town, Romsey



Staunton Country Park Making Space and Purbrook Junior



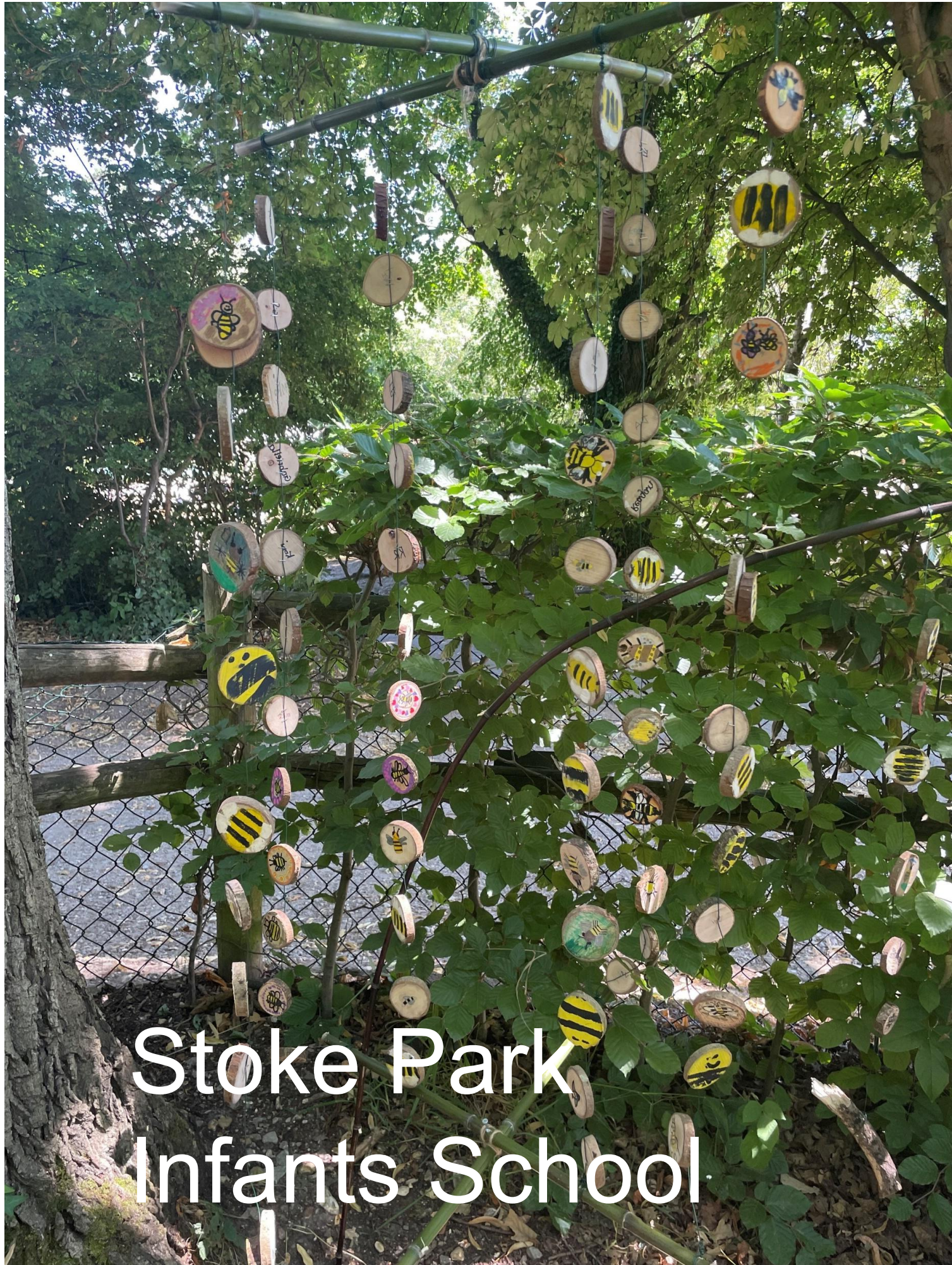
Making Space





Purbrook Junior School

Royal Victoria Country Park



The Yellow Edge Gallery - Gosport



Red Barn Primary, Barncroft Primary, Alver Valley Federation

Hampshire Climate Unity Conference

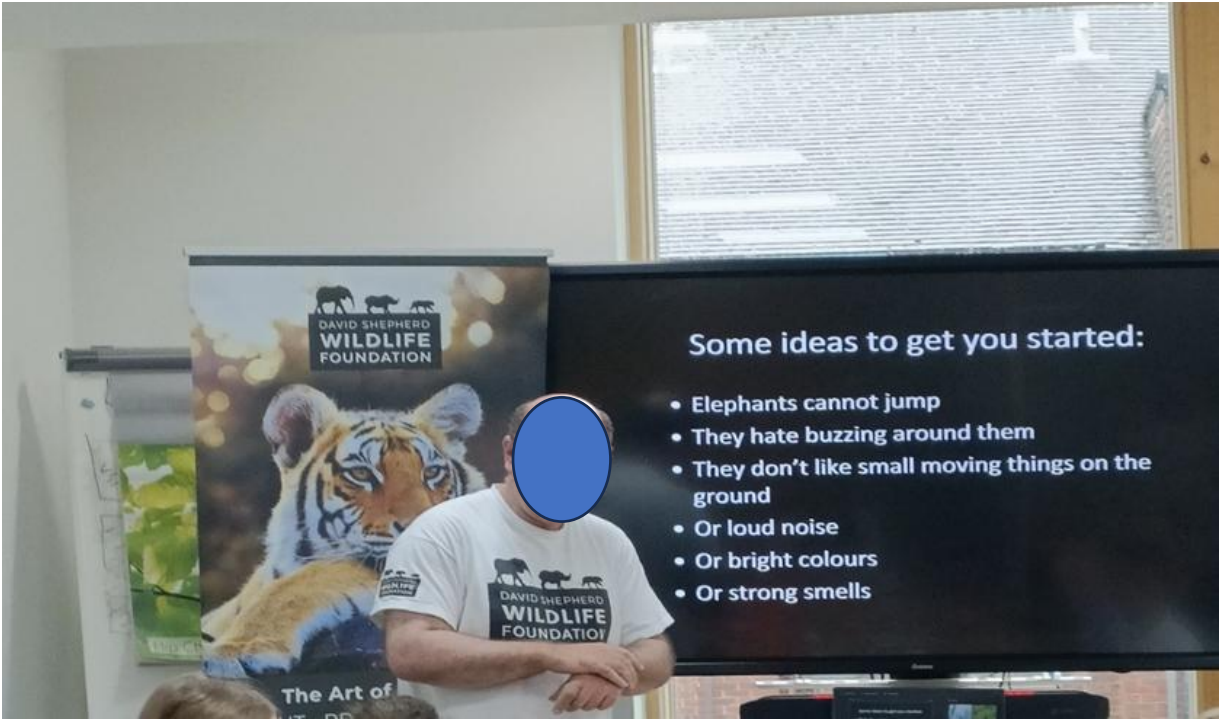
14 July 2023 (2022-2023)



Hampshire & Isle of Wight Wildlife Trust



Final Straw Foundation



David Shepherd Foundation



ECO-Schools exhibition stand

Hampshire Youth Parliament

Make Your Mark 2022 Results

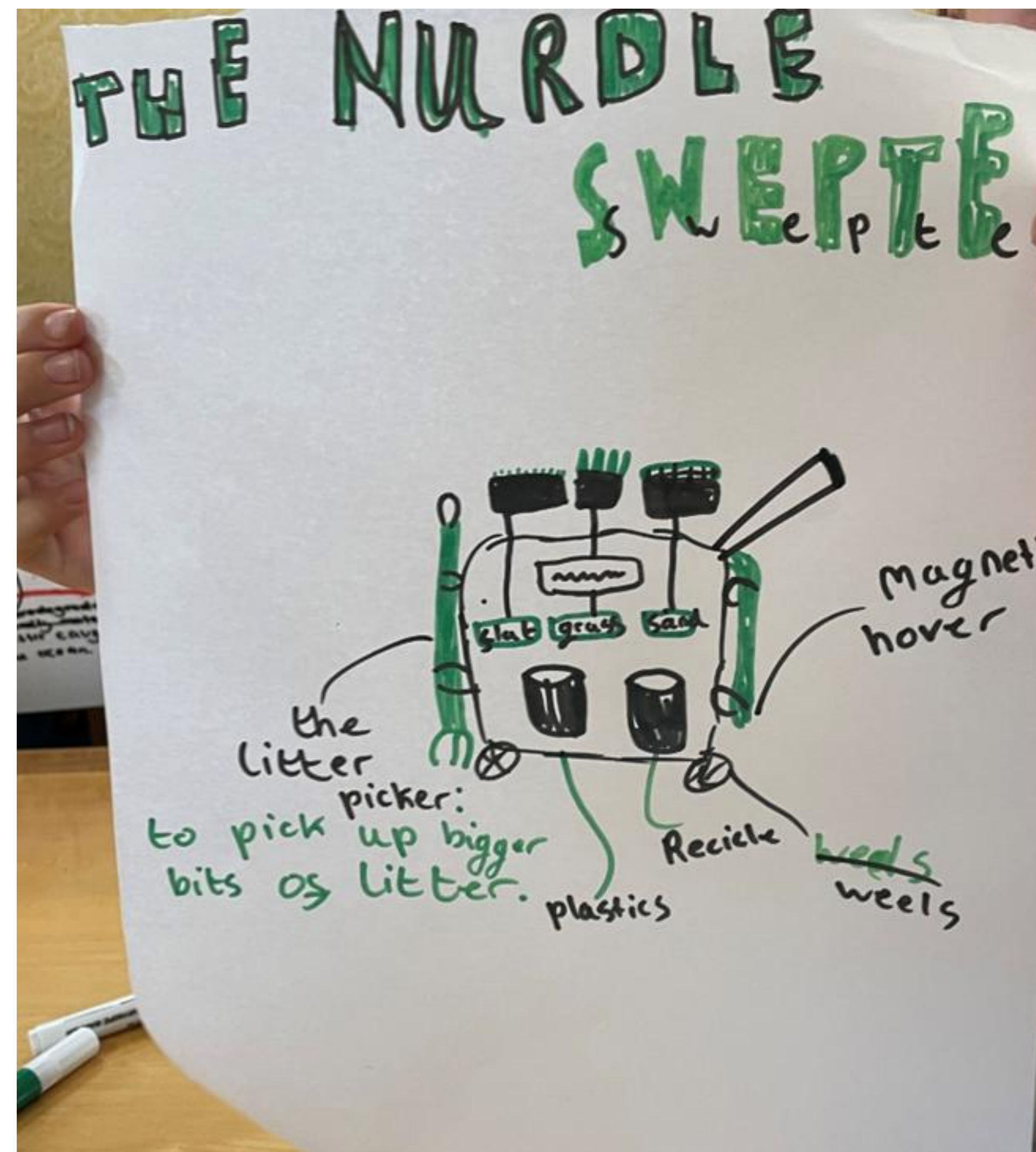
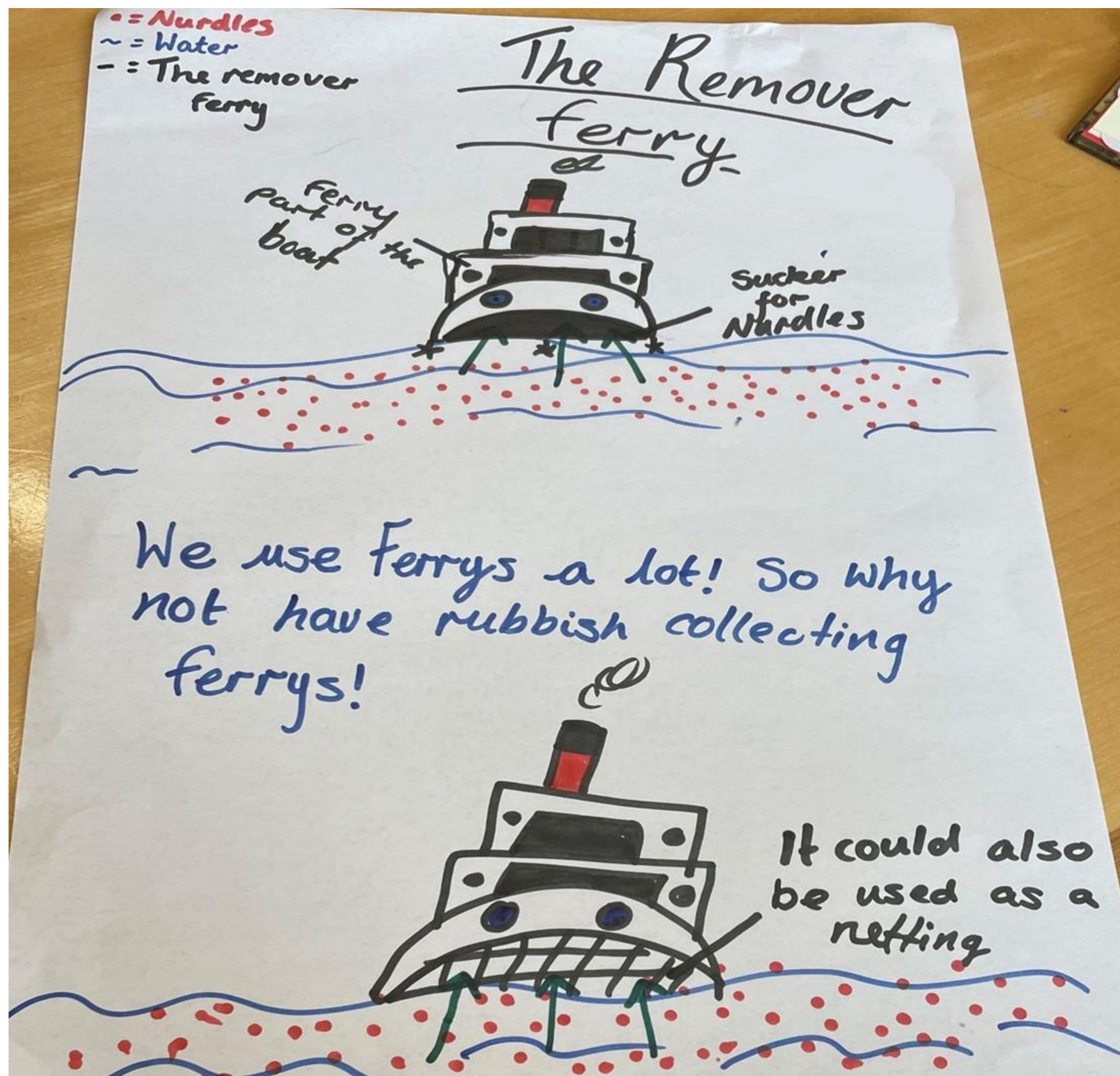
Covid-19 Recovery	628
Education and Learning	2,706
Environment	4,260
Health and Wellbeing	3,457
Jobs, Money, Homes and Opportunities	3,532
Our Rights and Democracy	783
Poverty	2,019
Total votes received:	17,385



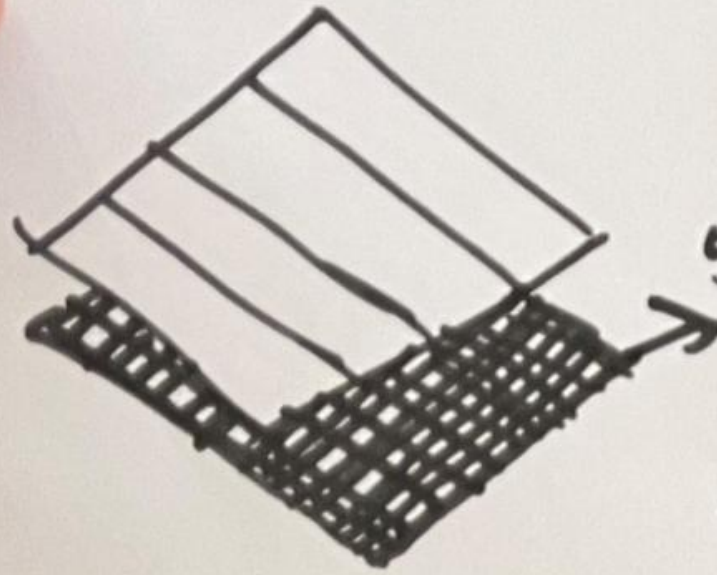
Hampshire Youth Parliament







Drains

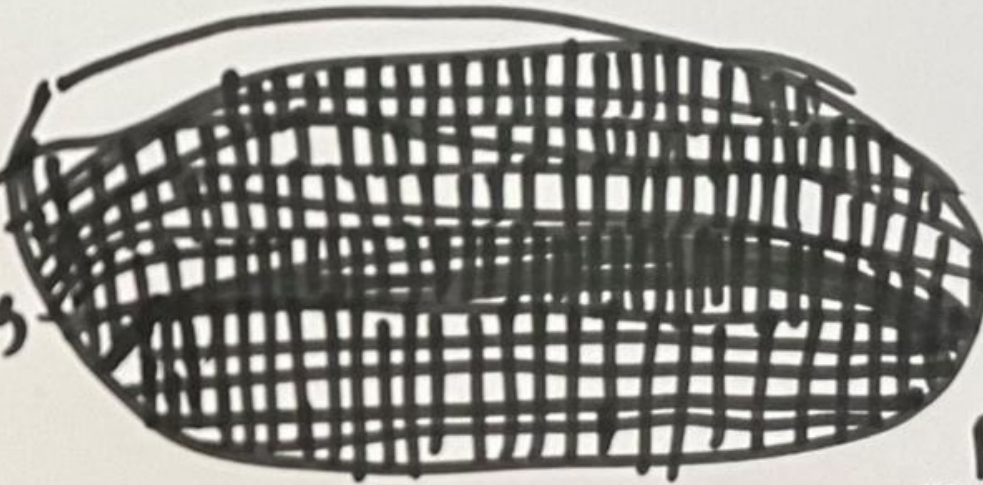


Small Mesh

↓
stops needles but lets water in
+ bonus of keeping coins/rings easy to get

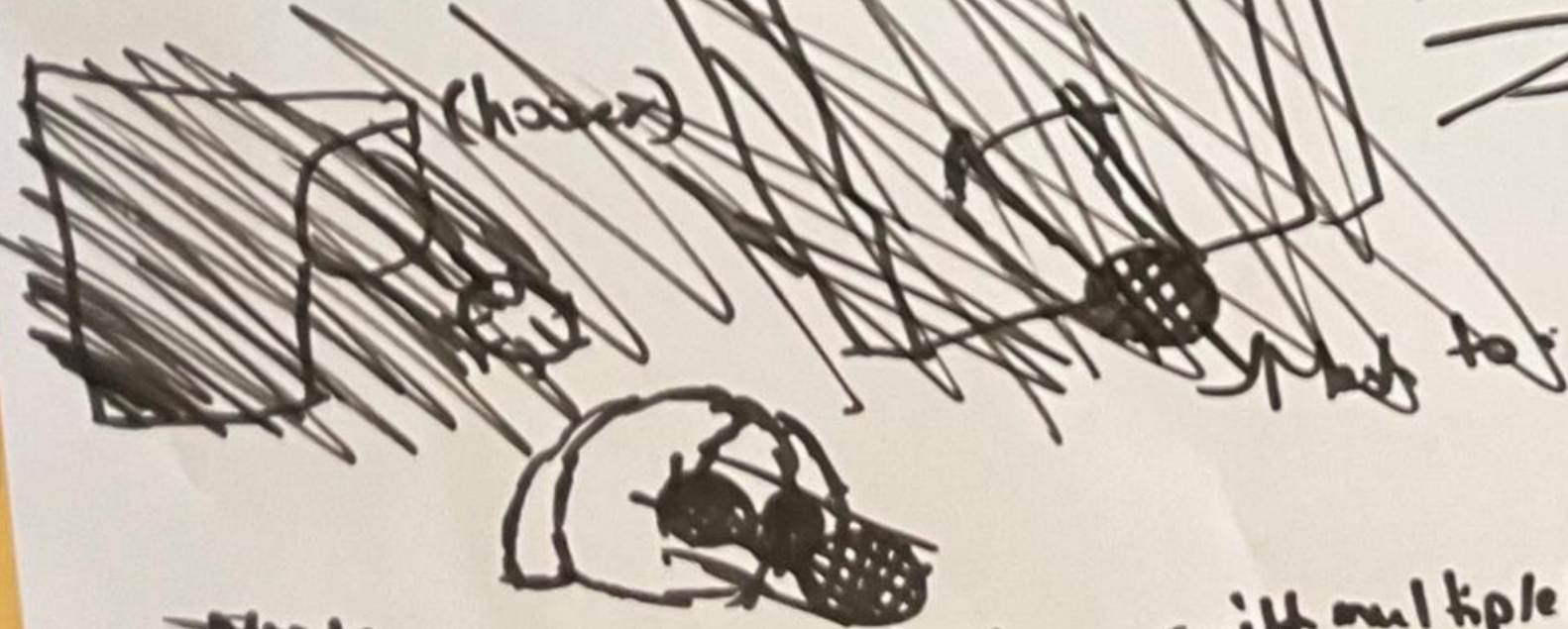
Sea

Surface
to stop floating
plastics.



Mesh to stop other
things or rubber/plastic
pollution from getting to
the ocean

Beach



Disclaimer!
~~THIS IS A HOOVER~~

To find them:

Detects plastic
~~that detects that detects plastic~~



Also has
water
flow exit hole to do water

Hoover with multiple layers of mesh filters for filters to allow sand to go through but needles
plastic plastics get caught and are easily deposited.







What are we doing on Climate Change?

Chitra Nadarajah
Head of Climate Change and Environmental Strategy



Climate Unity Project: One world for us all 2024

Following on from the successes of '**Our Climate Change Forest**' project 2020-21, the '**Climate Unity**' project 2021-22 and '**Climate Unity project – one world for us all**' 2022-2023 we invite you to participate in the continuation Artivism Climate Unity' project 2023-2024. This is to address a range of perspectives on the climate issue facing us all and to provide an opportunity for these perspectives.

This year you are invited to create headwear responding to your Climate Crisis conversations that will contribute to a digital exhibition. Some actual artworks will be needed for exhibition. The headwear can embody messages about Climate concerns and the environment. You can use what materials you choose. You may seek inspiration from Google, Pinterest etc. for headwear responding to Climate concerns and using recycling.



This illustrated book by Emily Kapff expresses our need to act now to save the environment, while weaving a positive message about protecting the world we live in.

Speaking from the future, a girl wears a crown made from the rubbish passed down to her by previous generations.

Her Earth is covered by waste, but beneath the landfill she discovers a book of pictures that show her the past – our world as it is now – and she is filled with joy by the beautiful sky, land, sea and creatures that she sees.

Alongside her companion horse, she experiences the beauty of our Earth and imagines a world where her crown is no longer made from rubbish, but from an abundance of life.



Milford-on-Sea CofE Primary School

As a school, we use the United Nations Sustainable Development Goals as a basis for all that we do. The whole school community is passionate about global learning and especially environmental issues locally, nationally and globally.

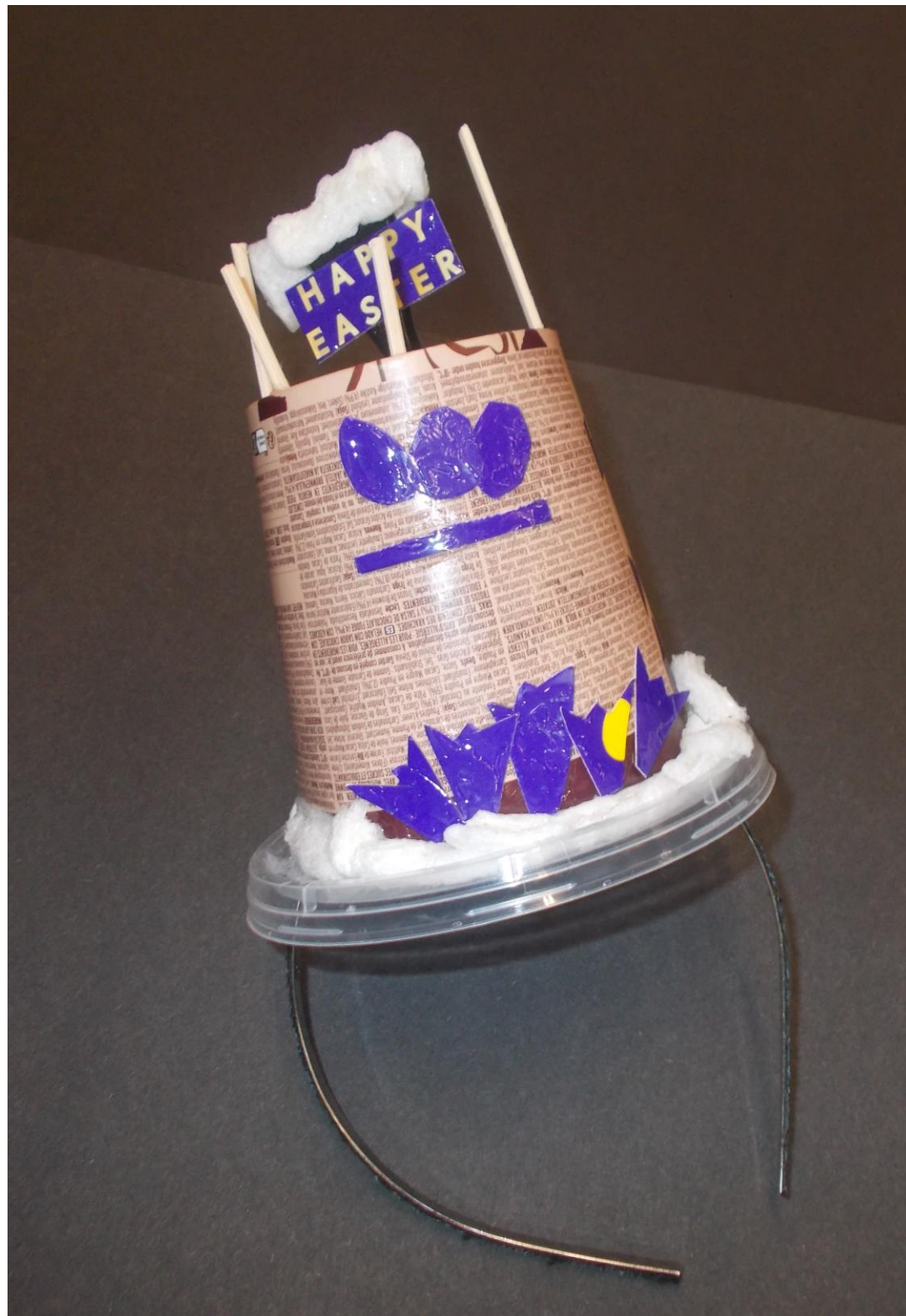
As a result of some work that our School Council did last year, the whole school voted to raise money for Marwell Zoo by having an 'Endangered Animals Week' between 8-12 January 2024. Each day, the children learned a bit more about endangered animals and created their own masks and headwear so that on the Friday the whole school held a celebration 'Endangered Animals Day' where everyone dressed up as their chosen animal and wore their masks and headwear. We raised £271.72 for Marwell Zoo.



Whitewater Church of England Primary School

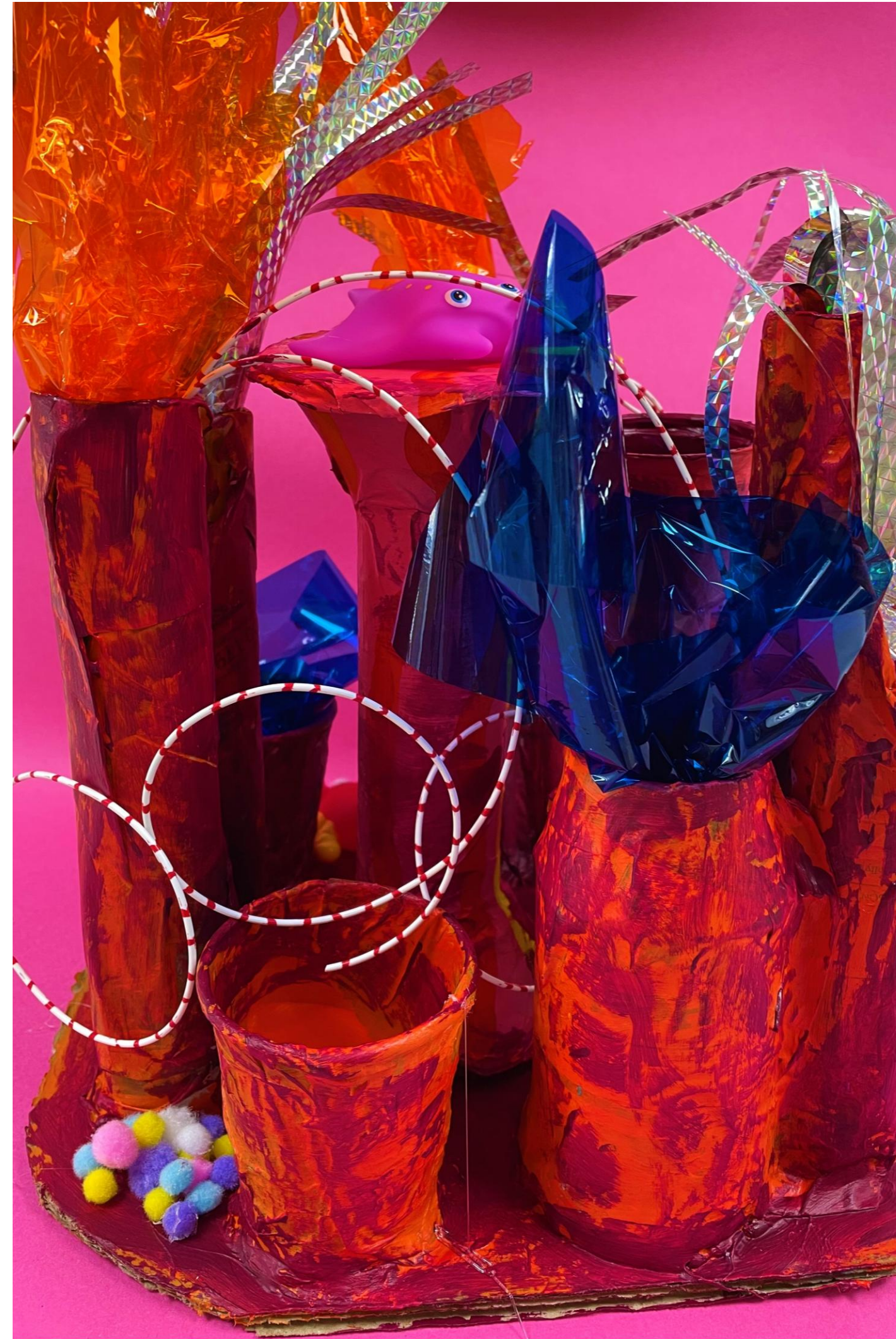


Kings Worthy Primary School



Alderwood School

All group work by Year 7 and Year 8. They have co-operated at a high level to produce these vibrant and meaningful outcomes which will help to spread their views to the library users. They have mostly focused on the peril of climate change and pollution for coral reefs around the world.



Climate Unity

Small Worlds: Little things make a big difference 2025

About the exhibition

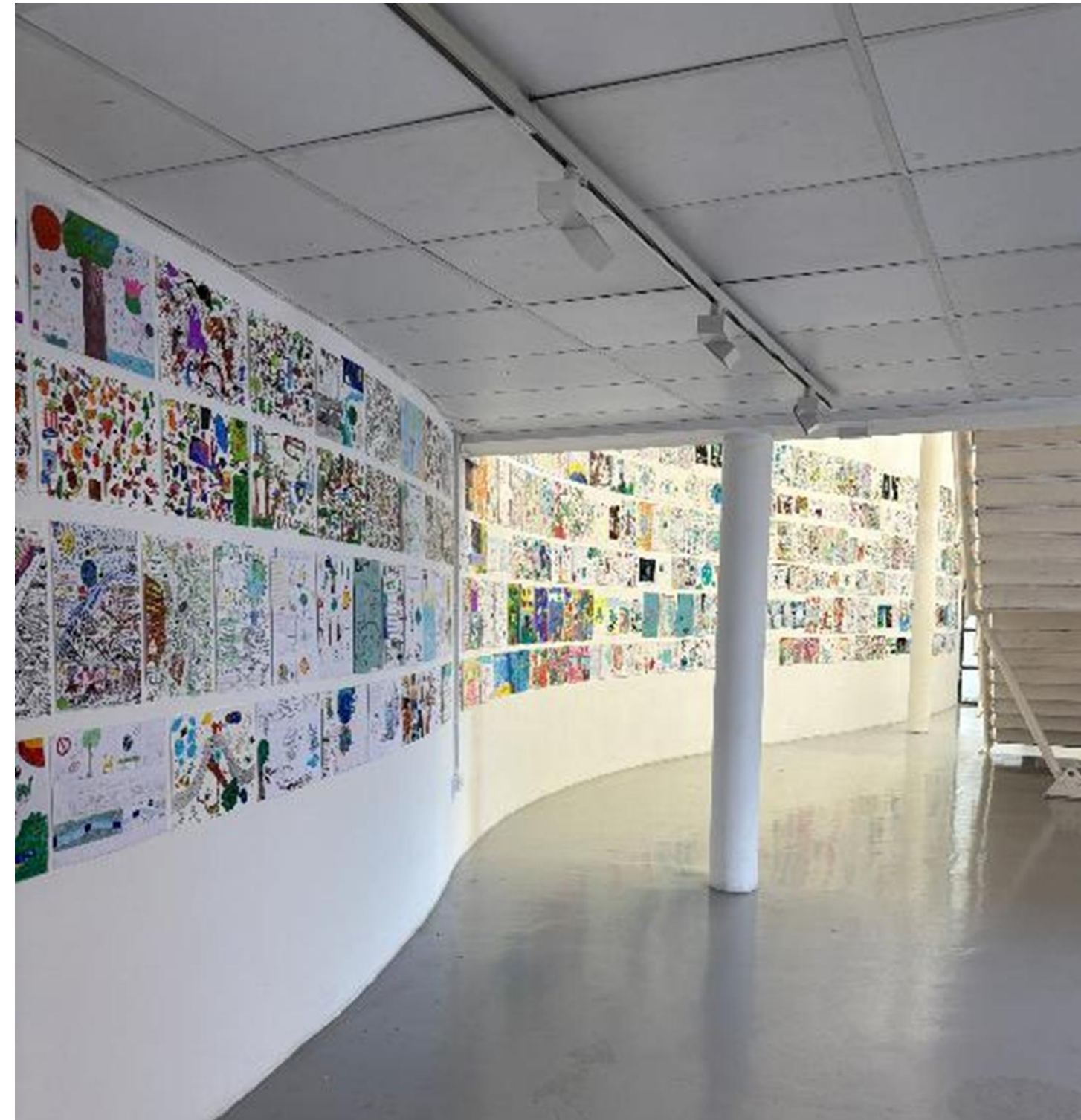
Small Worlds is a collaborative exhibition that uses creativity to explore our connections to the climate, nature, and people of our planet.

It is part of the Climate Unity Project, an educational initiative led by Hampshire County Council.

The exhibition features two-dimensional artwork, textile banners and 3D globe installations created by 38 schools, 51 artists, and community groups using sustainable and repurposed materials.



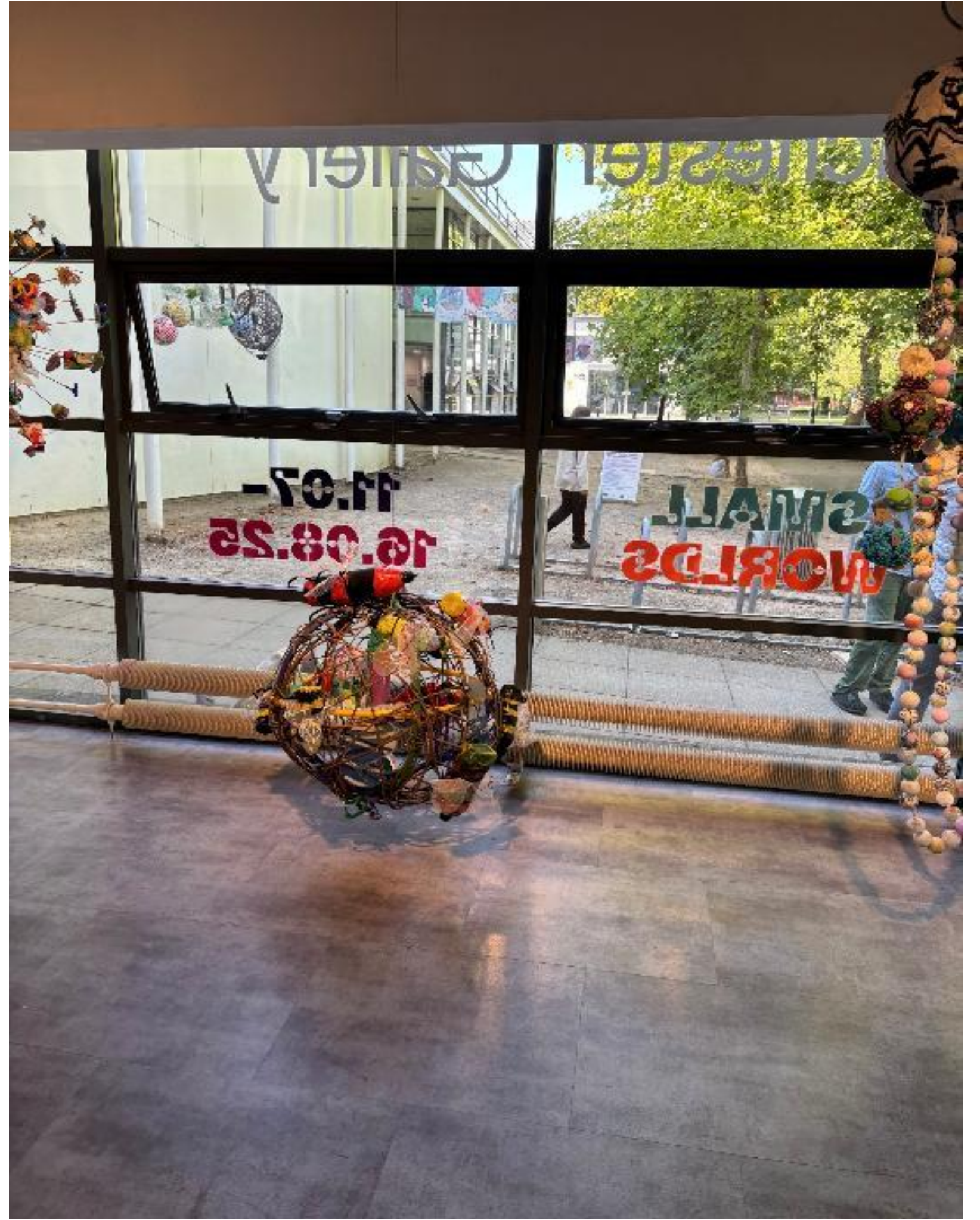
Small Worlds: Little things make a big difference 2025



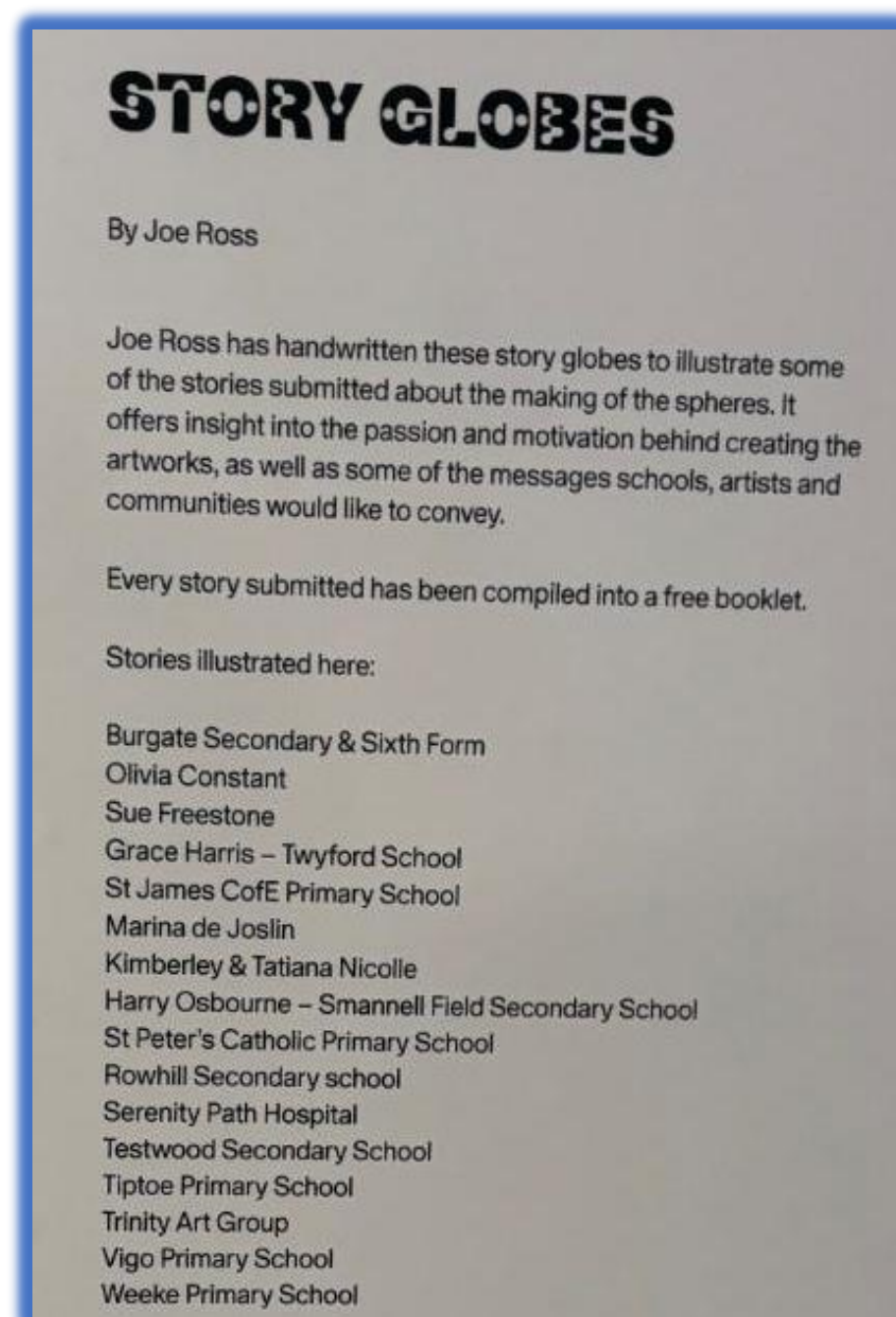
Small Worlds: Little things make a big difference

- This summer, The Winchester Gallery was transformed by the vibrant and thought-provoking exhibition Small Worlds, part of the fifth year of the Climate Unity Project. The exhibition brought together 51 artists, 38 schools, and a wide range of community groups to explore how creativity can help us respond to climate change. The theme – ‘Little things make a big difference’ – was expressed through hundreds of artworks, including over 400 floating globes, colourful textile banners, and sculptures made from natural, recycled, and compostable materials.
- The exhibition celebrated activism – where art becomes a form of activism. It showed how creative expression can raise awareness, share ideas, and inspire action. Every piece was made with care and purpose, encouraging visitors to think about the materials we use and the impact we have on the planet.
- Students used leaves, petals, twigs, plastic wrappers, bottle caps, and old textiles to create their work. Even the netting used to hang the artwork had been salvaged from a previous exhibition and will be reused again in a local garden. These thoughtful choices sparked important conversations in schools about sustainability, waste, and how we can all make more environmentally conscious decisions.
- One student said, “I didn’t realise how much rubbish we throw away until we started collecting it for our globe. Now I think twice before binning something.” Another reflected, “Making art from recycled stuff made me feel like I was doing something good for the planet. It’s not just about painting – it’s about making a difference.”
- The exhibition also highlighted the work of several artists who collaborated with schools and local groups. Artists Sue Freestone and Helen Northcott worked with the Winchester Litter Pickers to turn collected rubbish into sculptural installations. Their work challenged viewers to think about the lifecycle of everyday objects and the environmental cost of waste. Their sculptures, made from crisp packets, bottle tops, and other discarded items, were transformed into striking pieces that asked, ‘What do we throw away, and why?’





Story Globes by Joe Ross



Joe Ross has handwritten story globes to illustrate some of the stories submitted about the making of the spheres. It offers insight into the passion and motivation behind creating the artworks, as well as some of the messages schools, artists and communities would like to convey:

- how will the world look in the next 40 to 50 years?
- young people imagine a harmonious, sustainable future rooted in nature, community and creativity
- use discarded objects and reuse them into something beautiful.

The children's, artists' and communities' voices were represented with the story globes displaying a generation thinking critically about climate, action and hope:

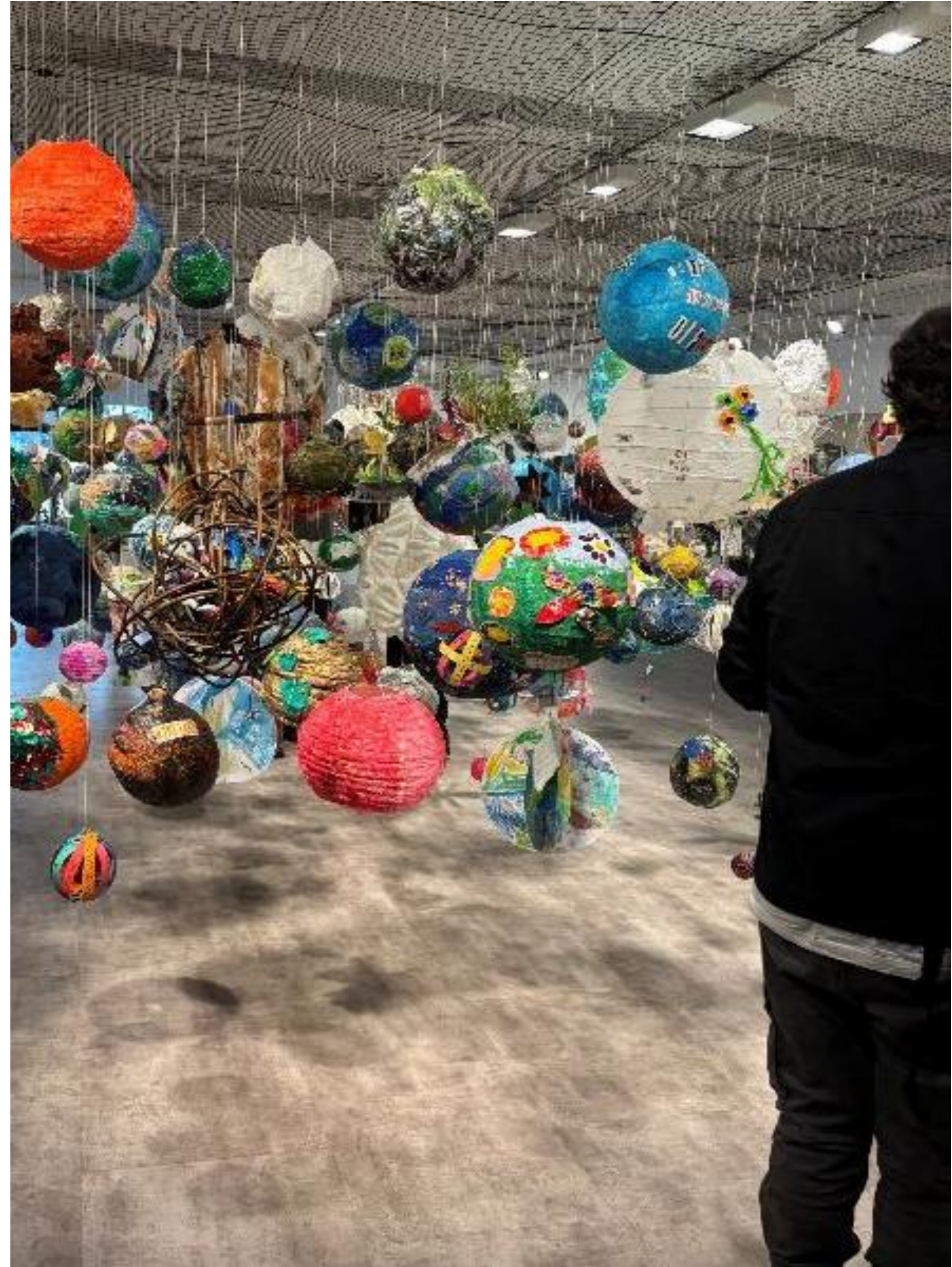
- we need to be kind to the world
- the power of youth, when many voices become one
- we want our audience to reflect on their own role in the environment. Like each sphere, every action matters. When we come together, even small changes can make a big difference. Around it is a reminder that the future of our planet is shaped by all of us, and together we can make positive impact
- our students feel that not enough action is being taken, and government commitments are fragile
- a call to all of us to treasure and protect our wild world
- if enough of us challenge I think things will change.

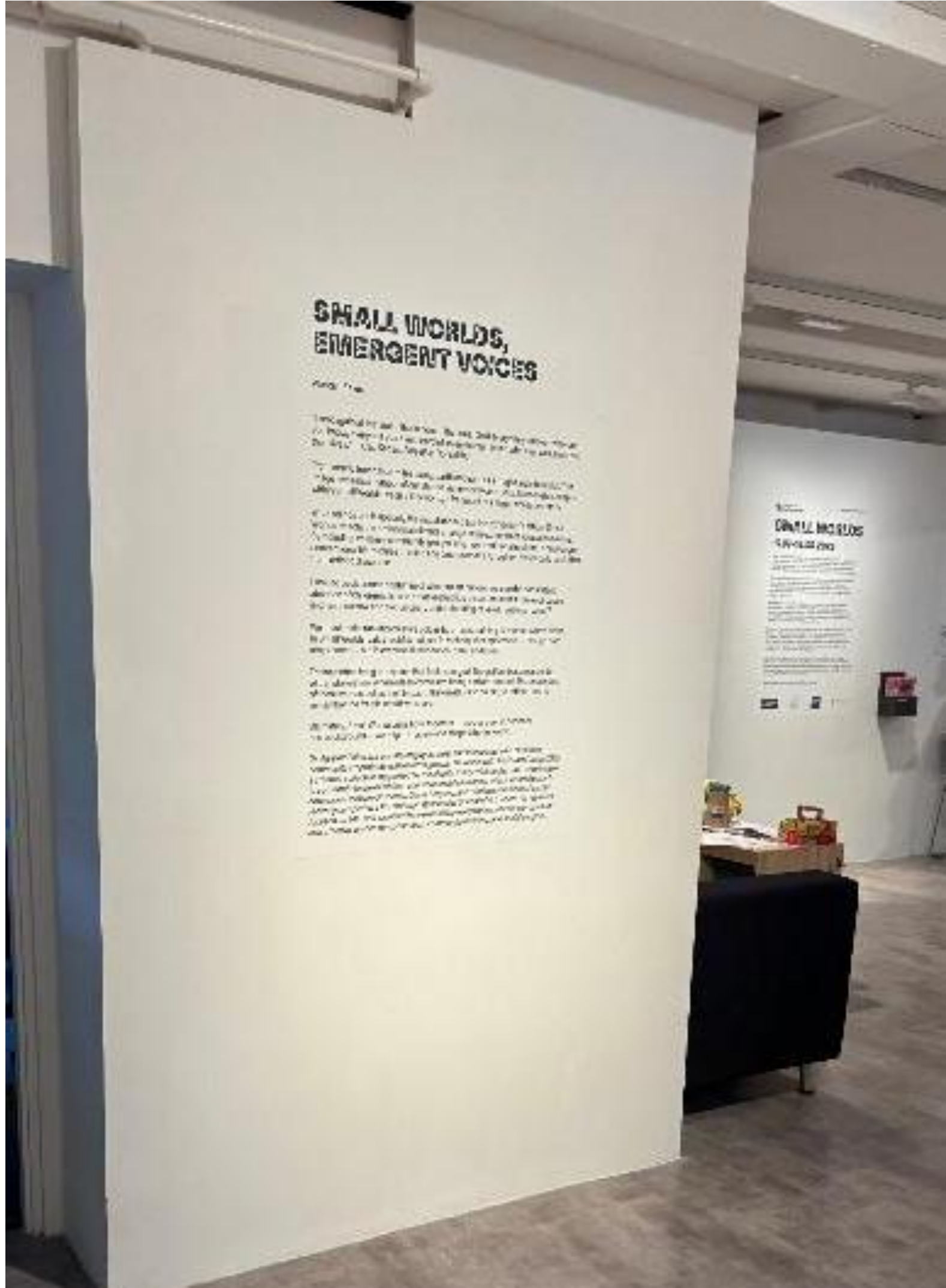
















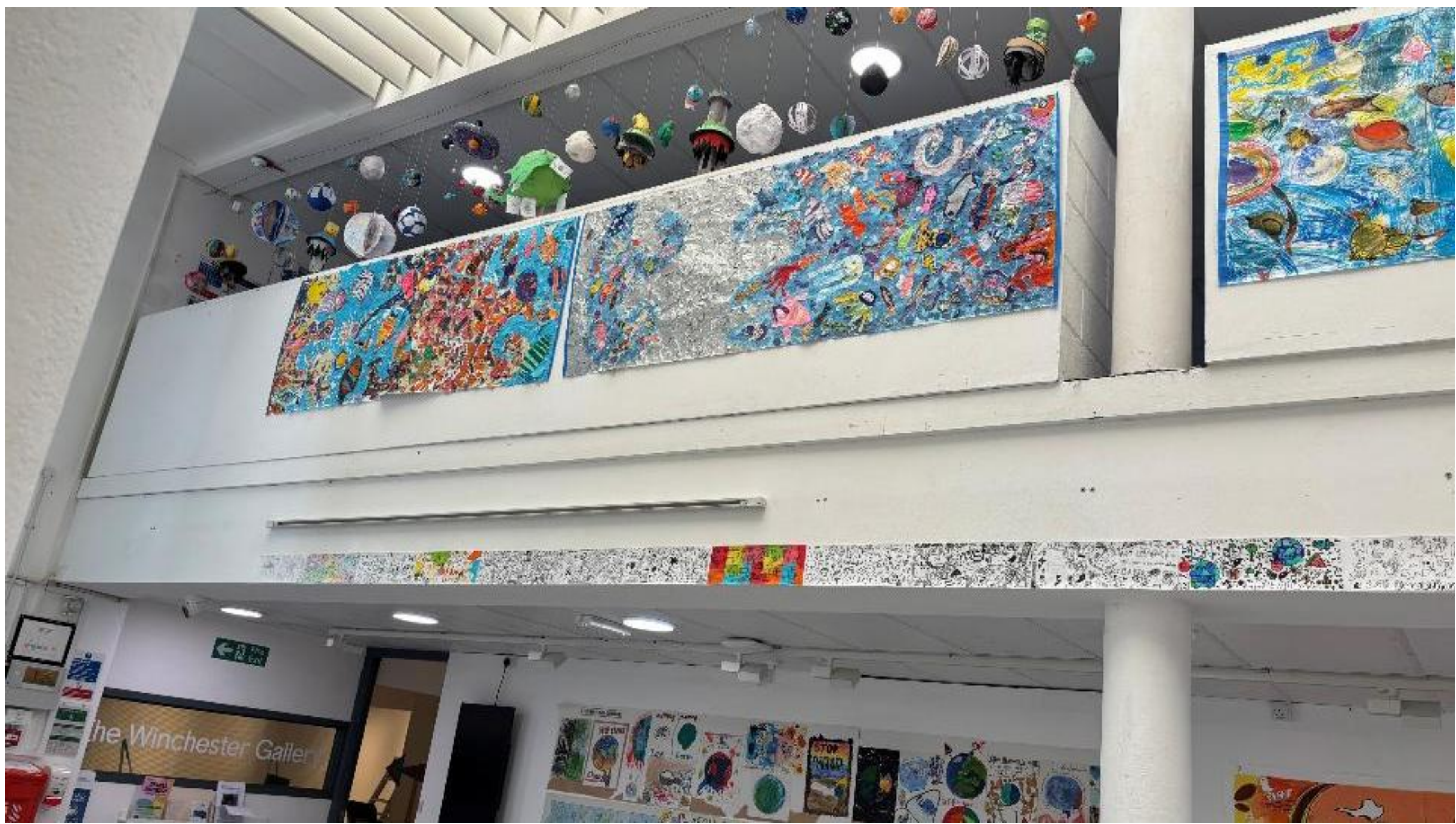








































Community involvement

The project also featured a participatory installation on Winchester's green spaces, developed with the University of Southampton's Sustainability and Resilience Institute.

The Sustainability and Resilience Institute, (SRI) at the University of Southampton



Winchester Green Spaces Installation

- A map and related questions are part of ongoing research conducted through a collaboration with MA Global Media Management student Zihao Liu and Winchester based artist Helen Northcott. They have collectively developed and created this research map asking audiences what they think and feel about green spaces in the city. This represents part of the media and ecology strand taught at the Winchester School of Art by Georgia Perkins and Hayato Takahashi which invites students to engage with environmental and ecological research through media and artistic methods. In this strand, students create a digital map that showcases ecological relationships within a chosen area through the connection of technology, nature and people. The strand offers a critical exploration of how knowledge on the natural environment can be generated. The media and ecology strand is part of the Global Media 2 module on the MA Global Media Management programme.
- The Sustainability and Resilience Institute, (SRI) at the University of Southampton is an interdisciplinary Research Institute. It is a focal point for collaboration through mobilising University of Southampton expertise and partners to deliver impactful real-world solutions to society's sustainability and resilience of challenges.
- Working in partnership with internal and external colleagues, the SRI has a collective international reputation for addressing the most challenging elements of sustainability and resilience through interdisciplinary social, cultural, economic, political and natural environmental work, its key focus areas. Including decarbonised futures, nature-based solutions, climate change, health and well-being, sustainability methods, tools and practices, and the United Nations Sustainable Development Goals.
- We invited schools to express their views about climate, nature and their local green spaces alongside established artists and groups. An ongoing installation took place where we invited the viewer to participate with the questions:
- *What is important to you about green spaces? What do you want our green spaces to look like in the future? What is your favourite childhood memory of time spent in a green space?*





What is important to you about green spaces?

Purpose

Other
leisure
ground
walking
dog

ACCESS!

That they
are protected for
the people

Public spaces
for all to use and
not to be used

Be quiet and
calm feeling it
in the air

PEACE
♡

For nature
comes first

Lighting for all
creatures big and
small

For you and
the world

What do you want our green spaces to look like in the future?

More rewilding,
space for diverse species to
thrive.

More diverse plants

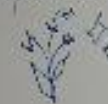
Common to spaces, useful land for
a diversity of uses, including

GREEN

Accessible
to all

BIG
OPEN

Full of wildflowers!



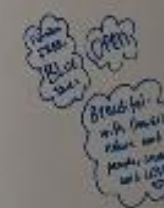
As nature intended,
full of biodiversity

Accessible
to all.



Wild and free
of life

BIG



Wild & free.
Not (too) managed.
Diverse



a bit overgrown

I.o.i.n.e.d
up!



FREE

on a
large green
field!

Open to all
and VERY
LARGE

Be your self!

2025



1900-1901

Androg
under a giant
willow

Planting trees
in my grand-ma's
backyard

200-500000

[Faint handwritten notes]

The artist of
moss after a
summer in a hot
day

☺ ☺
 happy is the child with
 his friends and family ☺
 ☺

The nation in
the act of
grandeur's

being on the
ferry with
my
family!

Filing
 11-15-2010
 11-15-2010

doing a new
mile bike ride in
Italy.

going to
have breakfast
in a million dollars
love
Dad

Doing my
own thing
Markham

Henry Camp. All in
a good & sound

1. The first thing I did was to go to the bank and get some money out of my account. I had to wait in line for a while, but I finally got it. I then went to the store and bought some groceries. I had to wait in line for a while, but I finally got it. I then went to the store and bought some groceries. I had to wait in line for a while, but I finally got it.



6. *Myrica* frond
in leafy
part, etc.
7. *Myrica* frond

$\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{8}$
 $8 \times \frac{1}{8} = 1$
 $1 \times 1 = 1$

The following are the
 names of the
 members of the

Handwritten note: "Handwritten note: 'I am writing to you from the heart of the desert'." (Faint, illegible handwriting)

$$x^2 + 2x + 1 = (x+1)^2$$

Chlorophyll a and b

Many people ask me
why I do the things I do
to get into the "right" world.

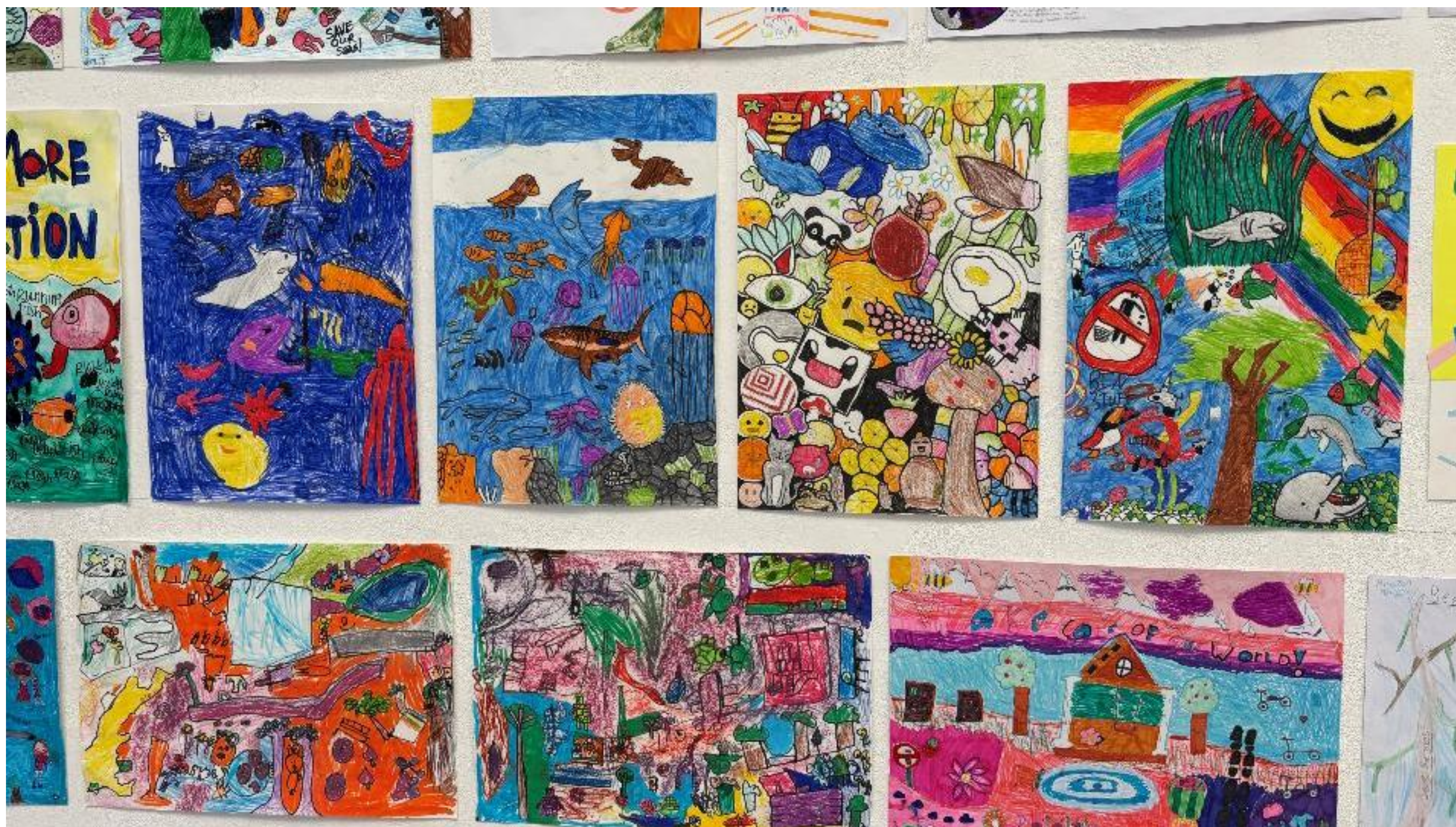
75 (2) *ibid.*, para. 4.2.39.











Textile banners

- Textile banners have been designed by Hampshire schools as part of the Small Worlds exhibition. A selection of children's two-dimensional artwork was used to be printed on to banners. They share the artists' views on climate justice and what steps we can all take to support a healthy environment for future generations. The selection of banners were printed by textile technicians at the Winchester School of Art and displayed to complement the exhibitions indoors in the foyer and gallery.



Community involvement

- The exhibition included contributions from local community groups such as the Winchester Litter Pickers, who helped collect materials for the installations.



SMALL WORLDS

COLLECTIVE INSTALLATION EXPLORING CLIMATE,
NATURE AND PLANET

11.07-16.08.2025

SMALL WORLDS

Collective installation exploring climate, nature and planet

Preview at The Winchester Gallery
10th July 5-7pm

Free Event

You are warmly invited to a special preview of this large-scale installation featuring 3D spheres by artists, communities and pupils from schools across Hampshire.

Created in collaboration with Hampshire County Council's Climate Unity project.

Exhibition continues until 16th August

@thewinchestergallery

The Winchester Gallery,
Winchester School of Art,
Park Avenue,
Winchester, SO23 8DL

Opening times:
Tuesday-Friday 12-6pm
Saturdays 12-4pm



Media

Read the following articles from the Hampshire Chronicle about the Small Worlds exhibition at the Winchester Gallery:

[Small Worlds exhibition at the Winchester Gallery, Hampshire | Hampshire Chronicle](#)

[Winchester kids team up with artists to fight climate change | Hampshire Chronicle](#)

See the below tweet from the University of Southampton about the exhibition:

<https://x.com/unisouthampton/status/1943607160534942040>



Video link

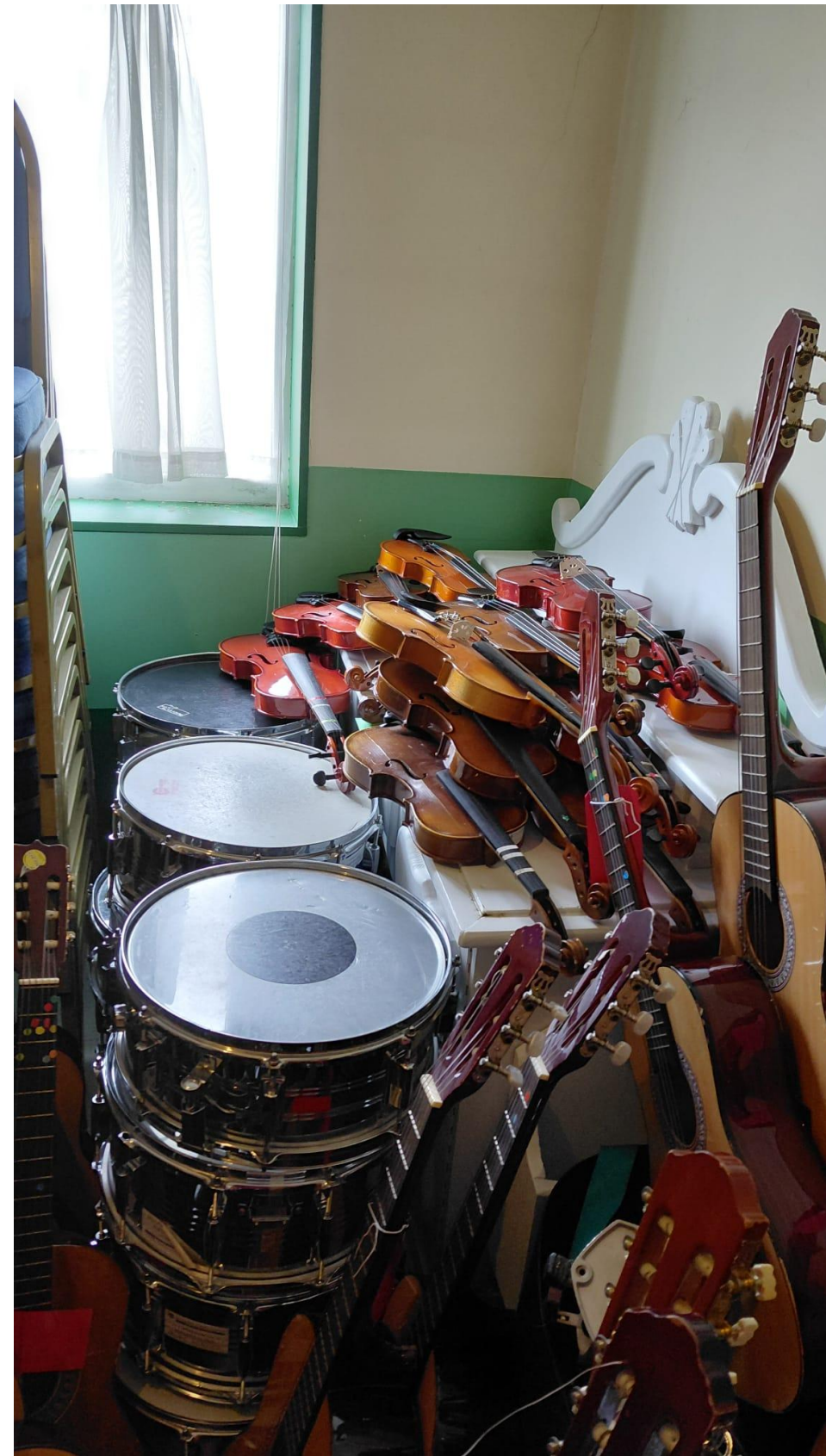
[Climate Unity Exhibition 2025 v2.mp4](#)

Climate Unity Artivism 2026: 'Waste not want not'



COMING SOON

Working with the Hampshire School's Music Service and Southampton University (Faculty of Engineering & Physical Sciences) planning the next project.



Sustainability

Sustainability and climate in the context of art education means inspiring students to explore creative practices that respect the environment, raise awareness about climate change, and encourage thoughtful use of materials to support a more sustainable future.

Sustainability

Discussion and questions for Art & Sustainability:

- How can art help raise awareness about climate change?
- What materials do you use in your artwork, and how sustainable are they?
- Can you think of ways to reuse or repurpose materials in your art projects?
- How do artists around the world respond to environmental issues in their work?
- What emotions or messages can art convey about the climate crisis?
- How might your art inspire others to think differently about the environment?
- What role does creativity play in solving environmental problems?
- How can we balance artistic expression with environmental responsibility?

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