

CREATIVE MUSEUM TOURS



Picture: Guided tour of the Old Bremen Harbour, Image Credit: Hafenumuseum Speicher XI

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Module 2

EDUCATION/
YOUTH



Title:	Creative Museum Tours
Topic:	This module is about an innovative, participative and experimental museum programme for young people
Educational Objective:	Development of skills for the design of educational programmes in museums
Key Words:	Education – sustainability – participation – SME participation – self-organized learning – cooperation with experts – learning by doing- pupil developed own exhibition – SME Interview – smelling, tasting, tactually learning – experiments – cooperation with schools
Duration:	Approx. 30 min. study + 15 min. questions

CREATIVE MUSEUM TOURS

INNOVATIVE APPROACH IN MUSEUM TOURS

AREA OF GOOD PRACTICE: EDUCATION/ YOUTH

1 INTRODUCTION

The Hafenmuseum Speicher XI Bremen (Harbour Museum Storage XI Bremen) tells the story of the ports of Bremen, the Weser correction, the harbour construction and the customs union from the last 120 years. The Harbour Museum Speicher XI is not just a place of remembrance but also accompanies the current development of the “Überseestadt” (Overseas City). It is one of the largest urban development projects in Europe today. Within an area of 300 hectares, a modern and lively district of the city was built up at an historic waterside location over the last 11 years. This new area is marked by the juxtaposition of historic warehouses and contemporary architecture. Traditional companies from old industries pursue their business interests alongside creative industries, fashion design, restaurants, cultural facilities and new forms of housing.

- The Hafenmuseum offers dialogue-orientated, experimental guided tours and projects
- It picks up the characteristics of the place: former cotton storage in Bremen at the former Überseehafen (overseas port)
- Narrative mediation of the topics: interviews with contemporary witnesses, and biographical elements as part of the exhibition. The guided tours set up a reference between the subject to be taught and the visitor and his life.
- Cooperation with economic experts and contemporary witnesses
- It includes the specific conditions of the place: the area is both place of history as well as an active business location – one can walk through the history of the past to the present day.
- Learning with the use of „all senses“
- Learning by doing: activities in which young people gather their own experiences, organize things themselves, have to overcome challenges – Hafenmuseum as "experience museum"
- Promotion of self-organized and cooperative learning
- Cooperation with schools, university, information centres and with experts from the business world
- Connection of the local with the global, current issues on globalization and sustainability
- It follows the ideas of education for a sustainable development
- It tracks inclusive and communicative approaches of mediation work
- It is built on intrinsic motivations: reference is made to the visitors

2 BACKGROUND

The Hafenmuseum Speicher XI Bremen (Harbour Museum Storage XI Bremen) is located in the historic storehouse Speicher XI in the Überseestadt (Overseas City) in Bremen. The Speicher XI was built from 1908 to 1912 as a cotton storage. The Speicher XI is a station of the "Route of Industrial Heritage in the Northwest" and part of the "European Route of Industrial Heritage". Residents within Speicher XI are Hafenmuseum Bremen (Harbour Museum), Zentrum für Baukultur Bremen (Centre for Building Culture) and Hochschule für Künste Bremen (University of the Arts Bremen).

Bremen

The Municipality of Bremen is a city in north-western Germany. The city is situated on the River Weser, about 60 kilometres from its entry into the North Sea. With over 500,000 inhabitants, Bremen is the tenth most populous city in Germany. For centuries, Bremen has been a city of merchants, and even today maintains trade connections all over the world.

Überseehafen

The Überseehafen (Overseas Port) was built in the early 20th century as a free-harbour. The duty-free handling of goods was a strong economic advantage for the city of Bremen, and led to a flourishing trade. With the transformation of the merchant shipping from general cargo to container freight, the ships were getting bigger. Many container ships could not reach the port anymore, because the Weser is too shallow for such large vessels. In the 1970s, the economic decline of the city's harbour began until the closure of the international port in 1991. In 1998, the basin of the Überseehafen was filled up, and therefore turned into a new urban area.

Überseestadt

In 2000, the Bremen Senate decided the restructuring of the old harbour areas into a modern business and living district, called "Waterfront". The Überseestadt became one of the largest urban development projects in Europe. The overseas city is about 300 hectares large, 1 km wide and 3.5 kilometres long. The area is bordered by the banks, quays and embankments that influence sustainable urban space and architecture.

3 GOOD PRACTICE



Picture: Kids participating in workshop, Image Credit: Hafenumuseum Speicher XI

One example of the museums educational program is the school project: "Wie aus Blüten T-Shirts werden und warum upcycling so wertvoll ist. Erkundungen, Interviews, Recherchen und Näh-Workshop" ("How flowers can become t-shirts and why upcycling is so valuable. Explorations, interviews, research and sewing workshop"). The project is designed for 8 sessions, two hours each for secondary level 1 (ISCED Level 2). It was created as part of the "Bremer Schuloffensive" (Bremen's school campaign) in the school year 2015/2016 in cooperation with the Bremen Information Centre for Human Rights and Development (biz).

3.1 Bremen and cotton

Bremen played an important role in the global distribution of cotton. Cotton was transported in empty emigrant ships on their way back from America, a very lucrative strategy for Bremen merchants. With the rise of the city to one of the most important emigration ports in the 19th century Bremen also turned into one of the leading trading centres for cotton. The Bremer Baumwollbörse (Cotton Exchange), founded in 1872, the 100 years old cotton storage Speicher XI and many buildings from former Bremen cotton traders are evidence of this heyday. The cotton bales were unloaded in all commercial ports of Bremen. From there they were transported to North Rhine-Westphalia, Southern Germany and Southern Europe for further processing. Today cotton is shipped exclusively in containers. It is transported from the country of origin directly to the processing industries, mainly in Asia. In the 21st century, the Bremen Cotton Exchange is still an important site in the area of quality control and arbitration in case of a dispute.

3.2 Cotton globally

Cotton is a commodity, an object of speculation, and to this day one of the most important textile raw materials worldwide. Approximately 24 million tons of cotton are harvested on an area about the size of Germany. Most of the cotton is shipped to the so-called low-wage countries where clothes are made from it. Millions of people make a living in this process - growing, harvesting, trading and processing of natural fibres. Fair trade and organic are terms that appear increasingly in the production chain of our clothes. In the project, the single steps in the production chain of clothes are explained, from harvesting the fibre to the sale in the shop. The participants learn about what can be done to improve compliance with international quality and safety

standards. Especially after the serious accidents in textile factories in Bangladesh in 2013, our co-responsibility became visible. Objectives and background of improving standards are also part of this project as well as the debate about the contradictions within this thread. There are many other renewable fibres that can be used for the production of clothes. In the store of the trading company Buckmann the attendees get to know other fibres such as camel hair, silk and hemp.

3.3 Research phase

Equipped with research questions, notepads and digital cameras the pupils start their research on the topic of cotton at different locations in Bremen:

- Harbour museum Speicher XI
- Bremen Cotton Exchange
- Wood and factory harbour
- Baumwolllager Buckmann (cotton storage)
- Interviews with contemporary witnesses and with an expert on cotton
- Research boxes on the topic of fair trade clothes (in cooperation with biz - the Bremen Information Centre for Human Rights and Development)

Finally, the students can design and sew for themselves - from used textiles to laces to zippers and many more. The idea is to interest students in customizing and sewing, and to mediate skills for it. It is important to keep the creative freedom and to transport an important message: "You can do anything you want - we'll help you." The students find the materials in their own cupboards at home - or in thrift shops. Therefore, they get to know other ways to purchase clothes, which are outside the normal consumption scheme. As a final step, the project is presented at the museum: selected photos and texts documenting important stages in the project and personal priorities are displayed, giving evidence about the creative discussion of the topic.



Picture: Sewing workshop, Image Credit: Hafenmuseum Speicher XI

Module 1 – Former cotton storage Speicher XI

Exploration and guided tour of the Harbour Museum Speicher XI. Introduction to the project.

Module 2 – Cotton reloading point

Walk through the wood and factory harbour and visit of the cotton storage of the Buckmann Company. Practical content: photo documentation, sketches, notes.

Module 3 – The Bremen Cotton Exchange

Visit of the Bremen Cotton Exchange including the cash office. Practical content: photo documentation, sketches, notes.

Module 4 – How flowers can become t-shirts – research boxes

From harvest to sale: It is about growing conditions, working conditions, who earns how much and what we can do if we want to change something (in cooperation with the biz – Bremen Information Centre for Human Rights and Development).

Module 5 – Everything about used clothes

Rally: documentation of the exploration and survey work on the plan and modelling the master plan. Check my own ideas (in cooperation with the biz).

Module 6 and 7 – Sewing workshop

New cool stuff, such as bags, T-shirts, pillows etc. are made from used textiles, lace, zippers...

Module 8 – Final presentation

The resulting upcycling-works are presented in showcases in the Harbour Museum.

4 EFFECTIVENESS AND SUCCESS FACTORS

There are several factors that make this Good Practice a success:

- "Broad approach"/ multi-faceted approach, which reflects the complexity of the port
- Use of intrinsic motivations
- Reference to the participants living environment ("the global in the local")
- Learning from experience, for example from encounters, from space and sensory experiences
- Collaboration with contemporary witnesses
- Successful collaboration with different partners: universities, locally based companies
- Ability to empathize with space and time
- Reference to present and future times

5 RESULTS AND IMPACT

Following results have been achieved:

- The children organise their own exhibition and make a connection with their own lives
- New topics develop from the projects
- Students will develop new methods and approaches to a topic
- Understanding serious discussions
- Students are sustainably active
- Students engage their friends, family to visit the museum

6 ADDITIONAL LEARNING MATERIALS

6.1 Links to websites

<http://www.hafenmuseum-speicherelf.de/>

6.2 Links to videos

<http://www.hafenmuseum-speicherelf.de/Startseite-Film.html>

<http://panocreator.com/view/index/lid/6201/p/0/y/45.05332723869043/z/1.85%3Cbr%20/%3E>

7 QUESTIONS

This is the professional self-learning section to reflect on the topic, improve your skills and sharpen your creativity. Please use it as a starting point for the development of your own ideas and thoughts. Please select at least one of the questions below and note your answer in max. 1000 characters. You can also use the additional online material or consult other online sources to refine your arguments. Please send your answers to the following contact: info@eumillennials-tour.eu

1. The workshop of the Hafenmuseum was developed as part of a school campaign. Explain what a reasonable partnership between schools and museums/ cultural institutions should necessarily involve.
2. The cooperation with time witnesses plays an important role in the Hafenmuseum. Describe three other contexts in which the involvement of time witnesses would make sense.
3. The workshop at the Hafenmuseum provides educational experiences on different levels. But: Do you think the efforts taken in the workshop are appropriate in relation to the outcomes? Note down 5 reasons why or why not.

Please send your answer(s) to the following contact: info@eumillennials-tour.eu

Please add the number of this module and the number of the question to your answer (e.g.: module 1, question 1.).

We will not give grades. Individual feedback will only be given by the online assessment contact.

8 ONLINE ASSESSMENT

For those that are interested in deepening their knowledge about the module, a personalized online assessment is offered. For all questions on the topic and further information about this module, please contact your experts for your online assessment:

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10 RESPONSIBLE ACCORDING TO THE PRESS LAW

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