



The Crown Estate Sustainability Initiative Conservation Code lesson

Teacher guide

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OVERVIEW

Thank you for downloading these resources to use with your students. By equipping your students with the knowledge and skills to understand biodiversity, nature recovery, and sustainability, you are empowering them with the tools to take positive action in their own communities, now and in their futures.

This lesson links to the Conservation Code section in the Conservation Quest at Windsor Great Park.

Pupils will:

- Recall what they learned about the Countryside Code from the world.
- Consider different scenarios on behaviour in the countryside.
- Use the Head, Heart, Hands model to identify how to behave.
- Empathise with Park Rangers and Conservation Managers.

Throughout the lesson, you will find background information on each topic. **There is also a glossary of key terms at the end.**

To find out more about how to use these resources, watch our teacher video on the website.



OUTCOMES

Students know and understand how to behave when visiting outdoor spaces using the Head, Heart, Hands model.



SKILLS

Imagination, creative thinking, leadership, communication, empathy



VOCATIONS

Conservation officer, Park ranger



RESOURCES

- Presentation slides
- Scenario Cards – one set for the class



TIMINGS

We have included activities for your class that develop themes from the Minecraft worlds. They are sequenced to build on each other, but we encourage you to pick and choose the ones that will work best for your class and the time available. We have included approximate timings as a guide, but you may wish to spend longer on certain sections.

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Stats quoted in these lesson packs refer to the UK.



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Introduction

 (2 minutes)

- Introduce students to the Conservation Quest at Windsor Great Park that they are about to explore. Explain that this world will highlight biodiversity, sustainability and ecology and how our decisions can impact this in the long term.
- In Conservation Code, players will learn about the Countryside Code. They must help the woodland sprites design a new Conservation Code poster for the park. Speak to the three woodland sprites and learn about safely respecting, protecting, and enjoying the natural world. They can then use the design studio to create a fun poster for the park.

Minecraft gameplay

 (30 minutes)

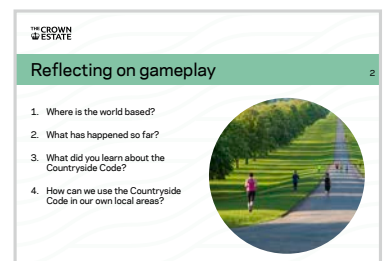
- When they launch the world, students will enter the lobby and meet Dotty the Dragonfly, their helpful guide. To take part in each challenge, students can visit the Windsor School from the estate office. In the school, there are four classrooms - and from each one, students can teleport instantly to a different challenge.
- For the purpose of this lesson, you may wish to direct students to teleport directly to Conservation Code but they can come back and explore the world in their own time too.
- Consider sharing the reflection questions below with your students before they explore the world, so that they can keep them in mind throughout and ahead of class discussion.



Reflecting on gameplay (Slide 2)

 (5 minutes)

- Facilitate a class discussion about the activity, encouraging pupils to reflect on new knowledge gained, anything they found challenging, easy or interesting.
- To steer discussion, you could ask them:
 - Where is the activity based?
 - What has happened so far?
 - What did you learn about the Countryside Code?
 - How can we use the Countryside Code in our own local areas?






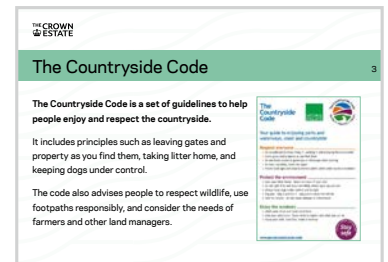
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Activity - Countryside Code scenarios (Slide 3-14)

 (20 minutes)

- Students have explored the Countryside Code during gameplay. Confirm they understand the code and what the guidelines include (**slide 3**).
- Ask 'Our actions can protect or harm outside spaces. Do we know the right things to do?' (**slide 4**)
- Tell them they are going to work in teams to consider different scenarios when in the countryside or a green space. Tell them they will be using the Head, Heart, Hands model (**slide 5**).
- Put students into teams of 4 and hand out one Scenario Card to each team.
- Explain the rules of the game. Tell them each pupil will have a role telling the class about their scenario (**slide 6**)
- Tell students they have 4 minutes to prepare their response. Explain that when they have finished writing they're going to take turns to present it to the class.
- Explain that all the students (unless they are presenting) need to write questions for each group they listen to (**slide 7**).



BACKGROUND INFORMATION

The Countryside Code


- The official Countryside Code is a set of guidelines for visitors to rural areas in England, aimed at helping people enjoy the countryside while also respecting the environment, local communities, and other visitors. The code was originally introduced in 1951 and has been updated several times since then. The most recent version of the code, which was updated in 2021, includes the following advice:
- Respect other people:** Be considerate to those who live in, work in and enjoy the countryside, and follow any signs and directions.
- Protect the environment:** Leave no trace of your visit, take all litter home and be careful not to damage or disturb wildlife, habitats or historic sites.
- Enjoy the outdoors:** Plan ahead and be prepared for your visit, including following advice on rights of way, access lands and open access areas.
- Leave gates and property as you find them:** If a gate is open, leave it open. If a gate is closed, leave it closed.
- Make sure your dog is under control:** Keep your dog on a lead or under close control when you're around livestock and wildlife.
- Know where you can go:** Check for access points, rights of way and local restrictions.
- Stay safe:** Prepare for the unexpected and be aware of the natural hazards in the countryside such as steep drops, fast flowing water and other risks.



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Activity - Countryside Code scenarios (Slide 3-14) Cont'd

 (20 minutes)

- Work through the different scenarios (**slide 8-15**). For each slide, ask the relevant team to stand up, explain what's going on and their Head, Heart, Hands response with each pupil contributing.
- If you have time and want to extend the discussions, after each scenario, ask 1-2 students to ask a question (allow 1 minute).
- Repeat for each team, then thank students for their contributions.



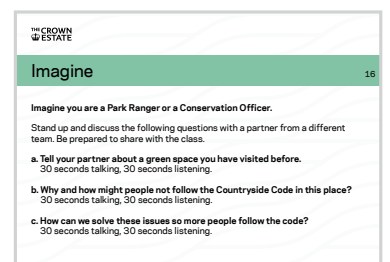
BACKGROUND INFORMATION

The Head, Heart, Hands model

- Head:** This refers to the cognitive or intellectual aspect of learning. It involves acquiring knowledge, developing critical thinking skills, and understanding concepts and ideas.
- Heart:** This refers to the emotional aspect of learning. It involves developing emotional intelligence, values, and character traits such as empathy, courage, and resilience.
- Hands:** This refers to the practical or physical aspect of learning. It involves developing practical skills and abilities, such as problem-solving, creativity, and leadership.

Empathy activity - Understanding different perspectives (Slide 16) (8 minutes)

- Tell students they will now have to put themselves in the shoes of a Park Ranger or a Conservation Officer (**slide 16**).
- Tell students to stand up, walk around and find a partner from a different team.
- In pairs, tell them to think about a park or green space they have been to before and tell their partner about it.
- Ask them to discuss why they think people might not follow the Countryside Code in this green space. Encourage a few pairs to feedback to the class.
- Then ask pairs to discuss how they could solve some of these issues and encourage more people to follow the code.
- Ask some students to share their ideas with the class.






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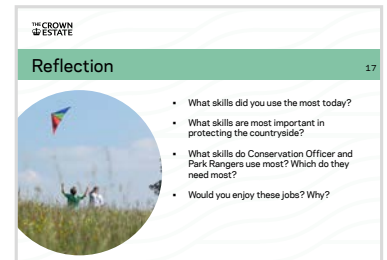
Reflection (Slide 17)

 (<5 minutes)


Before finishing the lesson, encourage your students to reflect on their learning.

Ask students to reflect using questions below (**slide 17**) – you may wish to do this one by one or invite volunteers to take turns.

- What skills did you use the most today?
- What skills are most important in protecting the countryside?
- What skills do Countryside Rangers and Park Rangers use most? Which do they need most?
- Would you enjoy these jobs? Why?



Optional extension activity (Slide 18)

 (15 minutes)

Building student agency with real world action

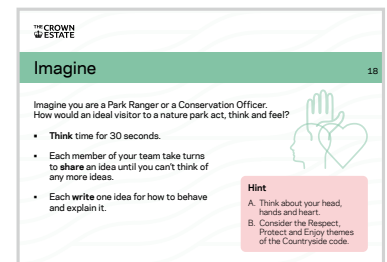
There is so much more of the world to explore so if you have more time, we'd encourage you to let the students engage in some free play in the world.

If you would like to extend the learning from this lesson a bit further, you can try the following activity.

Describing a good visitor

Use this extension activity if you have more time or have students who complete the main activity early.

- Tell students to imagine they are a Park Ranger or a Conservation Officer (**slide 18**). Ask them how an ideal visitor to a nature park act would think and feel?
- Allow thinking time for 30 seconds.
- Tell team to take turns to share an idea until they can't think of any more ideas.
- Ask each pupil to write one idea for how to behave and explanation.
- Get students to read out a few examples and congratulate students on their understanding of why the guidelines in the Countryside Code are important.
- Make links from the themes Respect, Protect and Enjoy to the Head, Heart, Hands model.





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Real world action

Building student agency with real world action

By taking part in this lesson, students have developed their:

- Knowledge of a key sustainability topic
- Understanding of why it is important
- Practical toolkit, and articulation, of their own green skills

These are the ingredients that enhance students' agency and power to take real world action that builds biodiversity and supports nature recovery.

There are a number of ways you can support them to take their learning forward and continue this process beyond the classroom.

- Encourage children to explore and appreciate the natural environment by making outdoor activities fun and engaging. For example, you could plan a nature scavenger hunt or a wildlife spotting expedition.
- If possible, get children involved in conservation projects such as litter-picking or planting trees.

This will help them understand the importance of protecting the environment and give them a sense of ownership over the countryside.



Lesson 5 in this series - Taking action toolkit

For more ideas on safe and manageable ways to harness the enthusiasm your students may have for this or other biodiversity topics, we have created a **Taking Action Toolkit**.

It features accessible principles to empower students to identify key issues that they care about, affecting their school/local community, and begin creating meaningful solutions for nature recovery with their peers.

