



The Crown Estate Sustainability Initiative Conservation Code lesson

Teacher guide

1

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 of the Conservation Quest at Windsor Great Park.

Pupils will:

- Recall what the three themes mean from the Countryside Code (protect, respect and enjoy).
- Take part in a role play game to demonstrate how we should and should not behave in the countryside.
- Use the role play to create a list of class guidelines for how to behave in the countryside.

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

Pupils will know and understand how to behave when visiting outdoor spaces and create a list of guidelines to be responsible citizens.



SKILLS

Leadership, resilience, communication



VOCATIONS

Conservation officer, Park ranger



RESOURCES

- Presentation slides
- one set of Scenario Cards (four cards per team)



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.

CONTENTS	TIME	PAGE
Introduction and gameplay	32 minutes	2
Starter activity – The Countryside Code	10 minutes	3
Main activity – Countryside scenarios	10 minutes	4
Reflection	5 minutes	4
Optional extension activity	15 minutes	5
Real world action		6

Stats quoted in these lesson packs refer to the UK.



The Crown Estate Sustainability Initiative Conservation Code lesson

2

Introduction

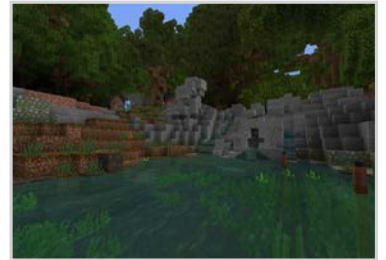
 (2 minutes)

- Introduce pupils 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 the Conservation Code, players will learn about the Countryside Code. They must help the woodland sprites design a new Conservation Code poster for the park. They 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 world, 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 world 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?





The Crown Estate Sustainability Initiative Conservation Code lesson

3

Starter activity – The Countryside Code (Slide 3)

 (10 minutes)

This starter activity will get your students to recall the key themes of the Countryside Code.

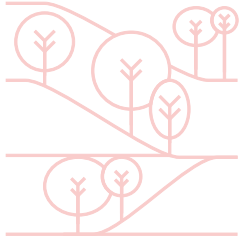
- Remind your students that they will have learnt about the three themes of the Countryside Code (respect, protect, enjoy)
- In teams of four, ask each team to create a poster about one of these themes, thinking about:
 - What does it mean?
 - What can humans do to make sure we do it?
- Invite each member of the class to say one thing they will do to abide by the Countryside Code (it can be from any of the three categories)



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.



The Crown Estate Sustainability Initiative Conservation Code lesson

4

Main activity – Countryside scenarios (Slide 4)

 (10 minutes)

This activity will explore real-life scenarios that can impact our ability to abide by the Countryside Code.

Roleplay scenarios

- Staying in their groups, hand each group a selection of **situation cards**
- Invite the groups to roleplay the situation on their card. One person will do an action, the other three will practise giving reasons why that action does not follow the Countryside Code and what they should do instead
- While they are roleplaying, ask students to think about:
 - What can we do to help people understand why these actions are bad for the environment?
 - What can you do if someone says 'we're not in the countryside'?
- Remind students that no matter where we are, these themes of respect, protect and enjoy should be applied all the time



Reflection (Slide 5)

 (5 minutes)

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

- Ask your students to use the following sentence starters to reflect:
 - A fact / new definition I learned today about the Countryside Code is...
 - Why is it important to protect and respect the countryside?
 - Something I found challenging was...
 - One thing I will do to protect my environment is...
- Depending on your class, you may wish to do this one by one or invite volunteers to take turns





The Crown Estate Sustainability Initiative Conservation Code lesson

5

Optional extension activity (Slide 6)

 (15 minutes)

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.

Create your own 'Countryside Code'

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

- Ask your students to think back to the Countryside Code in the world and the role play scenarios they explored
- Remind them that we can all do something to play our part in nature recovery
- Take them on a walk through the school grounds and ask them to identify things that could be improved (e.g. are there recycling bins? Is litter being thrown in the bin? Is there enough signage so people know what to do? Are children speaking kindly to one another?)
- Back in the classroom, in groups of four, ask teams to come up with their own 'Countryside Code' for positive behaviours in school
- Use the following prompts if needed:
 - How can we be respectful to each other?
 - What should we do with our rubbish?
 - What can we do to encourage others to learn better habits?
- Invite each group to share their suggestions to create a master list
- Print this out for everyone to sign, then hang it up in your classroom





The Crown Estate Sustainability Initiative Conservation Code lesson

6

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.

