**Watatunga Wildlife Reserve: Conservation Education Policy**

‘Conservation Today for Wildlife Tomorrow’

Main Aim:

To educate people about nature with specific focus on deer, antelope and birds. Using this platform to create connections which engage people in conservation and sustainability.

Strategic aims:

* Learn about Nature- (CES1)

Watatunga provides high quality educational programmes, across a wide range of topics, aiming to deepen visitors’ knowledge on conservation and sustainability.

* Engage with Nature- (CES2)

Watatunga provides a range of opportunities for visitors to increase their exposure to nature and create a sense of connectedness with nature.

* Help Nature- (CES3)

Using that connection with nature to inspire behavioural changes outside of Watatunga and empowering visitors to get involved with wider conservation and sustainability efforts.

*Connectedness to Nature Theory (CNT) suggests that a relationship with the natural world directly affects people's physical, mental, and overall wellbeing due to benefits gained by increased exposure to nature and positive experiences in the natural world (Tauber, 2012) and because of this, people are more likely to commit to pro environmental behaviour*

Whilst meeting our Conservation Education aims, Watatunga will follow the British & Irish Association of Zoos and Aquariums (BIAZA) education guidelines and the Secretary of States Standards of Modern Zoo Practise (SSSMZP) education measures.

We strive to make our education as inclusive as possible by providing adapted learning plans including increased audio support (such as hearing loops), documents with larger texts or translations for various languages. Staff will also gain training to help with SEND students. These inclusivity measures will be regularly updated to continuously include a wider range of guests.

**Achieving the aims:**

The following educational methods are used by Watatunga to meet our strategic aims.

**Formal Educational Programme:**

Educational Trips: (CES1, CES2, CES3)

Watatunga has a higher educational programme which has been adapted for multiple ages including Key stages 1 to 4 and higher education such as undergraduate, master’s and PhD students. These differ from informal education as each lesson plan is centred around the national curriculum with areas that directly relate to Watatunga, including Ecology, Classification and Adaptation. Each lesson plan includes a guided tour of the reserve followed by a stretch tent session and a hands-on activity (which can include the Biodiversity Base). These sessions aim to teach students about conservation, wildlife and sustainability in a setting where they can engage with nature and understand the importance of protecting it.

Higher Education: (CES1, CES2)

Due to the specific nature of higher education, we do not have individual lesson plans like we do for primary and secondary schools, as the degree or college courses can cover a wide range of topics from Ecology to Animal Management. Therefore, we discuss the session with the lecturer beforehand and create a session plan specifically on the topic they require. Sessions always include a tour of the reserve and then a presentation on the topic chosen followed by an in-depth discussion in the stretch tent.

Educational Outreach: (CES1)

Watatunga aims to interact with guests that come to the reserve but also external groups that may be interested in the conservation that we do. This is achieved by giving talks to certain institutions and at certain events like the WI and ABWAK. Outreach for the community is very important as well, so we attend fayres and fetes to connect with our local community.

We also encourage talks or events to take place at Watatunga that focus on creating connections between different conservation institutions and the general public.

SEND students: (CES1, CES2)

Watatunga can provide sessions for a variety of SEND students. We try to stick to the national curriculum, but we can tailor each session to the particular group based on what their students are learning and what additional support they may require. Our lesson plans can be adapted to make them far more tactile and visual to increase engagement with SEND students. Tactile resources used include horns, antlers, skulls, animal tags, feather, hides and microchips. Sessions are organised in blocks of a few hours, with little structure and no time restriction, as this allows flexibility. If students are engaging on the tour, we can extend it and include collection of fungus, plants and feathers found on the reserve. All sessions will involve a trailer tour of the reserve. If engagement falls, we can move to the stretch tent and allow the students to feel the resources in their own space and way. During SEND sessions, we always have another member of staff in a separate buggy, just in case one student on the trailer tour is having difficulties on the tour, this allows that one student to be removed to a less stimulating area without impacting the rest of the students. Three members of the team have mental health first aid training which helps sensitively handle situations that may arise.

Biodiversity Base: (CES1, CES2, CES)

Near the reception area of Watatunga is our new Biodiversity Base area. This is a fenced off section of native wildlife which includes bramble, reeds, wildflowers and log piles. This area is used during educational visits to allow students to get hands-on experience with native wildlife. There are different lesson plans for each age group (under 5, KS1/2 and KS3/4) that are centred around the biodiversity base, which cover topics such as habitat, conservation and identification. The aim of these sessions is to engage students about native wildlife that they can find in their garden and learn ways of improving biodiversity away from Watatunga.

Activities conducted at Watatunga will use resources found on the reserve, such as leaves and branches for insect hotels. There will be no single use plastics, and all resources used will be biodegradable and natural.

Educational Resources: (CES1)

All lesson plans, including Biodiversity Base, are available on the website and can be sent to institutions on request, prior to the session. Schools can also request to see our educational PowerPoints, worksheets and example itineraries. This allows teachers to pick a topic that coincides with their lesson structure the best. We can then tailor the itinerary to whatever suits the school best if necessary.

Website: (CES1)

Our website has a specific ‘Education’ section where teachers can find all the necessary information needed to plan a trip and an area to inquire about a booking. This page is regularly reviewed and updated by the education and marketing staff. Our website also has pages dedicated to the animals on the reserve and the conservation/ research that we participate in. These are regularly updated using IUCN and CITES lists which are live documents.

**Informal Educational Sessions:**

Guided Tours: (CES1, CES2, CES3)

All guests are taken on a tour of the reserve, accompanied by a guide. These are considered educational sessions as guides educate the visitors throughout the tour on the animals, their conservation and the sustainability of Watatunga. These tours are ‘informal’ as they do not follow the national curriculum. These talks are also unscripted as the specific animals seen are unknown, which allows the guide to adapt the message based on the audience. Guides regularly update their knowledge on the animals to provide current conservation statuses and facts. All talks have a strong conservation, sustainability and welfare message. Throughout the tour, visitors also have the chance to ask questions and create discussions. Animals will be seen on the safari exhibiting natural behaviours which provides the guides with a unique opportunity to really engage customers about the conservation of those species. Guides then explain ways that visitors can change their behaviour to benefit conservation, such as growing specific plants in your garden.

There are various types of guided tours; commercial self-driven, trailer, photography, private and accommodation guest tours. All of these are accompanied by a trained guide; therefore, all fall under the informal education sessions.

Community Youth Groups: (CES1, CES2)

Watatunga accommodates a range of youth groups such as brownies, guides and boy scouts. These trips are similar to the formal educational programmes; however, they don’t follow the national curriculum and have more of a relaxed structure. These trips consist of a guided trailer tour around the reserve followed by an activity in the stretch tent, which can include worksheets or hands-on activities, like making fat balls. The aim of these sessions is to educate the children in a fun and relaxed setting. With the idea that the tour provides the basic knowledge which is then expanded upon during the stretch tent activity. These sessions have the ability to cover a range of topics which group leaders can ask for beforehand. Again, these trips can then be catered to the individual group based on what they are currently learning.

Mini Wild Things: (CES1, CES2)

Once a week, Watatunga runs a ‘mini wild things’ session for children under the age of 7 at our forest school site. These are informal, non-structured, outdoor learning sessions which focus on a variety of topics such as insects, plants, fungus and habitats. Each session contains multiple activities centred around educating the children on nature and conservation such as making fat ball feeders and identifying insects. Parents are able to join the sessions and are then encouraged to provide feedback via our feedback box in reception or through websites such as TripAdvisor. This provides an insight into the sessions and helps us evaluate and improve the experience.

Guidebooks: (CES1)

Watatunga aims to provide clear, up to date information on all the animals found on the reserve. This has been achieved through the use of guidebooks that can be found in each buggy and in reception. These are updated every year to coincide with what animals are currently on the reserve and each species current conservation status. Watatunga uses the International Union for the Conservation of Nature (IUCN) as our resource for species conservation status.

Animal Welfare: (CES2)

Animal welfare is of paramount importance to Watatunga hence why there are specific tracks within the reserve that tours can only go down. This provides all species to have an area away from the public. There is also no hands-on interaction with the animals on the reserve. Staff complete regular welfare audits to see any impact of tours on the animals and negate it where possible. We do not run tours on a Monday during the peak season to ensure that there is at least one day a week that the animals aren’t on tour. We also follow the BIAZA Animal Welfare Policy.

Activities and Events: (CES1, CES3)

Throughout the year, Watatunga runs several events with an educational aim, these include Bioblitz, AI in conservation and National Deer week. These particular events have a British wildlife focus and aim to engage our visitors with the wildlife that can be found in their own homes as well as providing an opportunity for citizen science. These events are aimed at a wide range of ages/abilities and provide us with an opportunity to engage with nature professionals in organisations such as the BTO, Google AI and Pensthorpe.

Facilities: (CES2, CES3)

Watatunga has a range of facilities to help with our educational aims. For the tours around the reserve, we have plenty of individual buggies and various sized trailers to accommodate varying sizes of groups. We also have 2 trailers and one buggy that are suitable for the use of a wheelchair. For the activities and talks, we have a stretch tent which is a large, sheltered area containing chairs, tables, projector and screens to facilitate a range of educational activities.

Our grounds also host two enclosed outdoor areas, the first is the forest school site for our ‘mini wild things’ sessions once a week. The other is our Biodiversity Base which is aimed at children over the age of 7 and accommodates more formal educational activities.

The reception has taxidermy showcasing a variety of fauna which allows visitors to see the animals up close without interfering with any animal welfare. There is also a world map to provide visual information about the distribution of each species native population. There are three donation boxes in reception, which are all for conservation charities (Great Bustard Project, Watatunga Conservation Fund and Mount Kenya Conservancy who focus on Eastern Mountain Bongo). These allow people to make a donation and also each box has its own leaflet to provide more in-depth information on the specific charity.

Conservation Education is integral to site planning and development. Anytime there is a new development on Watatunga, conservation education is always taken into account. Designing a new area is decided by CEO and Operations manager, however, education staff are always involved in the process of planning and development. Education staff provide ways of integrating conservation education practises into the development which are always prioritised.

Evaluation:

We aim to continually evaluate our conservation education programme to help measure and improve our visitors learning and behavioural changes towards conservation.

At the end of each season, guidebooks, lesson plans and tour prompts are evaluated and updated to ensure we provide accurate and relevant scientific information. IUCN and CITES lists are used to update conservation statuses and scientific journals, like Nature, are used for information on species behaviour, ecology and physiology. Lesson plans are adapted to follow changes in the national curriculum using website like BBC Bitesize.

All formal education sessions are evaluated using a feedback form provided to the institution upon completion of the trip. This provides us with data to understand and improve the effectiveness of each session.

At the end of all tours, guides encourage guests to provide feedback via a guest feedback box in reception or through websites such as TripAdvisor. Therefore, our tours are being constantly evaluated to help us continuously improve our informal education.

We also record each educational session on our education records, this highlights when we have repeating schools or informal educational groups to Watatunga which can show a strong positive impact.

We create a Conservation Education Plan at the start of every year with manageable goals centred around conservation education. This plan will outline how we will achieve these goals and provide a feasible timeline for these changes to occur in. The plan is then updated every month with how we are achieving each of the goals. By the end of the year the plan is evaluated to see which areas need improving for next years conservation education.

Evaluation has shown that we were able to meet many of our conservation educational aims from 2024. However, we plan to use the feedback from 2024 to further improve our conservation education strategy.

Conservation Education Staff:

Our main conservation education staff member is Miranda Sealy who is the conservation and education officer. Her line manager is operations manager, Molly Ruder. We also have four members of staff who guide and conduct the educational visits: Tamien Von Christian for the Forest school, Karen Hull for KS1/2, Miranda Sealy for KS3/4 and Molly Ruder for higher educational trips. We also have certain volunteers who help with the school trips and other educational visits. Members of staff attend any relevant webinars, meetings and wider industry events (such as BIAZA conservation education workshops) to remain up to date with any changes that can occur within education or conservation. Watatunga also provides staff with appropriate and effective continuous professional development, these can be centred around conservation education or the staff members themselves, such as learning organisational, teamwork or presentation skills.

Watatunga also supports our conservation education staff to be actively involved in local, national, regional and/or international conservation education networks. On a local scale we work with local groups like Norfolk Bat group and Norfolk Moth Society who train our education staff about the native species found in Norfolk, how to survey them, ways to conserve specific species. On a national scale we work with educators from the British Trust of Ornithology and the British Deer Society. Education staff use this knowledge to educate visitors and school trips.

Example KS1/2 Lesson Plan:

**Lesson Plan – Animal Habitats**

**Learning Outcomes:**

You will be able to identify various mammals and birds on Watatunga Wildlife Reserve

You will be able to identify why it is important to create various habitats for species of mammals and birds on the reserve

You will understand why habitats around the world are under threat

**What is an animal habitat? notes** – a place where animals live. It provides the requirements the animal needs to survive including shelter, food and water. Compare to humans …. What do we need? Is it the same?

Natural environments have many different elements. At Watatunga we have woodland, grasslands, wetlands and lakes, because certain animals need certain conditions to live in eg**. lakes** for fish, ducks and some of our semi -aquatic deer and antelope – **wetlands** for swamp antelope, cranes, **woodland,** deer pheasants, **grassland**, blesbok, great bustards, **crops**, sainfoin, alfalfa, clover. What happens to animals and birds if habitats are destroyed? Mention clearing of land for farming, grazing, house building, draining of wetlands. Discuss why many of our species are endangered through loss of habitat and point out those they might see or have seen on the reserve visit.

**Why is it important to create various habitats?  notes –** animals and birds have five basic needs – food, water, shelter, space and air. They need to be   able to eat natural materials from the grasslands, trees, bushes, lakes (weed etc) to provide the energy they need. Water from a natural source and shelter from the natural materials on the reserve – mention woodland to give cover for fawns/calves, pheasants, long grass to hide from predators, lay their eggs, keep warm

**Finish with a practical project in Bio Base e.g. build a ‘bug hotel’**

Example KS3/4 Lesson Plan:

**Lesson Plan: Wildlife Classification**

**Duration: 90 minutes (can be adjusted as needed)**

**Learning Objectives:**

By the end of this lesson, students will be able to:

1. Understand the basics of Linnaeus' classification system.
2. Identify the classification of an Eland.
3. Classify insects into their respective orders.
4. Discuss the role of insects in the ecosystem.
5. Understand the importance of biodiversity and how they can help protect it.

**Materials Needed:**

* PowerPoint presentation
* Pitfall traps
* Identifying keys for insects
* Printed classification tables for animals and insects

**Lesson Structure:**

**Introduction to Classification (15 minutes)**

1. **Introduction to Linnaeus and the Classification System (10 mins)**
   * + Explain who Carl Linnaeus was and his role in developing the binomial nomenclature system, which classifies organisms into hierarchical categories.
     + Show a visual aid with the Linnaean classification system. Emphasise the levels and what they mean.
     + Discuss how classification helps scientists organise and study the vast diversity of life on Earth.
2. **Class Discussion (5 mins):**
   * Ask students why they think classification is important and how it helps scientists understand the relationships between different organisms.

**Activity 1: Classification of the Eland (20 minutes)**

1. **Introduction to the Eland (5 mins)**
   * + Introduce the Eland, an antelope species found in the reserve.
     + Display an image of the Eland and briefly describe its key characteristics.
2. **Classifying the Blesbok (15 mins)**
   * + Ask students to classify the Blesbok using Linnaeus’ system (Kingdom, Phylum, Class, Order, Family, Genus, and Species).
     + Discuss each category with the class:
     + Have students complete a handout where they fill out the classification chart for the Blesbok.

**Activity 2: Insect Classification (10 minutes)**

1. **Introduction to Insects and Their Classification (10 mins)**
   * + Discuss the diversity of insects, the most numerous group of animals on Earth.
     + Highlight examples of common insect orders: Coleoptera (beetles), Lepidoptera (butterflies and moths), Hymenoptera (bees, ants, and wasps), Diptera (flies), and more.
     + Show images of each type of insect and explain their distinguishing characteristics.

**Activity 3: Pitfall Trap Collection & Insect Classification (15 minutes)**

1. **Recap of Pitfall Traps (5 mins)**
   * Quick review of how pitfall traps work (Biobase Lesson Plan)
   * Ensure students understand the purpose of collecting insects for classification.
2. **Classifying the Collected Insects (10 mins)**
   * Students review the insects collected in the pitfall traps.
   * They work in groups to classify the insects into their respective orders based on the identification keys and previously learned characteristics.
   * Students can compare and discuss their findings with each other to check for accuracy.

**Discussion: The Importance of Insects in the Ecosystem (10 minutes)**

1. **Class Discussion (5 mins):**
   * Ask students: Why are insects important in the ecosystem?
   * Discuss the following roles of insects:
     + Pollination of plants
     + Decomposition of organic matter
     + Food source for other animals
     + Natural pest control
2. **Linking Insects to Biodiversity (5 mins):**
   * Explain that insects are a key part of biodiversity and maintaining healthy ecosystems.
   * Discuss how the decline in insect populations (due to habitat loss, pesticides, etc.) can negatively impact the entire ecosystem.

**Conclusion: Biodiversity and Conservation (10 minutes)**

1. **Wrap-Up Discussion: Why Biodiversity Matters (5 mins)**
   * Review the importance of biodiversity, emphasising how the survival of species like insects, plants, and larger animals (like the Eland) is interdependent.
   * Explain how humans can protect biodiversity by conserving habitats, reducing pollution, and supporting sustainable practices.
2. **Action Plan (5 mins):**
   * Encourage students to think about what they can do to help protect biodiversity, such as planting pollinator-friendly plants, reducing waste, and supporting wildlife conservation efforts.
   * Optionally, you can assign students to research and come up with one local action they can take to help protect biodiversity.

**Conservation Education Plan 2025:**

Mission Statement- “To innovate new techniques in wildlife conservation and be a world class conservation site for deer, antelope and birds. To be one of the UK’s leading small visitor attractions, offering people a unique and optimistic story of conservation today for wildlife tomorrow”

Intro:

In 2024, we experienced a significant increase in school visits, hosting 14 formal school trips and numerous informal educational visits. To build upon this momentum, Miranda Sealy joined as the Education and Conservation Officer at the end of 2024, aiming to enhance our educational programs and ensure alignment with our conservation education mission.

Looking ahead to 2025, we anticipate an even greater number of school visits and are committed to offering a structured and engaging education program that aligns with the national curriculum. The establishment of our new Biodiversity Base will provide a hands-on experience centred around native UK biodiversity. Consequently, our 2025 education plan will serve as a working document, adaptable over the next twelve months to prioritize tasks and incorporate feedback.

Goals:

1. To create a structured education programme that follows the national curriculum
2. To create an area that provides hands-on learning about native biodiversity
3. Increase community engagement with outreach projects centred around improving conservation and biodiversity
4. Raising awareness about our unique management practices
5. Increase our formal School trips by 20%
6. Continue working towards our halfway house ethos and educating the public about this
7. Encourage behavioural change towards sustainability and conservation with our guests

This plan will outline how we will achieve these goals and provide a feasible timeline for these changes to occur. This plan will work closely with the Conservation Education Policy with reference to how biodiversity conservation is incorporated into our learning and interpretation (e.g. Guidebooks). This plan will also show how we will incorporate both our ex-situ conservation work and the in-situ conservation work of Watatunga and partners into these goals. This plan with then provide a way of evaluating and monitoring our conservation education to ensure maximum effectiveness.

1. **To create a structured education programme that follows the national curriculum**

The education programme will be separated into four ages: under 7, KS1/2, KS3/4 and higher education. All ages, except for the higher education, will have lesson plans that follow the national curriculum. These plans will be centred around the conservation and biodiversity topics that they are learning at that age, such as animal adaptations, but directly linked with the species found on the reserve. Lesson plans will include intended learning objectives, any equipment required and a detailed structure of the lesson. Each lesson plan will have an accompanying PowerPoint presentation that can be used during the formal school trips to provide visual aids.

We will also create adapted lesson plans for SEND students with adaptations including more tactile learning aids (like horns and antlers) and flexibility in the lesson structure to provide accessibility for all SEND variations.

Higher education will not have a prepared lesson plan before the session, due to high degree of topic variation. Instead, we will discuss the session with the school beforehand and create a session plan specifically on the topic they require. Therefore, we will create a set list of topics that we can cater educational programmes to and trial out at least two of these higher educational visits this year to see if a structured lesson plan may be needed.

Deadline: Have the lesson plans created before April 2025. Conduct the higher education visits by October 2025.

Lesson plans were completed in February 2025.

1. **To create an area that provides hands-on learning about native biodiversity**

An area by reception will be changed into the ‘Biodiversity Base’ throughout 2025. This area will be centred around native wildlife, with a classroom in the centre to host the hands-on learning and a path circling the perimeter to access the different areas. Each area in the ‘Biodiversity Base’ will be adapted for different taxa, including an insect hotel, a pond for dipping, wildflower patch and a reptile corner. This will allow children to learn about the conservation of a plethora of species.

The ‘Biodiversity Base’ will also provide an area where children on educational visits can learn how to conduct ecological survey techniques such as pitfall traps, and how to identify species that can be found throughout the UK. Lesson plans will be created for sessions in the ‘Biodiversity Base’ and will include a lesson structure and details on surveying techniques.

Resources will be gathered for the ecological surveys including quadrats and pitfall traps. All resources used within the Biodiversity Base will be recycled, not-single use or naturally foraged from the reserve.

Deadline: Have the Biodiversity Base finished by January 2026. With the first Biodiversity Base ecological session in 2026 season.

Lesson plans have been developed in February 2025. Work started on the ‘Biodiversity Base’ in January 2025.

1. **Increase community engagement with outreach projects centred around improving conservation and biodiversity**

Staff time will be donated to local conservation projects to improve community engagement and to fulfil our conservation goals. The community projects chosen will be based around conservation and improving local biodiversity.

We will create connections with one or two local conservation groups and will start providing staff time by volunteering with events throughout the year.

We will start creating events where we collaborate with local community groups for events like Summer BioBlitz.

Deadline: Have the connections started before April 2025 and start volunteering staff time and collaborating on events before October 2025.

This was started in March 2025, where Miranda Sealy, our Education and Conservation Officer started volunteering with two local community groups: Friends of the Walk in Kings Lynn and Gaywood Valley Conservation Group. We volunteer staff time roughly once a month to projects such as wildflower sowing and tree planting.

Started in March 2025 with ongoing completion.

1. **Raising awareness about our unique management practices**

This year we will complete presentations at various workshops and conferences to raise awareness about our management style. We will be presenting at the BIAZA Antelope workshop at Marwell Zoo in September.

We will also aim to be contributing to BIAZA committees such as writing newsletters for BIAZA and for the BIAZA Ungulate subgroup. We will also aim to share our expertise on seasonal feeding in ungulates via the BIAZA nutrition working group as reserve Operations Manager, Molly Ruder, sits on the committee.

For the wider Zoological society, we will be writing articles for RATEL and hosting a deer workshop in 2026.

Deadline: Start with these presentations and newsletters in 2025.

April 2025 Guest lecture was sent to Sparsholt College about Watatunga’s unique Management practices.

Not started yet.

1. **Increase our formal School trips by 20%**

We will aim to have completed at least 17 formal school trips, of varying age ranges, this year to test out the new education programme that we have created. If possible, we will also try out hands-on learning activities in the ‘Biodiversity Base’ if it is complete by the end of the 2025 season.

We will also aim to increase the number of informal educational session such as guides and scouts. However, due to the new educational system put in place for the formal educational visits, this will be the main session type that we will be monitoring and actively increasing.

This year we aspire to engage in partnerships with external organisations and academic institutions in their programmes. We will achieve this by strengthening our relationship with the University of East Anglia and engaging in future research projects.

Tour guides will provide information about the school trips on their tours to raise awareness about our educational programmes. Our marketing team will write blogs on school visits and create social media posts to improve our outreach which will also improve our search rankings to maximise our online exposure.

Marketing created a wildlife education blog in February 2025.

1. **Continue working towards our halfway house ethos and educating the public about this.**

This year we will continue with our Vietnamese Pheasant Project and update the EEP with information on our releasing strategy. This will coincide with out halfway house ethos and provide a baseline for us to adapt our releasing technique and apply it to different species in the future.

We will also be improving the biodiversity of our reserve itself to create a habitat that is similar to a native unmanaged habitat which will ease the transition of captive bred animals into the wild. We will do this by planting trees throughout the reserve and conducting further wildlife surveys.

The public with then be educated about these practises on tours with tour guides highlighting the new saplings and the Vietnamese Pheasants when they are seen on tour. Marketing will also create blogs and social media posts centred around our halfway house ethos to educate a wider platform of the public. We will also incorporate any relevant information into the education programme for school trips and mainly higher education visits. Our guidebooks will also be updated to include the Vietnamese Pheasants.

The guidebooks were updated for the 2025 season, and social media posts about the tree planting that occurred on Watatunga in January 2025 were released in spring 2025 as well.

1. **Encourage behavioural change towards sustainability and conservation with our guests**

This year, staff will receive training in sustainability which will then be used to educate the guests on how to utilise sustainable practices at home. We will create sustainable practices on Watatunga by changing our cleaning products to plastic free and eco-friendly products, reducing single-use items, adding compost bins, attaching water butts and utilising solar panels to improve our sustainability. These will be visual changes around Reception and Watatunga which we will engage our customers about during tours and visits. Marketing will also create social media posts on our sustainable practise that are transferable to the public (such as using eco-friendly cleaning products) to educate the public on a wider platform.

This was completed by April 2025. Our staff member, Emily Whicker went on a sustainability course and all of the practices mentioned about have been put into place.