**GROUP REFLECTION**

Creating this instructional project for 3rd-grade students was a new and enriching experience for our group. One of the most significant challenges we faced was using Cmap Tools for the first time. At the beginning, we found it a bit confusing to organize ideas through the software, especially when trying to represent complex structures like the instructional design. However, once we got used to the software, we appreciated how visual and interconnected our thinking became.

A strong point of the process was learning to work with knowledge modeling, which allowed us to structure the content clearly and logically. This method helped us understand how all components of an instructional unit, contextualization, objectives, methodology, activities, and assessment, are interrelated. It pushed us to think critically and cohesively.

In addition, this project helped us realize the value of concept maps not only as a planning tool but also as a powerful resource for teaching and learning. We had previously underestimated their potential, but now we see how useful they can be to visualize knowledge, clarify ideas, and support student understanding.

Working with a real context, such as the Urbasa-Andía Natural Park, made the project more meaningful. Designing activities around endangered species and environmental awareness gave the instructional model a strong educational value. It also allowed us to connect natural science content with cross-curricular values like sustainability and respect for nature.

In summary, despite the initial learning curve with the digital tool, the experience taught us how to plan effective educational units and collaborate as a team through shared ideas and visual organization. The result was a comprehensive and well-structured proposal we are proud of.