

## CONCEPTUAL

### WORLDVIEW

Students in the 3rd Course of Primary Education will explore the importance of protecting natural spaces through the study of biodiversity, landscapes, and environmental values in the context of the Urbasa-Andía Natural Park.

### PHILOSOPHY

- Constructivism
- Scientific
- Critical-sociological: social science field

### THEORY

- Psycho-pedagogical theories: Ausubel, Novak and Gowen
- Theory of Practice Architectures: Stephen Kemmis and Wilfred Karr
- Naturalists: Edward Wilson (Biodiversity) and Jane Goodall

### PRINCIPLES

- Education for sustainable development
- Respect and care for living beings
- Interdisciplinary learning
- Inquiry-based and student-centered learning
- Critical thinking and reflection
- Environmental ethics

### CONCEPTS

Urbasa, Meaningful learning, Environmental education, fauna, Previous knowledge, Conceptual Map, Education in values, Biosphere Reserve, Endangered species, Biosphere Reserve.

## MAIN QUESTIONS

- What makes Urbasa-Andía a special natural space?
- What is biodiversity, and why is it important?
- What threats affect protected areas like Urbasa-Andía?
- How can we care for the environment in our daily lives?
- What values can we learn from nature?

## EVENTS/OBJECTS

- Elaboration of an instructional module on Urbasa-Andía.
- Experiences and observations during excursions.
- Records of student activities related to biodiversity and the natural environment.
- Use of meaningful learning tools: Vee diagram, photographs, murals, field trips, and concept maps.

## METHODOLOGY

### VALUE JUDGEMENT

This project is highly appropriate for Primary Education, as it fosters curiosity, respect for nature, and critical reflection about environmental issues. It helps students build a meaningful relationship with the natural world and encourages actions in favor of sustainability and conservation. This initiative is valuable not only for students but also for other educational stakeholders, such as teachers and families.

### KNOWLEDGE JUDGEMENT

Students demonstrate understanding of biodiversity, environmental challenges, and personal responsibility. They acquire skills in observation, analysis, and communication, while developing a deeper respect for their natural surroundings.

### TRANSFORMATIONS

- Development of ecological awareness and critical thinking
- Strengthened connection with nature
- Enhanced ability to work collaboratively and express ideas
- Growth in environmental responsibility and personal involvement
- Better integration of curricular knowledge through real context

### REGISTERS

Rubric, student's final notebook, observation by the teacher, checklists.