

CONCEPTUAL

WORLDVIEW

Students in Primary Education, particularly from the 3rd grade, will learn about the importance of natural forests and biodiversity, promoting an ecological and respectful relationship with nature through direct interaction with the Bosque de Orgi.

PHILOSOPHY

- ❖ Constructivism
- ❖ Environmental education
- ❖ Critical pedagogy

THEORY

- ❖ Theory of Meaningful Learning (Ausubel, Novak, Gowin)
- ❖ Socio-constructivist theories (Vygotsky)
- ❖ Naturalists: Edward Wilson (Biodiversity) and Jane Goodall

PRINCIPLES

1. Learning about different species connects students to nature
2. Contact with forests strengthens children's relationship with the environment.
3. Nature-based experiences encourage holistic and meaningful learning.
4. Inquiry and exploration promote critical thinking and creativity.
5. Bosque de Orgi is considered a valuable ecological and cultural resource.
6. Learning about forests enhances respect, awareness and care for the environment.
7. Managing real data helps students analyse and evaluate environmental issues.

CONCEPTS

In relation to the contents: forest, ecosystem, biodiversity, native species, conservation, water cycle.

In relation to the values: awareness, responsibility, curiosity, empathy for nature, reflection.

MAIN QUESTIONS

Will our students of 3rd grade learn meaningfully about the different species that there are in the Bosque de Orgi, as well as how to protect and take care of them?

How do forests like this one help preserve biodiversity?

What actions can we take to protect natural ecosystems?

Will students value and respect the environment after visiting the Bosque de Orgi?

EVENTS/OBJECTS

Visit to Bosque de Orgi
Observation of flora and fauna
Eco-friendly activities (trail walk, habitat exploration)
Workshops on conservation and sustainability

METHODOLOGY

VALUE JUDGEMENT

We believe this project fosters meaningful learning by integrating real-world experiences into the classroom. That is, visiting Orgi forest allows students to explore, question and value natural spaces, creating a respectful attitude towards nature. The project also encourages cross-curricular learning (science, language), supports collaboration with families and empowers students to act responsibly in their local environment.

KNOWLEDGE JUDGEMENT

Students show understanding of forest ecosystems, demonstrate environmental awareness, and connect their knowledge and learnings with everyday life actions to protect nature.

TRANSFORMATIONS

- ❖ Concept map
- ❖ Environmental mural (classification of species)
- ❖ Exhibition of groupworks

REGISTERS

- ❖ Observations by the teacher
- ❖ Learning journal
- ❖ Students' notebooks
- ❖ Evaluation rubric