## Group Reflection – Natural Sciences Project: Learning Situation on the Foz of Lumbier

Throughout this project, we had the opportunity to design a meaningful learning situation for 4th-grade students, using conceptual maps as our main planning tool. Our focus was the Foz of Lumbier, a natural site rich in both ecological and geological value, which provided an ideal context to explore key elements of the Natural Sciences curriculum.

Working as a group allowed us to combine our ideas, perspectives, and strengths. One of the first steps was to research and understand the Foz of Lumbier, not only from a scientific point of view—its flora, fauna, and geology—but also considering how to present this information in an engaging and age-appropriate way for children.

Using conceptual maps helped us to visualize and organize the content clearly. This tool was especially useful in structuring the learning sequence, ensuring that the knowledge built progressively—from basic concepts like what a canyon is, to more complex ideas such as ecosystems, food chains, and biodiversity.

One of the most valuable aspects of this experience was reflecting on how to create inquiry-based learning opportunities. We tried to design activities that would spark curiosity and invite students to ask questions, investigate, and draw their own conclusions. For example, we included tasks such as identifying birds that live in the Foz, understanding the role of vultures in the food chain, or recognizing human impact on natural spaces.

As a group, we learned how important it is to connect scientific content with real-life experiences. The Foz of Lumbier is a nearby place that many children may have visited or can visit, making the learning authentic and relevant. We also discussed how such learning situations can be complemented with field trips, which allow students to observe, feel, and connect emotionally with nature.

Overall, this project helped us grow not only in our understanding of Natural Sciences but also as future teachers. We practiced collaborative work, didactic planning, and critical thinking, and we realized how tools like conceptual maps can guide us in designing coherent and motivating learning experiences. We feel more prepared to create situations where students are active participants in their own learning, and where nature is not just studied, but also appreciated and protected.