

CONCEPTUAL

WORLDVIEW

Though **meaningful learning**, students will learn the different fauna, flora and communities that can be found on the **Central Amazon Conservation Complex (CAC)** reserve.

PHILOSOPHY

Constructivism
Environmental psychology

THEORIES

Meaningful learning: Ausubel
Pedagogical-Psychological Theories: Ausubel, Novak and Gowin.

PRINCIPLES

Engagement of the learning process through activities.
Inquiry-based learning through exploration and investigation.
Problem-based learning through connections between the contentions of the unit and students' lives in relation to global environmental issues.
Foster authentic learning experiences by connecting students to guest speakers.
Encourage students to take action and make a positive difference engaging them in sustainable practices.

CONCEPTS

The Central Amazon Conservation Complex (CAC), its biosphere, the flora, the fauna, indigenous communities, constructivism, environmental pedagogy, meaningful learning, Ausubel, Novak, Gowin.

MAIN QUESTIONS

Will our students **learn significantly** about the habitat through our institutional module?

Will they **adapt their behavior** in order to protect and conserve spaces like this one?

Will they be **more aware** of all the biodiversity of animals, plants and customs in a biosphere?

Are there opportunities for **reflection and metacognition**?

Does the unit foster a sense of **environmental responsibility and action**?

Does the unit encourage **critical thinking and inquiry**?

Are the learning activities **engaging and varied**?

Is the content **relevant and meaningful** to students?

Does the unit align with the **curriculum standards and learning objectives**?

METHODOLOGICAL

VALUE JUDGEMENTS

We consider that this instructional module is adequate and positive because it allows the acquirement of significantly **deeper knowledge and appreciation** for the incredible biodiversity of the Central Amazon Conservation Complex, as well as the understanding of the importance of **conservation and sustainable living** in protecting this unique and valuable ecosystem. In this way, the students will create an attitude of **respect** towards nature.

KNOWLEDGE JUDGEMENTS

Children **understand** the location and characteristics of the biosphere.
Children **know** the diverse plant and animal species found within the reserve.
Children are **aware** of indigenous communities that reside in and around the reserve (culture, traditions...).
Children **understand** the different threats facing the biosphere.
Children **identify and discuss** ways in which they can contribute to the conservation and protection of natural areas.

TRANSFORMATIONS

Guest speakers and concept map
Biosphere book
Oral exposition about cultural aspects of the zone
Infography using the scientific method
Theatre using the problem-solving methodology

REGISTRIES

Conceptual maps
Photographies
Draws
Maps

EVENTS-OBJECTS