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1. PRESENTATION

With the title “Salburua, life around water”, this educational programme is carried out at the Salburua Wetlands and the ATARIA Wetlands Interpretation Centre with the aim of familiarising students aged between 6 and 8 years with the natural values of the wetlands and the importance of water as an essential element for life in this environment. Our guide on this visit is the coot, a common inhabitant of the Salburua wetlands, which can be seen at this time of the year in its three stages of development: chick, juvenile and adult.

2. WHO IS THIS TEACHING UNIT AIMED AT?

This programme is designed for 1st and 2nd year students of Primary Education, as the didactic aims and contents are adapted to their curricular needs.

This programme can also be used for other specific groups (play centres, summer camps, etc.) that need to complete their education with the contents set out in this guide.

3. AIMS

The main aims are as follows:
- Create an awareness of the importance of water for nature, for wetlands and for living beings.
- Discover and observe the local environment: Salburua in the spring.
- Appreciate the value of all living beings.
- Encourage respectful habits with regard to the environment in general and Salburua in particular.
- Contribute to an understanding of the need to appreciate and care for our environment.
4. PROGRAMME DESCRIPTION

The general approach of this programme is as follows:

4.1. BEFORE THE VISIT

Prior to the visit, activities can be carried out with the students at the education centre. These are optional but recommendable so that the students can get to know the main contents in advance and to make the visit more appealing.

During the course of these activities, we introduce the subject, motivate students to take an interest in the visit and help them acquire a minimum knowledge of the subject. Some coots, who are about to be born, present and direct these activities.

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>ACTIVITY</th>
<th>CONTENTS</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness and motivation</td>
<td>Painting the spring!</td>
<td>The wetlands in spring</td>
<td>20’</td>
</tr>
<tr>
<td>Assessing prior knowledge</td>
<td>Eagle, sparrow or coot?</td>
<td>Preliminary facts about birds in general and coots in particular</td>
<td>20’</td>
</tr>
</tbody>
</table>

In annex I you can consult the activities for students (ready to print and photocopy in B/W) and annex II contains the same material or the teacher (with answers).
4.2. DURING THE VISIT

4.2.1. Sequencing

The programme is carried out within the school timetable, in spring and represents a full 6-hour day, of which 20 minutes are allocated to the morning break and 1 hour to lunch. The approximate timetable runs from 10 AM to 4 PM.

Once in Salburua, 3 subgroups are formed to carry out the same activities but in different order, rotating in 3 areas:

- **Itinerary round lake Duranzarra.** The route starts in Ataria and runs round lake Duranzarra, as far as the Las Zumas observatory. On the way back, the group follows the white willow trees path. The students get an in-depth view of Salburua at a favourable time of the year for walking and observing thanks both the good weather and the chance of seeing a large number of plants and animals, many of which are in full reproductive mode.

- **Class-workshop.** Equipped for performing experiments and handiwork relating to water and birdlife.

- **Permanent exhibition.** The contents of modules 4 “The seasons of Salburua” and 3 “The origins of Salburua” complete the proposed programme and are its educational resources.
### 4.2.2. Activities to be done and contents to work on

<table>
<thead>
<tr>
<th>AREAS</th>
<th>ACTIVITIES</th>
<th>CONTENTS</th>
<th>METHODOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTION</td>
<td>Presentation</td>
<td>Welcome the group, organise the subgroups, assess the level of prior knowledge.</td>
<td>• Questions-answers</td>
</tr>
<tr>
<td>ITINERARY</td>
<td>What am I?</td>
<td>Observing the wetlands: landscape, vegetation, wildlife.</td>
<td>• Guessing game.</td>
</tr>
<tr>
<td></td>
<td>Who am I?</td>
<td>Observing the wetlands: landscape, vegetation, wildlife.</td>
<td>• Questions and answers.</td>
</tr>
<tr>
<td></td>
<td>Guess, riddle</td>
<td>Recognising the animals and plants that inhabit the Salburua wetlands.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life at the extreme</td>
<td>Habitats and species: water, land, water-land.</td>
<td>• Game of identifying habitats and species.</td>
</tr>
<tr>
<td></td>
<td>We introduce you to our colleagues!</td>
<td>Observing the birds of Salburua in spring.</td>
<td>• Using binoculars and telescopes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Information about field observation techniques and putting these into practice.</td>
</tr>
<tr>
<td>CLASS-</td>
<td>Water is always the same.</td>
<td>States of water.</td>
<td>• Experimental activity.</td>
</tr>
<tr>
<td>WORKSHOP</td>
<td></td>
<td>Cycle of water.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water that comes and goes!</td>
<td>Importance of the cycle of water for living beings.</td>
<td>• Game.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factors that affect the water cycle.</td>
<td>• Encouraging teamwork.</td>
</tr>
<tr>
<td></td>
<td>Tell me what shape your book is and I’ll tell what you eat!</td>
<td>Identifying the main groups of birds.</td>
<td>• Analysis and deduction techniques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establishing shape-function relationship: the way beaks adapt to food type.</td>
<td>• Teamwork.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make a folding beak with paper.</td>
<td>• Development of manual skills.</td>
</tr>
<tr>
<td>EXHIBITION</td>
<td>Salburua changes with the seasons</td>
<td>Changes in the wetlands over the year. Relationships between the water, landscape and living beings.</td>
<td>• Exhibition modules.</td>
</tr>
<tr>
<td></td>
<td>Who lives in Salburua?</td>
<td>Identifying the animal and plant species that live in the wetlands.</td>
<td>• Making murals.</td>
</tr>
<tr>
<td></td>
<td>Look after water!</td>
<td>Understanding the need to preserve water and the wetlands.</td>
<td>• Abstraction and analysis: relationship between our actions and the wetlands and water.</td>
</tr>
<tr>
<td></td>
<td>Look after Salburua!</td>
<td>Creating an awareness about the consequences of our actions on the wetlands.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To the spring from behind</td>
<td>Water and living beings.</td>
<td>• Adapted traditional game.</td>
</tr>
</tbody>
</table>
### Diagram showing the duration of the activities:

<table>
<thead>
<tr>
<th>AREA</th>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Min.</strong></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td>RECEPTION</td>
<td>Welcome and presentation</td>
<td>10</td>
</tr>
<tr>
<td>ITINERARY</td>
<td>What am I? Who am I? Guess, riddle</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Life at the limit</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>We introduce you to our colleagues!</td>
<td>40</td>
</tr>
<tr>
<td>CLASS WORKSHOP</td>
<td>Water is always the same.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Water that comes and goes!</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Tell me what shape your beak is and I’ll tell what you eat!</td>
<td>30</td>
</tr>
<tr>
<td>EXHIBITION</td>
<td>Salburua changes with the seasons</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Who lives in Salburua?</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Let’s look after water and Salburua!</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>The spring from behind</td>
<td></td>
</tr>
<tr>
<td>BREAKS</td>
<td>Morning break</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>6 h</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1h 15’</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1h 20’</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 4.3. AFTER THE VISIT

As a way of assessing the success of the activity and in order to bring this to a conclusion, we propose a number of subsequent, voluntary exercises to be done in the classroom of the education centre.

The forms can be used to give a brief assessment of what the students have seen in Salburua, as well as a help for students to enable them to remember and assimilate what they have learnt during the activity, and to increase their awareness of the need to preserve and look after the wetlands.

### SALBURUA, LIFE AROUND WATER

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>ACTIVITY</th>
<th>CONTENTS</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Remembering who we are</td>
<td>Aquatic birds. Coots.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>Where does each one live?</td>
<td>Living beings of the wetlands and its habitats. Optionally, this activity can be done in English, as the names of the plants and animals are shown in this language.</td>
<td>15’</td>
</tr>
<tr>
<td>Conclusions</td>
<td>Let’s look after the water! Let’s look after Salburua!</td>
<td>Values of water and the wetlands for living beings. Need to look after them.</td>
<td>30’</td>
</tr>
</tbody>
</table>
With the aim of motivating you, to ensure that the Activities in Ataria are not a one-off experience and to show to the rest of society some of the work done here, you are invited to send your drawings of the wetlands in spring “Let’s look after water” “Let’s look after Salburua” to Ataria so that we can upload these to our website: www.ataria.es, and so that you can show them to your family, friends, and so on.

The forms for later activities are in contained in annex I, the same section that includes the previous materials.

5. CONTENTS

5.1. CONCEPTUAL CONTENTS

- The milieu and the interaction between nature and human beings.
- Flora and fauna associated with the wetlands ecosystem.
- The birds of Salburua in spring.
- Morphological adaptations of bird beaks to the type of food they eat.
- The cycle of water.
- The concept of habitat, the wetlands.

5.2. PROCEDURAL CONTENTS

- Learn how to use optical instruments such as binoculars and telescopes.
- Put field observation techniques into practice.
- Encourage teamwork: collaboration, participation, coordination.
- Work on movement and include this in the activities to be carried out.
- Use a foreign language (English).
5.3. ATTITUDINAL CONTENTS

- Enjoy Salburua at all times of the year.
- Create an awareness of the need for water conservation.
- Highlight the importance of respecting and caring for the wetlands.
- Be aware of the relationship between nature and human beings.

6. ADAPTING THE PROGRAMME TO THE EDUCATION LAW

The “Salburua, life around water” programme is an independent project, but, at the same time, it has been adapted to the formal education system, i.e., Organic Education Law 2 of May 3 2006, applied to the Autonomous Community of the Basque Country. Thus, this programme complies with the contents established by the school curriculum for the corresponding age group as well as the ultimate objective of teaching the basic competences, which is to integrate the values and teachings necessary in any educational activity.

a) Main area: Knowledge of the natural, social and cultural context.
b) Subject: “Salburua, life around water”
c) Course: 1st and 2nd year of Primary Education (1st year)
d) Context of the proposal

The Salburua wetlands are of great landscape, ecological and cultural value. Water is the main player in this place and around it an interesting array of species of flora and fauna can be found. These living beings depend on this resource to a greater or lesser extent and close relationships between these species and the environment are established in permanent equilibrium which, nevertheless, can be upset by a number of human activities.

The direct contact with nature during a very favourable time of the year (spring), strengthens the development of educational activities designed to experience, discover, observe and feel our surroundings by helping to create a fondness for them and by enhancing the student’s appraisal and attachment.

e) Basic competences

1) Competence in scientific, technological and health matters.
2) Competence in learning how to learn.
3) Competence in mathematics.
4) Competence in linguistic communication.
5) Competence in the treatment of information and digital competence.
6) Social and civil competence.
7) Competence in humanistic and artistic matters.
8) Competence for autonomy and personal initiative.
• Relationships per activity

<table>
<thead>
<tr>
<th>AREA</th>
<th>ACTIVITY</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-</td>
<td>Salburua, life around water</td>
<td>P1</td>
</tr>
<tr>
<td>ITINERARY</td>
<td>What am I? Who am I?</td>
<td>I1</td>
</tr>
<tr>
<td></td>
<td>Guess, riddle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life at the limit</td>
<td>I2</td>
</tr>
<tr>
<td></td>
<td>We introduce you to our colleagues!</td>
<td>I3</td>
</tr>
<tr>
<td>VISIT</td>
<td>Water is always the same</td>
<td>T1</td>
</tr>
<tr>
<td>CLASS</td>
<td>Water that comes and goes!</td>
<td>T2</td>
</tr>
<tr>
<td>WORKSHOP</td>
<td>Tell me what shape your beak is and I’ll tell what you eat!</td>
<td>T3</td>
</tr>
<tr>
<td>EXHIBITION</td>
<td>Salburua changes with the seasons.</td>
<td>E1</td>
</tr>
<tr>
<td></td>
<td>Who lives in Salburua?</td>
<td>E2</td>
</tr>
<tr>
<td></td>
<td>Look after water and Salburua!</td>
<td>E3</td>
</tr>
<tr>
<td></td>
<td>To the spring from behind</td>
<td>E4</td>
</tr>
<tr>
<td>POST-</td>
<td>Salburua, life around water</td>
<td>P2</td>
</tr>
</tbody>
</table>

• Relationships per competence

1.- Competence in scientific, technological and health matters

An adequate perception of the physical space in which human life and activities are developed, both at a general level and in the immediate environment.
Awareness of the influence of the presence of humans in this space, their settlements, their activities, the modifications they make and the resulting landscapes.
The importance of guaranteeing that all human beings benefit from development and that this ensures the conservation of natural resources and diversity and maintains global and inter-generational solidarity.

2.- Competence in learning to learn

Skills to start learning and to continue learning in a more and more efficient and autonomous way in accordance with individual aims and needs.
Skills to obtain information, be this individually or in collaboration, and to convert this into one’s own knowledge.

3.- Competence in mathematics

Use and relate numbers, their basic operations, symbols and forms of expression and mathematical reasoning.
Resolve problems relating to daily life and the world of work.
4.- Competence in linguistic communication

Use of language as an instrument of oral and written communications, of the representation, interpretation and comprehension of reality, of the construction and communication of knowledge and of the organisation and self-regulation of thoughts, emotions and behaviour.
Skills that allow one to look for, collect and process information, and to be competent when learning, composing and using different types of texts for a wide range of communications or creative purposes.

5.- Treatment of information and digital competence

Make habitual use of available technological resources to resolve real problems in an efficient manner.
The search for, selection, recording and analysis of information, using several different techniques and strategies to gain access to information according to the kind of source and the support used (oral, printed, audio-visual or multimedia).
Having information does not produce knowledge automatically. Transforming information into knowledge demands reasoning skills.

6.- Social and civil competence

Be aware of the values of one’s surroundings, assess these and reconstruct them emotionally and rationally to progressively create one’s own system of values and behave in accordance with these when taking a decision or dealing with a conflict.
Integrate diverse forms of knowledge and complex skills that allow one to participate, take decisions and choose how to behave in certain situations.
Be an active member of society, in accordance with one’s own criteria, contributing to the construction of peace and democracy and maintaining a constructive, compassionate and responsible attitude when complying with civil rights and obligations.

7.- Competence in humanistic and artistic matters

This competence enables one both to express oneself and communicate and to perceive, understand and develop oneself in different situations and productions of the world of art and culture.

It requires making use of one’s initiative, imagination and creativity.

In the activities involved in group work, it is necessary to acquire cooperation skills to achieve a target and recognise the importance of supporting and appreciating the initiatives and contributions of others.

8.- Competence for autonomy and personal initiative

Becoming aware of and applying a set of interrelated personal values and attitudes.
To the extent that personal autonomy and initiative involve other persons, this competence requires having social skills to relate to others, cooperate and work in a team.
### KNOWLEDGE OF NATURAL, SOCIAL AND CULTURAL ENVIRONMENT

#### PRIMARY

**FIRST YEAR**

**CONTENTS**

<table>
<thead>
<tr>
<th>BLOCK 1. THE ENVIRONMENT AND ITS CONSERVATION</th>
<th>ACTIVIDADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity and respect for the conservation of natural elements in the environment.</td>
<td>T1, T2, E1, E2, E3, E4, P2</td>
</tr>
<tr>
<td>Basic elements of the physical surroundings: air, water and soil.</td>
<td>I2, T1, T2, E1, E3,</td>
</tr>
<tr>
<td>Responsible use of water in daily life.</td>
<td></td>
</tr>
<tr>
<td>Simple experiences intended to create interest in environmental conservation work.</td>
<td>P1, I1, I2, I3, T1, T2, T3, E1, E2, E3, E4, P2</td>
</tr>
<tr>
<td>Observation of a number of atmospheric phenomena and basic ways of representing these.</td>
<td>T1, T2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLOCK 2. THE DIVERSITY OF LIVING BEINGS</th>
<th>ACTIVIDADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct and indirect observation of animals and plants. Classification of some observable elements, identification and naming.</td>
<td>I1, I2, I3, T3, E2</td>
</tr>
<tr>
<td>Excursions allowing students to observe animals and plants in situ.</td>
<td>I1, I2, I3</td>
</tr>
<tr>
<td>Association of physical features and behaviours of plants and animals with the environments in which they live (camouflage, colour change, thickness of coat, etc.). Seasonal changes.</td>
<td>I1, T3, E2</td>
</tr>
</tbody>
</table>

### BASQUE LANGUAGE AND LITERATURE, SPANISH LANGUAGE AND LITERATURE, FOREIGN LANGUAGE

#### PRIMARY

**FIRST YEAR**

**CONTENTS**

<table>
<thead>
<tr>
<th>BLOCK 1. LISTEN, SPEAK AND CONVERSE</th>
<th>ACTIVIDADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of oral texts to learn: descriptions, brief talks in front of the class, conversations about learning contents and explanations on the organisation of work.</td>
<td>P1, I1, I3, T1, T3, E1, E2, E3, P2</td>
</tr>
<tr>
<td>Retention of the most relevant aspects of the contents of oral texts and their oral expression in play situations inside and outside the classroom.</td>
<td>P1, I1, I2, I3, T1, T2, T3, E1, E2, E3, E4, P2</td>
</tr>
<tr>
<td>Use of dialogue between peers as an instrument of shared learning.</td>
<td>I1, I2, I3, T1, T2, T3, E1, E2, E3, E4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLOCK 2. WRITTEN COMMUNICATION: READING AND WRITING</th>
<th>ACTIVIDADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of information in texts to learn, closely linked to the experience, both those produced with didactic ends such as those used on a daily basis: brochures, textbooks, descriptions, instructions and explanations.</td>
<td>P1, P2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOREIGN LANGUAGE</th>
<th>ACTIVIDADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of well-known words and expressions in oral texts.</td>
<td>P2</td>
</tr>
<tr>
<td>Interpretation of illustrations.</td>
<td>P2</td>
</tr>
</tbody>
</table>
### ARTISTIC EDUCATION

#### PRIMARY

**FIRST YEAR**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BLOCK 3. COMPREHENSION, PERCEPTION AND INTERPRETATION OF ARTISTIC AND VISUAL REFERENCES</strong></td>
<td>Identification, from one’s own experience, of the need to use images and other artistic manifestations as the expression of ideas, feelings and emotions, establishing relationships with the productions of other recognised persons and artists.</td>
</tr>
<tr>
<td><strong>BLOCK 4. THE DIVERSITY OF LIVING BEINGS</strong></td>
<td>Experimentation with the expressive possibilities of spontaneous drawing and intentional drawing.</td>
</tr>
<tr>
<td></td>
<td>Manipulation and transformation of objects to explore other uses and their expressive potential in other contexts, also including recycling criteria.</td>
</tr>
</tbody>
</table>

### EDUCATION FOR CITIZENS AND HUMAN RIGHTS

#### PRIMARY

**FIRST YEAR**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BLOCK 1. INDIVIDUALS AND INTERPERSONAL AND SOCIAL RELATIONSHIPS</strong></td>
<td>Respectful and collaborative interpersonal relationships.</td>
</tr>
<tr>
<td></td>
<td>Relationships between rights, responsibilities and obligations.</td>
</tr>
<tr>
<td><strong>BLOCK 2. LIVING IN A COMMUNITY</strong></td>
<td>Critical values in a democratic society: respect, tolerance, solidarity, justice, cooperation and the culture of peace.</td>
</tr>
<tr>
<td><strong>BLOCK 3. LIVING IN SOCIETY</strong></td>
<td>Civic habits. Responsibility with health, responsible consumption and the environment. Respect for animals. Interpretation of illustrations.</td>
</tr>
</tbody>
</table>
8. ASSESSMENT

8.1. ASSESSING STUDENTS

The acquisition of knowledge and skills by the student is assessed:

✓ Previously, in the activities to be carried out in the classroom and during the presentation at Ataria, to determine the knowledge, expectations and experiences of students.

✓ At the end of the day, through a number of questions-answers on subjects the class has already worked on, the acquisition of skills such as the use of binoculars, telescopes, nature guides, etc., is also assessed.

✓ During subsequent activities, in which attention is also given to creating awareness, changing habits, making commitments and taking on responsibilities.

As these are long-term objectives, the change in attitudes is difficult to assess in activities of such short duration. This programme involves a small contribution to that overall educational process to which other life and formative experiences also contribute.

8.2. ASSESSMENT BY THE TEACHER

Teachers can use the form to assess the contents, organisation and teaching of the activities carried out. This is optional, but we are grateful for their collaboration in order to ensure the continuous improvement of the programme.

The assessment by the teacher form can be viewed in annex III.

8.3. INTERNAL ASSESSMENT

The team of educators entrusted with the development of the project carries out a daily assessment of the activities, including proposals for improvements.
9. ADDITIONAL INFORMATION

9.1. ABOUT SALBURUA AND ATARIA

www.ataria.es
blogs.vitoria-gasteiz.org/ataria/
www.vitoria-gasteiz.org/anilloWeb

9.2. ABOUT RELATED SUBJECTS

www.ramsar.org
www.vitoria-gasteiz.org
www.vitoria-gasteiz.org/cea
www.birdingeuskadi.net
www.euskalnatura.net
www.biodiversidadvirtual.org

10. ANNEXES

10.1. ANNEX I: FORM FOR THE STUDENT

Forms for students with the activities to be carried out before and after the visit to Salburua.

10.2. ANNEX II: FORM FOR THE TEACHER

Forms for teachers with the activities to be carried out before and after the visit to Salburua.

10.3. ANNEX III: ASSESSMENT BY THE TEACHERS

Form for the teacher's assessment of the activities carried out.
ANNEX I
Knock, knock! Is there anyone there?  
Brbrbr… Is winter over?  
I have been in here for 25 days  
and now it’s time to get out.  
Will you help me?

1. PAINTING THE SPRING!

Colour in the following drawing so I can see what the place where I will live is like.
2. EAGLE, SPARROW OR COOT?

Complete the drawings and write the name. Which of these do you think I am?

Help me!
Look where my nest is, what my eggs are like. What will I look like? Can you imagine me?

I will give you some clues:

I am a bird, neither very big, nor very small.

Appearances are deceptive! I look like a duck, but I am not.

This is what I look like in black and white.

We cannot live without water. For that reason, it is very easy to see us on the lakes in Salburua all year round.
Tap! Tap! Tap, tap, tap!
My egg is breaking.
I will soon be born,
We’ll see each other in Salburua.
I am waiting for you!
3. REMEMBERING WHO WE ARE

Have you come back from Sallurua?

Quack! Quack!
How are you?
Here we are again...
Do you remember us?

Write the missing letters to complete the names of the coots. Relate each drawing with its name. Do you understand why they have those names?

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4. WHERE DOES EACH ONE LIVE?

Splash! Into the water!
For us, water is very important; it is the most essential element in our environment.

And where do our friends live?
Salburua: Life around water

Link one drawing with its name and this with the habitat or environment in which it lives.

**Duck**

**Stork**

**Dragonfly**

**Dove**

**Fish**

**Frog**

**Cricket**

**Water snake**

**Slider**
4. LET’S LOOK AFTER THE WATER! LET’S LOOK AFTER SALBURUA!

Hi boys and girls,
Salburua, our home
and that of many living beings,
would disappear without water,
as it would cease to be a wetland.
To prevent that from happening, will you help us
by getting people to know us better?
We make our nests on the lakes of Salburua, it is where
our chicks and youngsters play,
where we get food, where we quarrel and love each other,
in the end everything happens there, in the WATER.
Will you help us to make a drawing?

Many wingbeats.
And many thanks for your help.

Look after the water,
many plants and animals live in it.
In return,
we will never stop surprising you!
Salburua life around water

1st year Primary

P
ANNEX II
Knock, knock! Is there anyone there?  
Brbrbr... Is winter over?  
I have been in here for 25 days  
and now it’s time to get out.  
Will you help me?

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This is what I look like in black and white.

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EAGLE

COOT

SPARROW
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My egg is breaking.
I will soon be born,
We’ll see each other in Salburua.
I am waiting for you!
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Here we are again...
Do you remember us?

Write the missing letters to complete the names of the coots. Relate each drawing with its name. Do you understand why they have those names?

B A B E S L A R I
C M O K O Z U R I
A B U R U G O R R I

4. WHERE DOES EACH ONE LIVE?

Splash! Into the water!
For us, water is very important; it is the most essential element in our environment.

And where do our friends live?
Salburua: life around water

link one drawing with its name and this with the habitat or environment in which it lives.

**LAND**

A. Duck (pato)
B. Frog (rana)
C. Slender (galápago)
D. Water snake (serpiente de agua)
E. Stork (cigüeña)
F. Dragonfly (libélula)
G. Dove (paloma)

**LAND-WATER**

H. Fish (pez)

**WATER**

I. Cricket (grillo)
Hi boys and girls.
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and that of many living beings,
would disappear without water,
as it would cease to be a wetland.
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LET'S LOOK AFTER THE WATER!
LET'S LOOK AFTER SALBURUA!

Author: 

Course: 

School: 

ANNEX III
# IRAKASLEEN EBALUaketA
## TEACHER ASSESSMENT

**DATA/DATE:** .....................................................................................................................

**IKASTETXEA/SCHOOL:** ....................................................................................................

**ARDURADUNA/TEACHER RESPONSIBLE:** ............................................................................

**MAILA/LEVEL:** ....................................................................................................................

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### Nola baloratzen duzu...

**What is your assessment of...?**

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### Eragina izan du ekintzak hurrengo helburuak lortzeko?

**Has the activity contributed to increasing the students’...**

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**Hurrengo urtean parte hartzeko prest izango zinakete?**

**Would you be interested in taking part next year?**

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**YES | NO**