

The subject area T6 (Instruments for species protection) intends to give students an overview about existing protection measures.

- They will learn about **institutional, political** and **biological foundations** of species protection.
- They learn about the most important **species protection agreements** (e.g. BMUV 2020; United Nations 1992) taking into account the **interdisciplinary approach** of the project. The **bioscientific** content is juxtaposed with **political** and **legal questions**.
- Furthermore, the so-called **habitat management strategy** is presented. The students thus achieve awareness about the importance of human landscape management. They learn that the central European cultural landscape, along with all its diverse habitats, only came into being through human interventions. The popular misconception that human withdrawal from nature is automatically followed by an increase in biodiversity is thus deconstructed (Kunz 2017: 3-11).
- A primary source motivates to explore further aspects in more depth: In this journalistic article, the **loss of biodiversity** is linked to **climate change**. It becomes clear that both crises are two sides of the same coin. **Action strategies** suitable to counter both problems are also presented (Smith et al. 2021). This should support a holistic view of the current environmental crisis. The students can discover that the **extinction of species** - just like **climate change** – displays a **fundamental crisis** of our **natural conditions**.
- The **importance of scientific research** is exemplified with the **BioRescue project**. The introductory text offers information about this species conservation project, additional references are available as well. BioRescue is intended to **protect the northern white rhino**. This subspecies is already close to extinction. Researchers are therefore trying to create embryos artificially and have them carried to term with the help of southern white rhinos (Leibnitz-Institut für Zoo- und Wildtierforschung: BioRescue). This project delivers insights into the importance of modern reproductive techniques for species conservation. Thus, the topic of genetics also occupies a certain space.
- The final product will be a pitch video about the white rhinoceros.
- As an integral part of T6, students also learn about the **importance of modern zoos** for **biodiversity conservation**. It is controversial whether zoos can mitigate the extinction of species effectively (Niekisch 2021; Sommer 2021).
- The students should understand that the **debate** on the conservation of biological diversity is indeed very **controversial**. Positions and interests of different actors play an integral part, ranging from **scientific, political** to **civic** perspectives.



Elaborating these diverging positions helps to promote **different competence areas** synchronically (Link 2020: 10): The research ahead of the discussion fosters the biological **expertise** of the learners: The assessment of animal husbandry requires knowledge of behavioral biology. Furthermore, knowledge about the relation of species conservation with ecology is needed. It is therefore a logical consequence to integrate the panel discussion into one teaching unit dealing with one of these specific topics. Moreover, the controversial negotiation of the arguments supports the **communicative competence** of students. Assessing the given controversies with an overall problem-solving approach also trains their **evaluation competence**. Tasks have been designed to enable the concomitant development of multilingual subject competences. This includes not only the global *lingua franca* English but also the use of other first languages than the school language German. Multilingual methods should facilitate the use of multiple languages and ultimately lead to recognize code-switching and multilingual discussions as natural phenomena. This overall competence is anticipated to gradually increase during this teaching unit.

## References

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