

## Didactic commentary

In topic 5, students should learn about important players in biodiversity conservation. The introductory text provides an overview of various actors operating at national and international levels. Both state institutions and non-state associations are presented here. The players are organized differently, finance themselves in different ways, and pursue different strategies ([Schäfer 2014](#)). Students should have a basic knowledge of these issues to be able to make informed judgments about the work of the various actors. Only then will they be adequately prepared to participate in the biodiversity discourse. An original English-language text can be used to dive deeper into this topic and successively acquire multilingual skills. This introduces the IPBES. Based on this, the students can learn about a central institution of global biodiversity research. You can understand that IPBES brings together the work of many players to provide policymakers with solid information on the state of biodiversity ([Larigauderie 2021](#)). The English [video](#) provides further insights into the work of the UN.

The multilingual teaching concept is another way to give students an overview of the activities of different players. In this context, they conduct a simulation game on the agricultural policy of the European Union. This political area is highly controversial.

The existing subsidy model is being criticized on environmental grounds. Various associations take a position on this topic ([Cwienk 2020](#) and exemplarily: [Eräjää 2021](#); [NABU, CAP 2021](#)). Therefore, it stands to reason to take up the agricultural policy positions of the nature conservation organizations. The students can act as representatives of different environmental and agricultural associations and lead a controversial debate after they have dealt with the respective player. Crucial background information on the respective association's structure, financing, and operation is covered. In detail, the students deal with NABU, Greenpeace, WWF, IPBES, and the agricultural organizations IFOAM Organics Europe and COPA. The subject matter is very complex. The simulation game is therefore only suitable for students in upper secondary school. The development of an exemplary subject matter is intended to facilitate the discussion of the organizations. The students can relate the work of the environmental associations to a concrete environmental problem. To this end, they must analyze multilingual sources and articulate their findings in a debate. In this context, their *communication-* and *assessment skills* are particularly promoted ([Link 2020: 10](#)). Furthermore, this learning subject corresponds to the interdisciplinary character of the project; biological learning contents are coupled with political-economic aspects, while the multilingual design deepens the concept cognitively and meets the communicative demand beyond the own language area.



## References

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### Video:

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