

## Didactic commentary

In the focus area 4 the students learn why the protection of biodiversity is essential for the future of the world. **Ethical, economic, and political perspectives** are presented. The introductory text presents different ethical positions that justify biodiversity protection. The attribution of moral values proves to be a decisive criterion of difference between the different positions:

- Which parts of nature can have an intrinsic moral value and respectively become the focus of a moral-philosophical approach?
- Which consequences result from the different perspectives of value? (Ott et al. 2016: 11ff.)

The students deal with those problems and, if necessary, undergo **further reflections**. They learn to think about **biodiversity** in **ethical categories**. This promotes their evaluation skills (Link 2020: 10).

The introductory text also discusses the **economic value** of **biodiversity**. Based on *ecological services*, a variety of benefits of intact ecosystems for humans are given (Wittig/Niekisch 2014: 254; Millenium Ecosystem Assessment 2005: IV). A [video](#) helps to better understand this focus area. In this way, the students achieve awareness about the dependence of humans on ecology as basis of life. The potential of a medical and agricultural use of nature (which is biologically diverse) can be explored in greater depth in a lesson on "biopiracy" (cf. Baig 2013). This learning object corresponds to the **interdisciplinary character** of the project, combining biological content with political and legal aspects. The learners are supposed to develop, present and discuss knowledge about the biopiracy discourse. This promotes their acquisition of knowledge, their communication and evaluation skills, respectively (Link 2020: 10).

Two original English-language texts not only deal with **further aspects**, but also offer a multilingual approach that is emphasized with tasks that were tailored accordingly. On the one hand, there is a scientific paper on the subject of "bionics". It presents information about new forms of surface design. The given section deals with surfaces and their microstructure imitating the skin of sharks (Sullivan/O'Callaghan 2020). This example allows learners to understand that the protection of biodiversity is also necessary because organisms can provide important models for technological development. A second text discusses the importance of biodiversity for the protection of human health.

This article describes the **progressive destruction of nature and its effect on the occurrence of zoonoses**, such as Covid-19, becoming more likely. Furthermore, a reference to the 'One Health Approach' is made. This holistic model integrates the state of nature and the concept of health (Wertz-Kanounnikoff 2021). Since the Covid-19 pandemic defines one of the most dramatic crises in the last years (also in students' everyday life), such an approach is actually self-explanatory. Hence, the importance of biodiversity protection is fiercely demonstrated to the learners.



## References

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