

# Subject area I: Core terms and concepts

## Notes for teachers:

The first topic introduces **core terms** and **concepts** related to the protection of species. Students are prepared to succeed in understanding complex biological relationships as outlined in the following focus areas.

They will work mostly independently, especially during the **first part**, also to get to know the learning platform better. This entire focus area can either be dealt with together, as the entire study **group** in class, or **independently** by all of the students.

**Worksheets 1 a, b and c** are meant to jointly **secure** the results of the first part if done together in class. Teacher can also verify during classroom talk whether the students have really worked thoroughly with the module and whether they have understood the seminal concepts.

The worksheets are differentiated for learning groups of different strengths and ages. **Worksheet 1a** is the **most pre-structured** and this easiest, while **Worksheet 1c** incorporates a **higher challenge**. Worksheet 1c is therefore suitable for high school classes who may already know some of the terms. They are probably able to design an own and more comprehensive mind map and add even more terms. AB1c provides only a minimum of terms that need to be included into the mind map. Discussing the mind maps together in the classroom can ensure the understanding of the key content by all students.



The **second part** of this focus area is dedicated to the question of how **biodiversity** can be **measured**. M1 can be used for the problematization if the topic is taught in the classroom. Prof. Dr. Trepl's quote together with the visualization raises the question whether biodiversity can be measured at all. AB2 offers possible explanations. An informational text at the beginning of the worksheet introduces the most important indices relevant for the global analysis of the extinction of species. The second page asks questions about the text to ensure basic comprehension. In addition, the second step prepares for working with different red lists.



The **aim** of the project day  
is to Create a **pitch** about  
one selected **endangered**  
**Species**.



In order to motivate the students, they are supposed to find one species according to their personal interest. The learning groups' resources and existing knowledge can significantly vary. Therefore, the students can choose between four different options. They can thoroughly research an already known animal species, work on another species of the given red lists or select a species of the „The Blue Planet Red List". The work can be done independently using AB's 3-6 and the material M3-M5. The "The Blue Planet Red List" should serve as an efficient resource if there is not enough time for intensive research ahead of the project day. The species listed there were chosen with a special purpose because they are already well-researched and seamlessly match the overall scenario.