



## Lerneinheit 16: Inseln und Biodiversität

### United Nations: Protected areas of Cape Verde.

**Lernziele:** This learning unit will deepen the understanding of correlation between the biodiversity of Cape Verde and the work of the United Nations, especially regarding the environment protection.

**Lernergebnisse:** After working with this unit, learners are able to understand the correlation between the biodiversity of Cape Verde and the work of the United Nations, particularly the protection of the nature and the animals.

**Vorwissen:** advanced learning

**Zeitumfang:** ca. 45 Min

**Material:** literature provided, internet access

**Methoden / Techniken:** textual work, description, transfer task, active work, observation, teamwork possible

**Modul/Niveau:** Module 1: „Introduction to biodiversity - islands and biodiversity (Islands, Cabo Verde, ecosystem and biodiversity)“ / advanced learning

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#### Einführung:

Based on the work of the first contact level of this topic, you will get to know the flora and fauna of Cape Verde in more detail. In this context, you will also get to know the work of the United Nations, especially regarding the environment protection.

#### Aufgaben:

Task 1.

Find out the main goals in protecting nature and animals of the United Nations. Use a computer and the internet for your research. Possible starting points are: <http://www.un.cv/en/>, <http://www.unep.org/>, <https://sustainabledevelopment.un.org/topics/biodiversityandecosystems> (teamwork possible)

Task 2.

Read the text which is provided on this website

“<https://sustainabledevelopment.un.org/index.php?page=view&type=1006&menu=1348&nr=2279>” (“Consolidation of Cape Verde protected Areas”) and write down the main reasons for the areas that have to be protected by the United Nations.

Task 3.

Active work: Go outside and choose an animal or a plant. For the next fifteen minutes you will observe this species. After that, you shall describe your animal or plant. How does it look like? Are there any characteristic features? What happened within the fifteen minutes? Do you know the name of your animal or plant? If not, ask your teacher or research in the internet.

## Resourcen:

Text provided on

“<https://sustainabledevelopment.un.org/index.php?page=view&type=1006&menu=1348&nr=2279>”  
 (“Consolidation of Cape Verde protected Areas”)

## Mögliche Resultate:

According to Task 1.

- Recommended websites: <http://www.un.cv/en/>, <http://www.unep.org/>
- Exercises of the United Nations according to environment protection:
  - o Assessing global, regional and national environmental conditions and trends
  - o Developing international and national environmental instruments
  - o Strengthening institutions for the wise management of the environment
  - o Mission: „To provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations.“

According to Task 2.

- Environmental degradation in Cape Verde is closely linked to poverty
- lack of mineral resources, growing population and low-income families cause great pressure on natural resources
- urban development, expansion of tourism in the coastal zone and unregulated tourism pressure

According to Task 3.

Example: Tarrambola Cinzenta

- grey and white feathers
- black legs
- black beak
- white head

## Thematisch ähnliche Lerneinheiten:

## Verfasser/in:

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