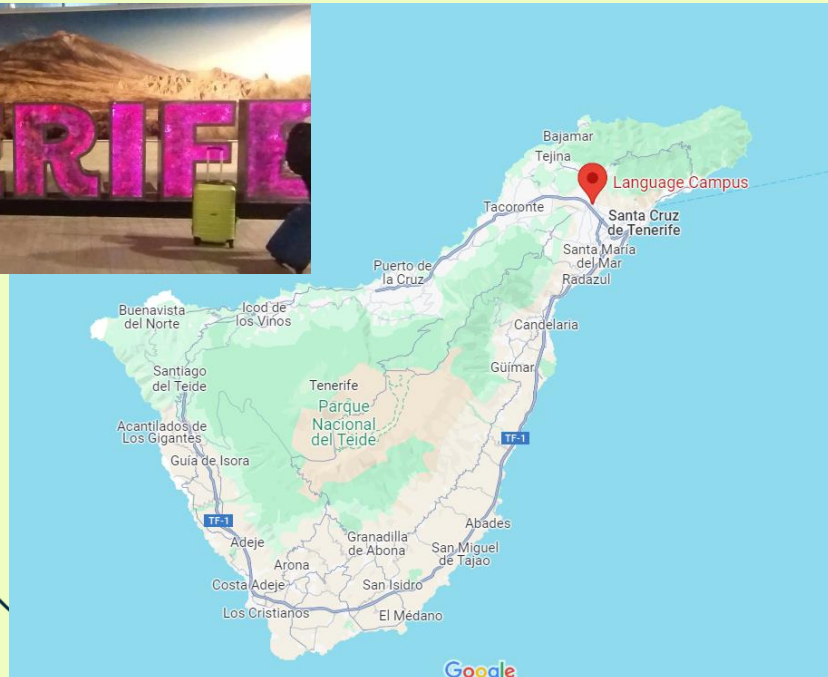


**Language Campus, San Cristobal de La Laguna,  
Tenerife, 4th - 9th March 2024**

# Environmental Stewardship: How to reconnect with nature



# Učitel'ka je skutočná influencerka

europass  
Teacher Academy

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**Bene Fontaine**



Teacher Trainer in Tenerife

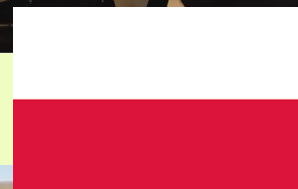
- Born in Belgium, lived in Sicily, rooted in Tenerife since 2012;
- Degree in Social Communication, specializing in Lifelong Education and Media (IHECS, Brussels);
- Speaks 5 languages fluently (FR, IT, ES, EN, NL);
- 20 years experience working and collaborating with associations and structures involved in citizen participation, environmental awareness, international cooperation and experience-based education;
- Specialist in developing learning spaces protagonizing self-growth and evolution, and in the creation of horizontal, inclusive and participatory educational projects using techniques of expression and creativity as fundamental tools.



# Ideálny učiteľ – najlepšie vlastnosti učiteľa (aj podľa žiakov)

1. **Láskavý** mal by byť tolerantný k žiakom, mal by mať pochopenie pre žiakov.
2. **Trpezlivý** nemal by byť výbušný a nemal by hádzať fixky po žiakoch a taktiež učebnice.
3. **Štýlový** mal by mať štýlové oblečenie, správať sa k žiakom štýlovo – rozprávať sa s nimi o veciach ktoré zažil.
4. **Úprimný** mal by povedať názor k tomu, čo si myslí o učive a mať na všetkých žiakov rovnaký meter.
5. **Aktívny** všetko rozoberá, preberá učivá do posledných detailov, cvičenia vypracováva so žiakmi, teda nedáv a samostatné práce.
6. **Kreatívny** vymýšľa nápadité riešenia, pomáha stať sa škole modernou.
7. **Nápomocný** dáva rôzne doučovania, pomáha cez hodiny vypočítat príklady, pripravuje si rôzne prezentácie a pracovné listy.
8. **Pekný, pekná** mladý, vysoký, vyšportovaný – ako vystrihnutý z módného časopisu.
9. **Zaujímavý** keď príde do triedy, prinesie len seba, sadne si a svojím „záujmom“ nás očarí.
10. **Pozitívny** svojou náladou ovplyvňuje desiatky iných osôb, pozitívne myslenie podporuje tvorivosť a je poslom nádeje.





## Naša skupinka





# How to reconnect with nature – Ako sa opäť spojiť s prírodou

Program kurzu:

## 1. deň – PONDELOK

Prelomenie ľadov - zoznámenie sa  
1 strom –tisíc príležitostí

Ako sa opäť spojiť s prírodou – aktivita  
Prehliadka mesta La Laguna

## 2. deň – UTOROK

Prípad: Banán - systémové myslenie  
Biodiverzita okolo nás  
Príroda si vždy nájde svoje miesto








Program:  
3. deň – STREDA  
Biofilický dizajn, Klimatický aktivizmus

4. deň – ŠTVRTOK  
návšteva farmy – praktické aktivity

5. Deň – PIATOK  
Záverečné zhrnutie poznatkov z kurzu  
a odovzdávanie diplomov





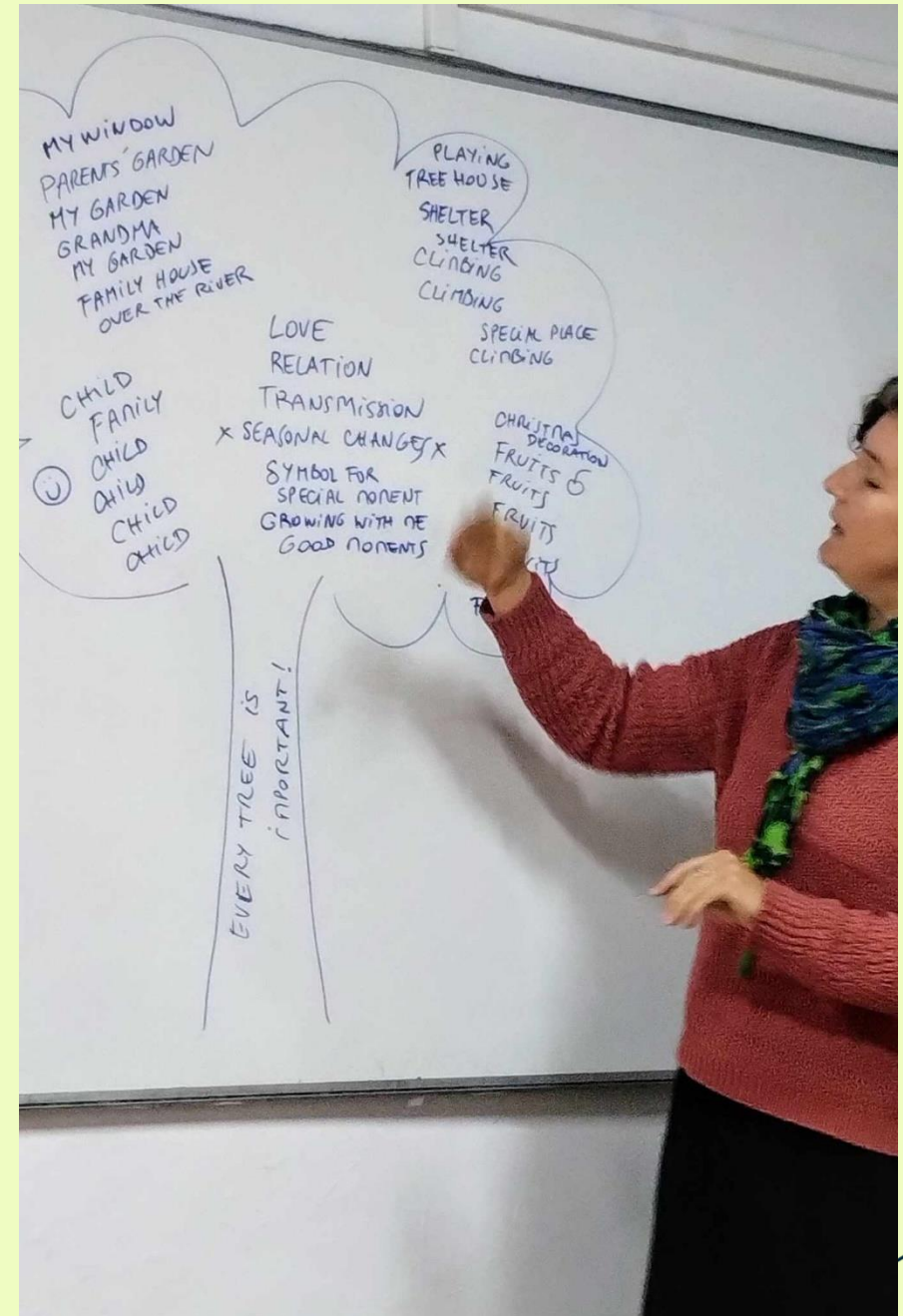
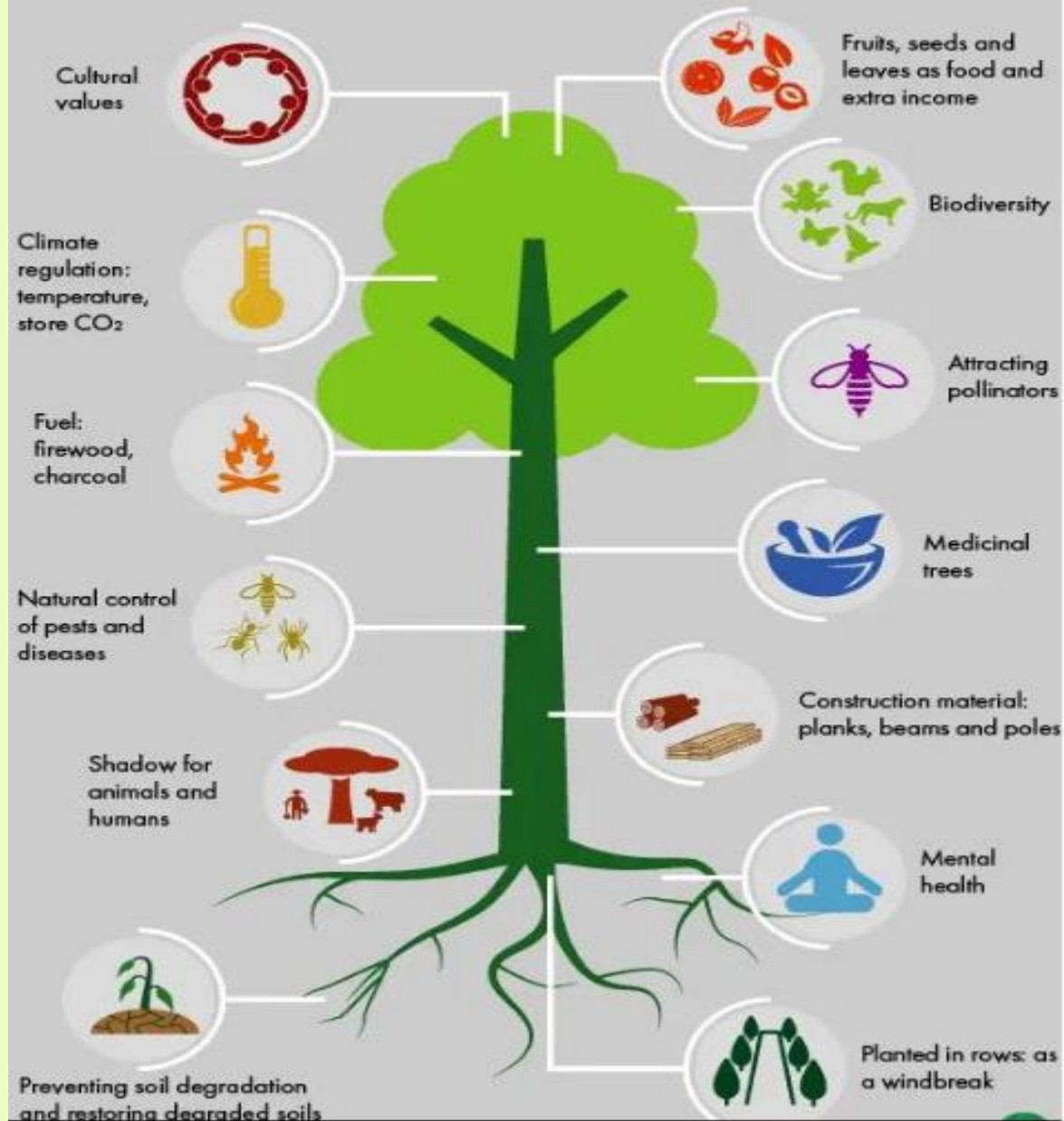


**One tree,  
thousands of  
opportunities**



KLIKNI

## Trees contribute to...





# Prípád banán a systémové myslenie

## The banana case: studying a worldwide non virtuous system

Here are the different elements of the role game you can play by connecting them together with a rope, making visually appear a system of interdependences.

### Monoculture

There are over 1000 species of bananas in the world, yet only one is grown: the Cavendish. Bananas are grown as a mono-culture, meaning that all plantations are genetically identical. Although this makes crops easy to grow, it also carries an increased risk of being wiped out by a single type of pest, fungi or disease. This is why more chemicals are used. It is estimated that 2.7 kg of chemicals are used per hectare per year on a banana plantation, whereas 2.7 kg is the average European cereal crop.

### Large scale plantation

For the most part, bananas that are grown for export are grown in large square kilometers. Indigenous populations are driven out from their land for the plantations, and the transnational companies own much of the land producing countries, representing a real threat to small farmers.

### The perfect look

Once harvested, banana bunches are taken to a packing site where they are wrapped and boxed. High esthetic standards must be met, and only "perfect" bananas are considered acceptable; any that are blemished are thrown away. The WTO Organization estimates that 30 to 40 percent of bananas are discarded before they appear on shelves.

### Freighters with refrigerated units

The enormous boxes containing the bananas are shipped around the world in intensive refrigerated units where the bananas are stored in order to prevent spoilage. It is estimated that this type of shipping accounts of five percent of world greenhouse gas emissions.

### Ethylene

Once the fruit arrives in the country of destination, they are artificially ripened by spraying them with a chemical called ethylene in carefully controlled temperatures.

### Transnational companies

The banana plantations and the banana trade are owned and controlled by transnational companies. In fact, only five transnational companies, Chiquita, Dole (based in the United States), Fyffes (Ireland based), and Noboa, known as the "Big Four" (Ecuadorian based) own over 90 percent of internationally traded bananas.

### Banana wars

The banana wars were a series of trade disputes between the USA and the European Union. Free trade and tariffs were some of the fundamental reasons on which the banana wars were fought. The EU favors trade preferences, higher tariffs, and import licenses, whereas the US prefers lower tariffs and free trade to encourage competitiveness and the constant search for lower prices. The American approach leads to large scale plantations such as those in Latin America.

### The World Trade Organization

The WTO is an intergovernmental organization that regulates and facilitates international trade. It facilitates trade in goods, services and intellectual property among participating countries by providing a framework for negotiating trade agreements, which usually aim to reduce or eliminate tariffs, quotas, and other restrictions.

The World Trade Organization got concerned and involved in the banana wars after the EU finalized and signed the Lomé Convention with its banana trade partners in 1993. This convention allowed European Union members to import from all ACP exporters (previously European countries only imported from former colonies). This accord also allowed European countries to favor ACP bananas.

### Supermarkets

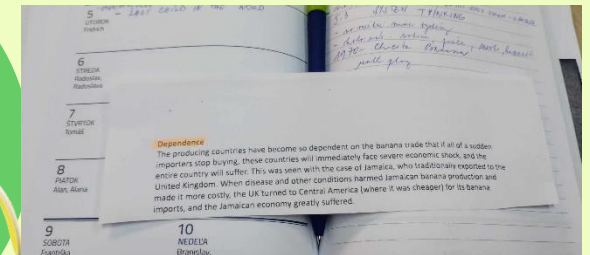
The biggest problem with the banana trade is that there is currently a "race to the bottom". This competition for the lowest prices is led by supermarkets, who are constantly looking to buy the cheapest bananas. This comes at a great cost to plantation workers because they, in turn, are paid lower wages.

### Farmers

Employees face shocking working conditions and extremely low wages. The actual wage farmers receive depends on the country; for example, in Nicaragua workers are paid roughly 1,5 US dollars for a day's work. In Ecuador they may receive as much as 5 to 8 US dollars; however, even this is not enough to pay for basic necessities. Workers are forced to stay ten to twelve hours, even though they are only paid for eight. Transnational companies often do not respect labour codes nor workers rights, but workers have little way to protest because they are often prohibited from joining trade unions. Bananas are grown using large amounts of toxic pesticides, and cancer or even death from exposure is a concern. Indeed, many of these chemicals are prohibited in North America and Europe, but are still used on banana plantations.

### Toxic pesticides

In an attempt to meet the demand for aesthetically perfect bananas, over 400 types of agrochemicals are used. In fact, more chemicals are used during banana production than any other crop with the exception of cotton. These chemicals can lead to sterility, cancer, and death. Insects become resistant to many of these pesticides, therefore stronger, more toxic chemicals are needed. These chemicals affect mammals, birds, and plants, and the bio-diversity of the area.

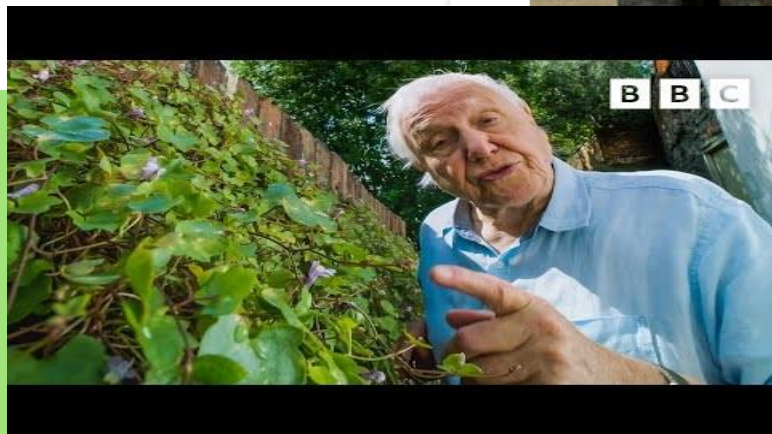


## Kibko vzťahov Hra na role



# Príroda si vždy nájde svoje miesto

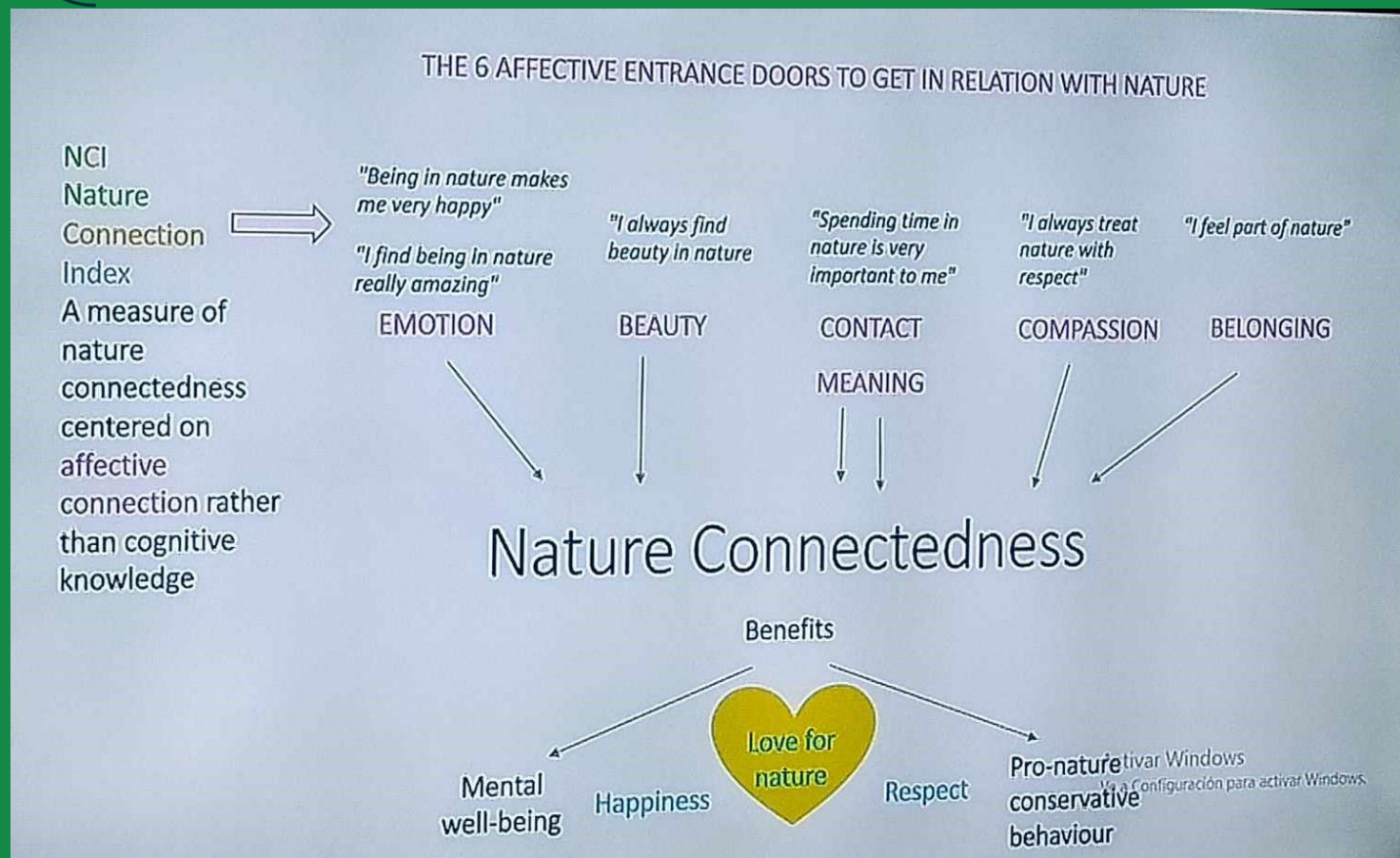
Nature  
always  
takes over





# Prepojenie s prírodou – získanie vzťahu k prírode

## Index prepojenia s prírodou – NCI



+ **emócia**  
+ **krása**  
+ **kontakt a zmysel**  
+ **súcit**  
+ **spolupatričnosť**



## Prečo sa deti potrebujú hrať v prírode?

- vonkajšie prostredie- príroda je dôležitá pre zdravý telesný a duševný vývin dieťaťa
- množstvo štúdií o potrebe tráviť čas mimo miest
- dieťa sa hrá v prírode, objavuje prírodné objekty, skúma ich
- deti milujú experimentovať – je to pre nich hra a tým sa aj učia
- deti radi vyrábajú, stavajú – domčeky, bunkre, hrady z piesku





# Ďakujem za pozornosť

Mgr. Stanislava Skruteková  
ZŠ s MŠ Jelšava

Zdroje: [https://padlet.com/europass\\_languagecampus\\_tenerife/environmental-stewardship-how-to-reconnect-with-nature-602jaqgdky6027t1](https://padlet.com/europass_languagecampus_tenerife/environmental-stewardship-how-to-reconnect-with-nature-602jaqgdky6027t1)