



NATURAMBIENCE TOOLKIT

TRAINING COURSE "NATURAMBIENCE"
1ST - 7TH APRIL 2025

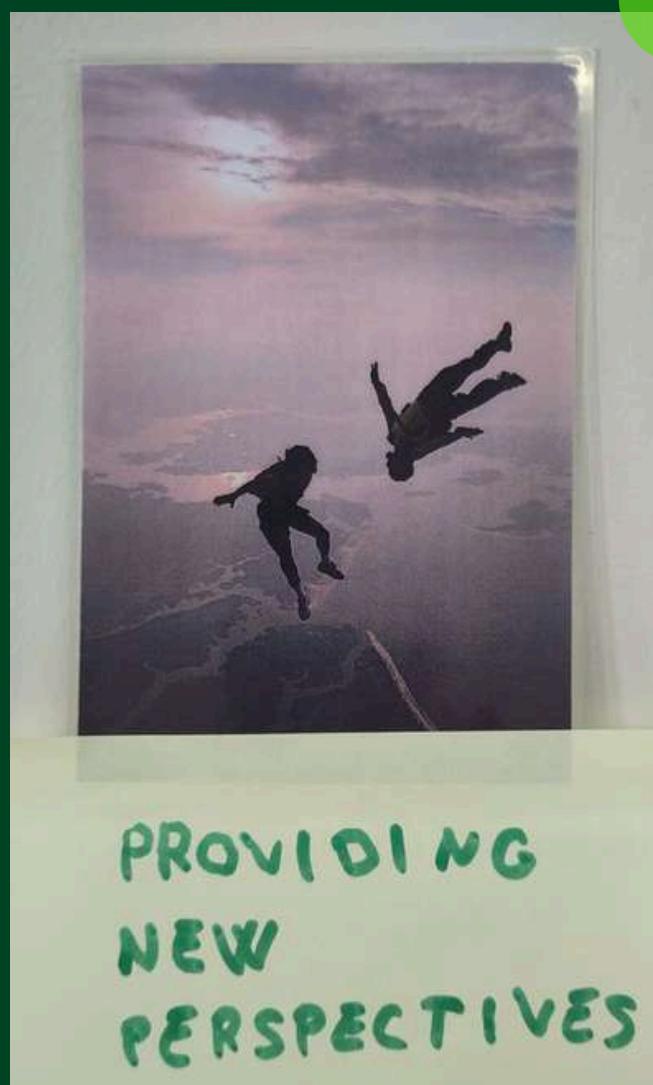


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NATURAMBIENCE TOOLKIT

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INTRODUCTION

The NaturAmbience Toolkit is a practical resource created for youth workers, educators, and young people who want to explore environmental education through non-formal and experiential learning. It was developed during the NaturAmbience training course held from 1st to 7th April 2025 in San Lorenzo del Escorial, Spain.

Environmental education supports awareness of how human actions affect nature and encourages responsible and sustainable behaviors. This toolkit brings together interactive activities, workshops, outdoor experiences, and reflection moments designed to reconnect participants with nature and inspire positive transformation.

The NaturAmbience Toolkit is intended to be adaptable to different contexts and aims to empower youth to become active contributors to a more sustainable future.



Let's start from the begining... What is...

ENVIRONMENTAL EDUCATION

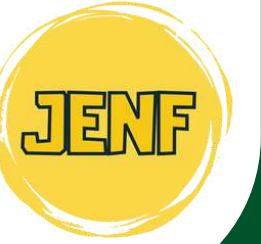
SPREADING
AWARNESS

&

ACKNOWLEDGING
THE PROBLEM

Environmental education is the process of teaching individuals and communities about the natural environment, how human activities impact it, and ways to protect and conserve it. It aims to raise awareness and foster a sense of responsibility towards the environment



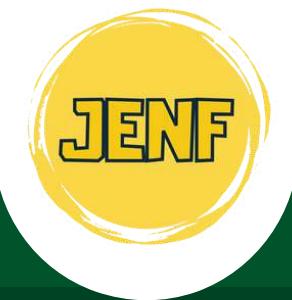


ENVIRONMENTAL EDUCATION

During the first activities of the training we worked together to identify key issues affecting the environment and finding sustainable solutions as in individual, community and on a global scale.

This exercices was crucial to help to understand how and where to apply enviromental education.

CONCERN FOR THE ENVIRONMENT			
PROBLEM	INDIVIDUAL A.	COMMUNITARIAN A.	GLOBAL A.
chemical overuse in farming	natural alternatives microfarming	providing info about alternatives	review the policies
plastic pollution	recycling proper waste management don't buy or use plastic	proper waste management recycling special cleaning activities in educational systems	education
food waste	responsible shopping taking public transportation biking carpooling	community fridges (instead of throwing out food, share it with others)	promoting and funding public transportation general sensitization
global warming (greenhouse effect)	responsible shopping	better legislation	
greenwashing			



How can we make changes through environmental education. Some examples:

1. Sensibilization through art for everyone
2. Workshop about the creation from natural/ recycled materials

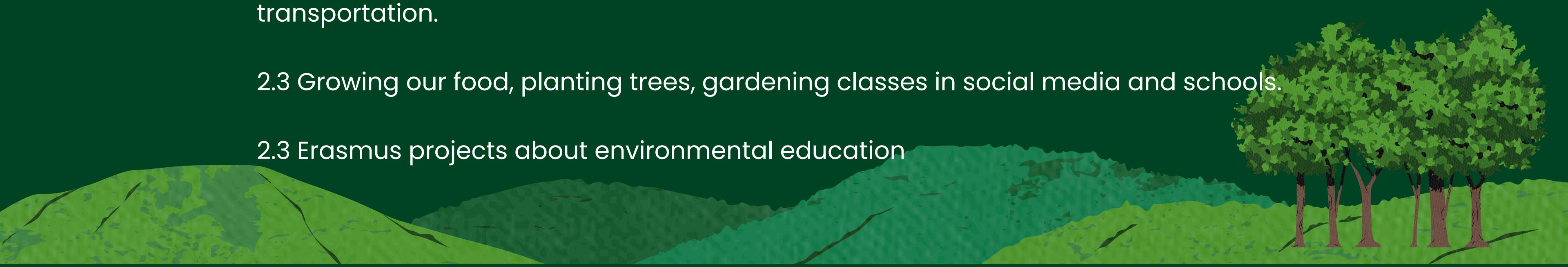
- 1.1 Conscious consumption
- 1.2 importance of enhancing individual actions
- 1.3 Cooking at home
- 1.4 Non formal education

- 2.1 Experiment + observe how someone uses portion of money in a specific time in Second hand, fast fashion...

- 2.2 Activities, school garden competition, volunteering for first hand experience, using more public transportation.

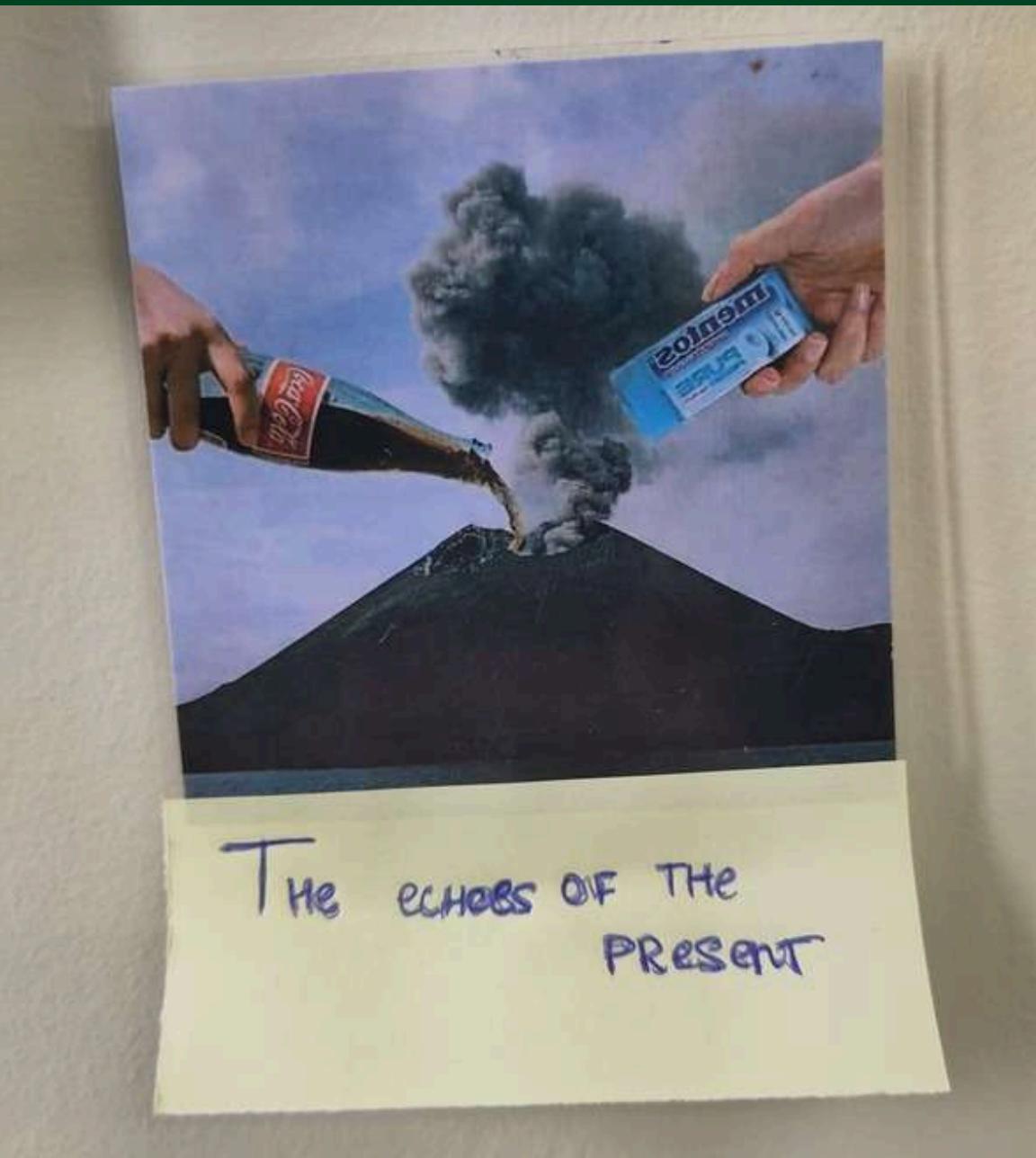
- 2.3 Growing our food, planting trees, gardening classes in social media and schools.

- 2.3 Erasmus projects about environmental education

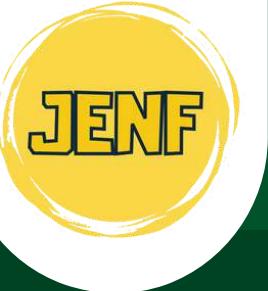




ENVIRONMENTAL PROBLEMS IN EUROPEAN COUNTRIES



With the objective to promote the intercultural exchange between the participant countries, we investigated and shared environmental issues of the 5 participating countries (Greece, Italy, Romania, Hungary and Sweden)



UNCONTROLABLE DEFORESTATION IN ROMANIA

This problem is being caused by the following reasons :

- corruption
- high Wood demand
- illegal exploiting
- deforestation for agriculture
- wildfires

Impacts of deforestation are :

- lowering of biodiversity
- air quality
- landslides and erosion
- economic impact

Our solutions:

Increasing the severity of punishments
reforestation
promoting environment NGO's
increasing transparency





THE PROBLEM OF EV BATTERY FACTORIES IN HUNGARY

Cause:

Rapid expansion of EV battery factories in Hungary.

Impacts:

- High water consumption.
- Resource depletion.
- Hazardous waste and pollution.
- Frequent industrial accidents.

Solutions:

Individual: Relocate to less affected areas.

Community: Organize protests and create NGOs to advocate for sustainable practices and stricter regulations.





BUILDING OFF-SHORE EOLIC WINDFARM IN SARDINIA COASTLINE: SUSTAINABLE ENERGY PRODUCTION VS. ECOLOGIC/TURISM IMPACTS

Causes:

Development of offshore wind farms to promote sustainable energy and reduce fossil fuel imports

Impacts:

Environmental: Disruption of marine ecosystems and biodiversity.

Social: Damage to coastal panoramas, affecting tourism and property values.

Economic: Negative impact on tourism-dependent livelihoods and agro-pastoral sectors.

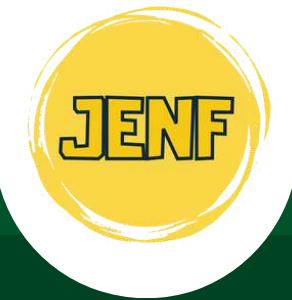
Solutions:

Environmental: Implement sea-floor restoration measures and ecological safeguards.

Social/Economic: Financial compensation for affected communities and investments in alternative tourism or job opportunities.

Community Engagement: Early involvement of locals to mediate between clean energy goals and preserving natural beauty.





EUTROPHICATION IN SWEDEN

Causes:

- Overuse of manure in agriculture leads to nutrient runoff (nitrogen and phosphorus) into rivers and seas, causing eutrophication.

Impacts:

- Environmental: Uncontrolled algae growth, oxygen depletion, and loss of marine biodiversity (fish deaths).
- Social/Economic: Ecosystem damage affects fishing industries and water quality for communities.

Solutions:

Agricultural Practices: Optimize manure use, improve nutrient recycling, and implement anaerobic digestion to reduce runoff.

Legislation: Strengthen regulations on nutrient management in vulnerable areas.

Compensation Measures: Support affected industries (fisheries) and invest in ecosystem restoration.





WILDFIRES IN GREECE

Causes:

- High temperatures due to global warming.
- Arson and deliberate land burning for residential use or wind turbine installation.

Impacts:

- Environmental: Destruction of flora and fauna, loss of biodiversity.
- Social/Economic: Rural population suffers property loss, tourism declines, and livelihoods are disrupted.

Solutions:

Prevention: Advanced fire prevention systems and better environmental education on fire safety.

Response: Increase firefighters and fire trucks for rapid response.

Community Engagement: Strengthen young people's connection to nature to promote conservation efforts.





WORLD PRESS PHOTO WORKSHOP

MEET AND DISCUSS OUR ENVIRONMENT
THROUGH PICTURES

Participants were divided into groups of 2-3. They were given a photo from World Press contest and they were asked to describe it and interpret it. All the photos were connected to the environmental problems.

Here are some of the results:



Beekeepers

“The picture caught my attention because of the lights and big trees. There are beekeepers in Mexico. They are fighting with the problem of soy fields. Generally modified soy needs a lot of pesticides which has an unhealthy effect on the environment, it is dangerous for the people and also for the bees. It is a sad story. Bees are very important in our ecosystem. In case we want to help for them we can plant flowers in our garden for example, because of deforestation and big monocultures the bees have less and less place to live.”



WORLD PRESS PHOTO WORKSHOP

MEET AND DISCUSS OUR ENVIRONMENT
THROUGH PICTURES

“

It's interesting to observe the interaction between wildlife and human intervention. We can see that the polar bears are curious about these man made objects, they do not feel attacked by their presence but only want to observe and understand them.

Also metaphorically we can say that the polar bears are pointing on the red flag calling for attention because of the rising ocean levels. The glaciers on the North Pole are melting because of global warming and it should be discussed more and solved quickly.

”



Polar Bear and her Cub



WORLD PRESS PHOTO WORKSHOP

MEET AND DISCUSS OUR ENVIRONMENT
THROUGH PICTURES



Dorian's Devastation

“

We chose this picture about flooding because this happens very often and this represents the reality of this phenomenon. Each of us knows that this problem interests every country , So this is a common phenomenon .This phenomenon is dangerous for the people who are close to the place where it happens. In the picture we can see people who are dispersed . They are probably looking for their family .Environmental education and prevention are important to avoid the phenomenon. The emotions when I look at this picture are : sadness and concern.

”



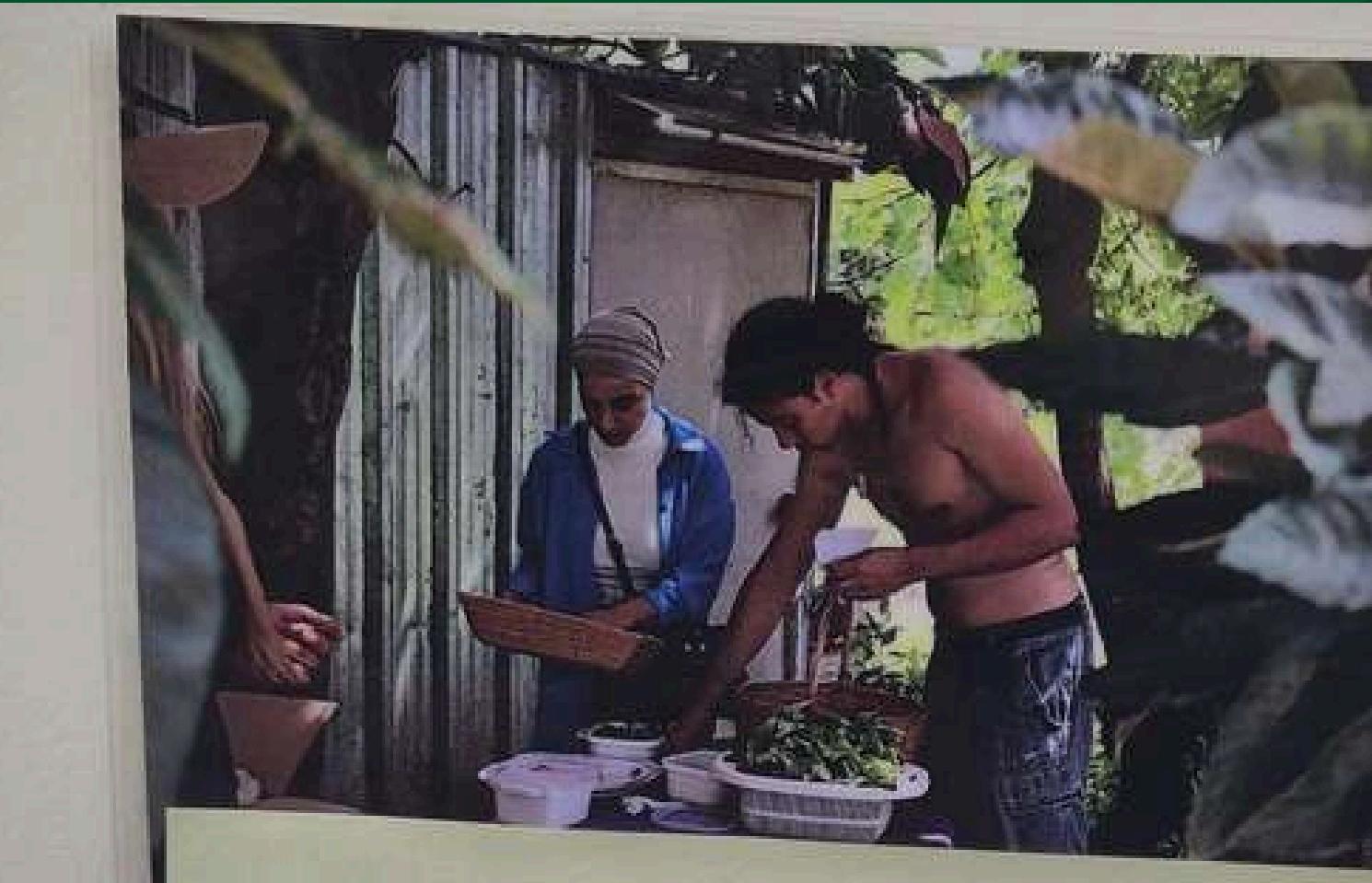
NATURE ORIENTED ENERGIZERS

WHAT IS AN ENERGIZER?



An energizer is a short, fun activity used in workshops, trainings, or group sessions to boost energy, focus, and group connection.

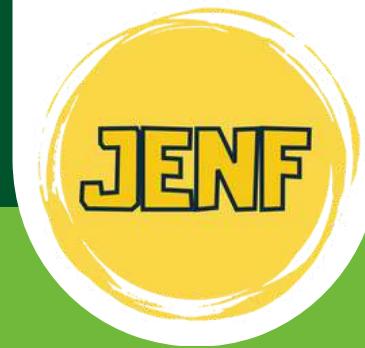
It's usually done when people feel tired, distracted, or need a mental break.



TOOLS

NEXT

TO US



NATURE ORIENTED ENERGIZERS

Group Breathing Exercise:

Gather participants in a circle and lead them through synchronized deep breathing, inhaling for a count of four, holding for four, exhaling for four, and holding again for four.

Repeat this cycle several times to promote relaxation and collective energy.

I go by Train, I go by Bus:

Participants are sited in a circle; one stand up and free a chair and go in the middle.

The person sited next to the free chair say: "I go by train!" and move to the empty seat. The next one on the left do the same saying "I go by bus". All the following ones can either repeat the "I go by bus" phase or say "this seat is reserved for (PARTICIPANT NAME)!".

Then the called participant have to run to the empty seat before the one standing in the center of the cirlce takes it.

Otherwise he became the new person in the middle, and the game start again.



NATURE ORIENTED ENERGIZERS

Embrace the Chicken:

All participants get in a circle and they assume the posture of a chicken. One participant starts to do the chicken voice and the one that receives it does the same to the person next to him. Each person that laughs gets in the middle and act like a chicken until the end of the game

Ice-breaker name game:

Participants get in a circle. Each participants say his name and show with a movement something related to nature that he/she loves. At the end, the whole group try to repeat the name and the associated movement all together!

Energy ball:

All participants get in a circle. The first one summon the power of nature and channel them in an “energy ball” (which he will mimic to handle). The ball will be passed to other participants with evocative “tribalistic” sounds; the receiving one will repeat the sound and then start it once again. More energy ball can be summoned and passed around at the same time’



LOCAL INITIATIVES WORKSHOP

The activity focus on the creation on a sustainable business idea which the participants have to apply to their community

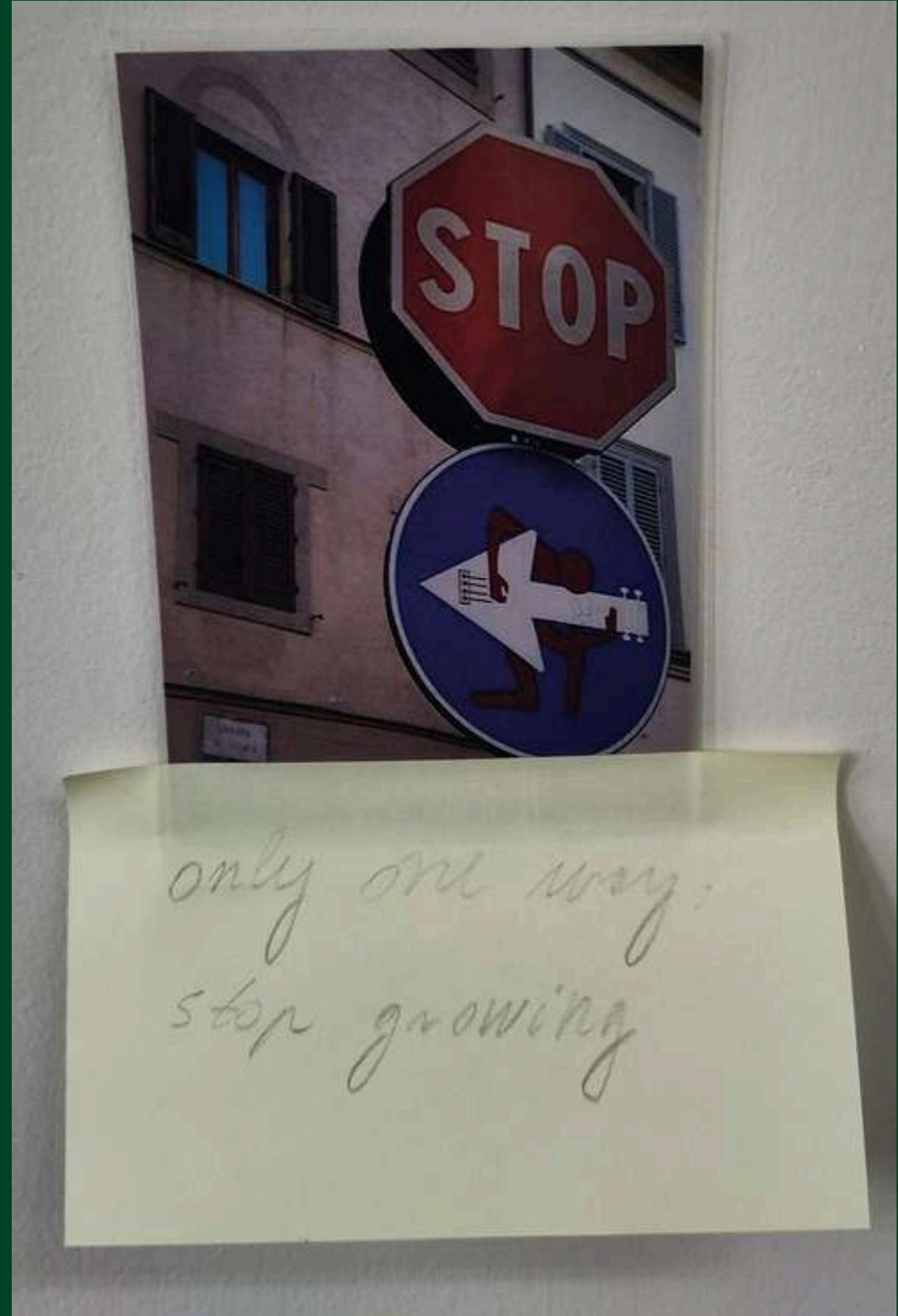


What the activity aims to achieve?

- Boost participants imagination for a sustainable future
- Brainstorm business ideas
- Exchange points of view and enhance team-building
- Practice presentation skills

What are the activity mechanics?

- Split participants in teams
- Give each team a mission that they will apply it to their communities
- Set 30 min to consider innovative ideas to solve the mission points
- Afterwards, the idea has to be presented to the rest of the participants in 3 minutes
- All participants vote for the best idea (followed by discussion)



E X A M P L E S

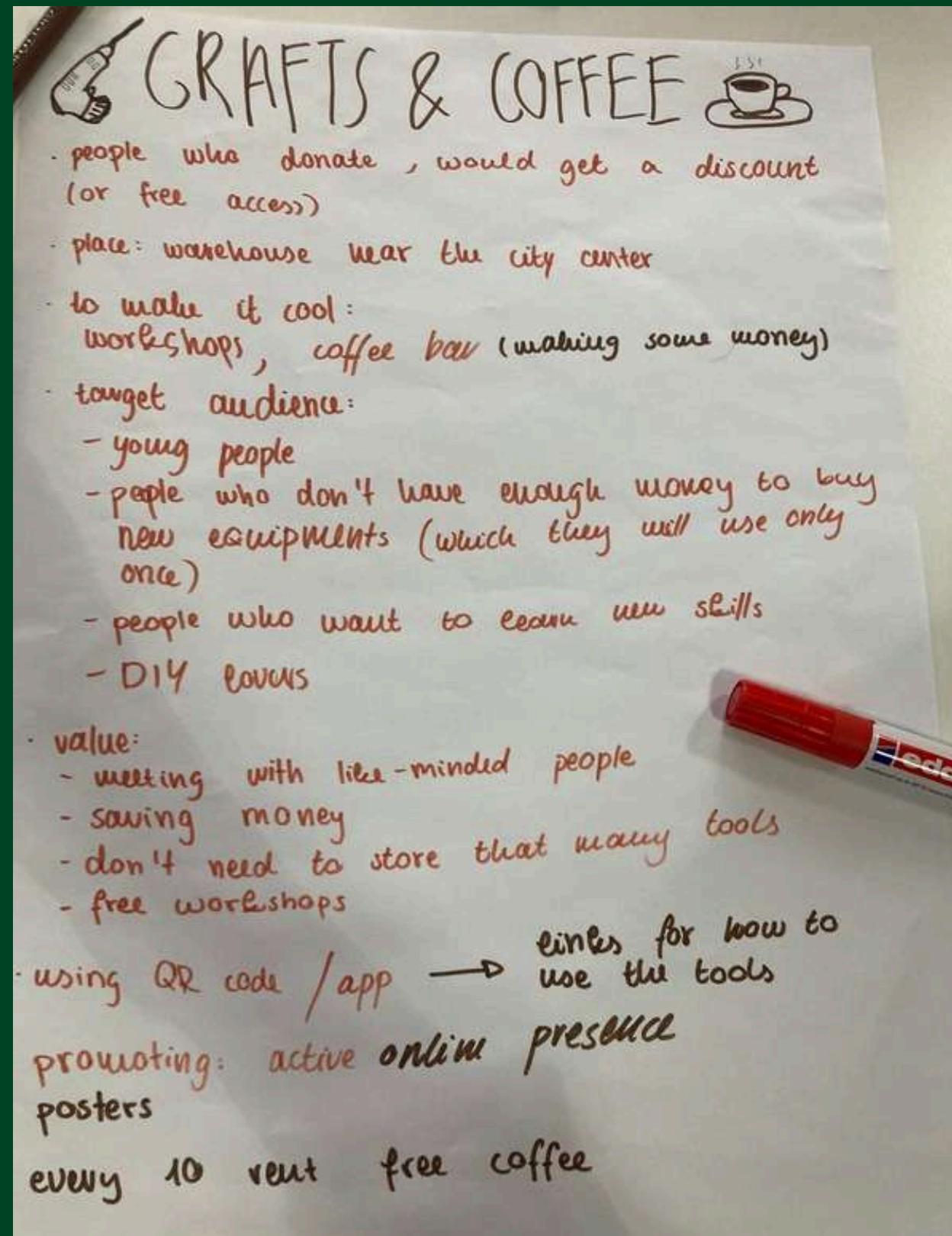
Group no. 1
Has been given the following task:

In your city, people often buy tools or items they only use once – like drills, tents, or sewing machines. These objects sit unused in closets or end up in the trash.

Your mission:

1. How can we create a shared space where people borrow instead of buying?
2. How to make it cool and trustworthy in the eyes of the community?
3. What extra value could it bring? (e.g., meeting neighbors, saving money, workshops?)

T H E I R B U S I N E S S I D E A ? ➔



E X A M P L E S

Group n.2

Has been given the following task:

Urban families struggle to access healthy, affordable vegetables. In rural areas, there's unused land and isolated elders who love gardening but feel disconnected.

Your mission:

1. How to connect city dwellers and rural communities in a "grow & swap" network?
2. How to make this a regular, ongoing collaboration – not just a one-time event?
3. What other benefits could grow from it? (friendships, mental health, nature connection...)

T H E I R B U S I N E S S I D E A ? ➔

Tres:

→ unused land is given to families to grow (through events)

→ elders teach families how to grow and they feel part of the community the same time

(1) → partnership with local markets
→ create a digital platform
→ elders as mentors

(2) → community events (workshops)

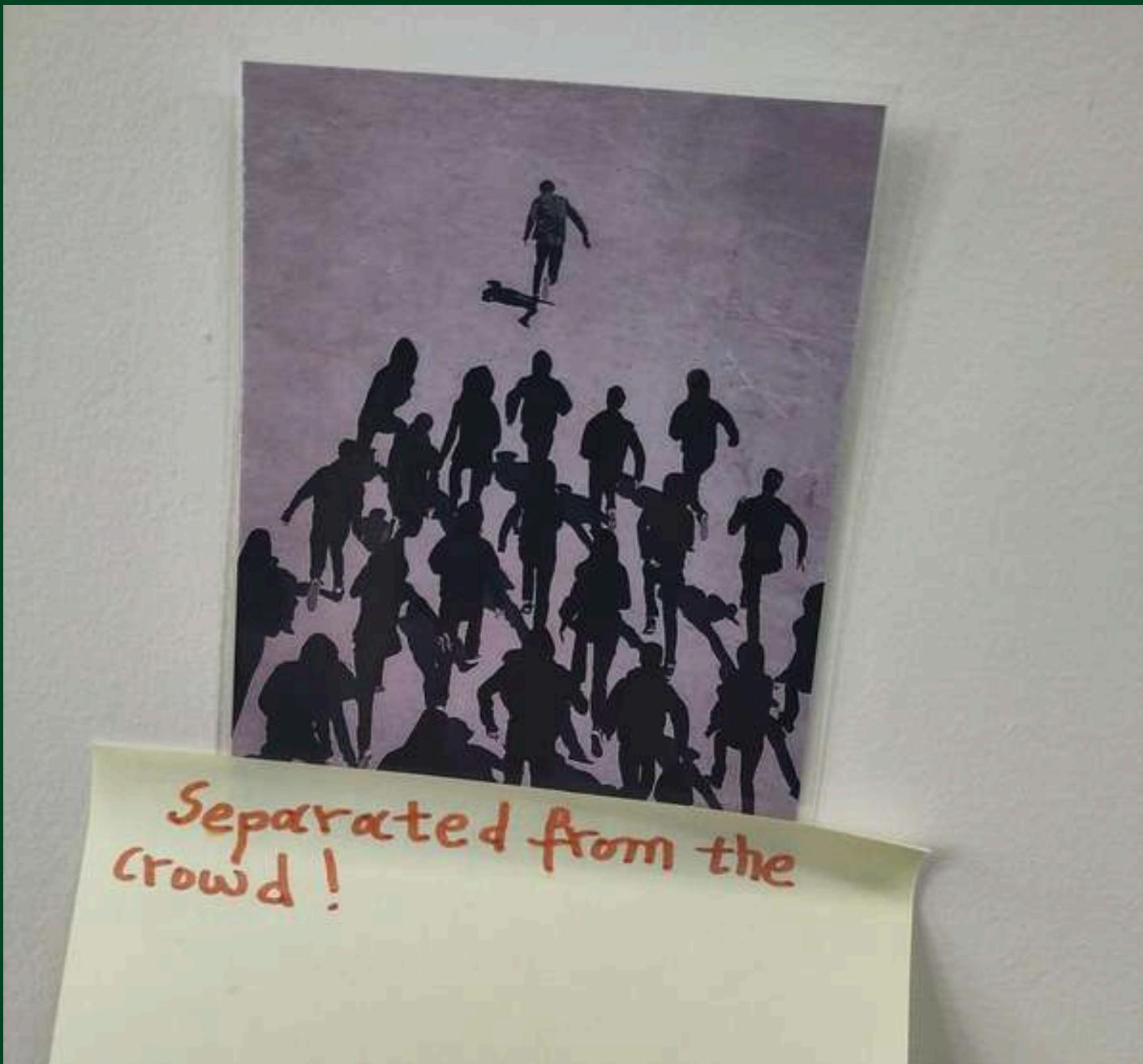
(3) → friendships and social bonding
→ mental health benefits



GYMKHANA

A FUN WAY TO EXPLORE AND LEARN

A nature-based gymkhana can be a fun and engaging way to raise awareness about environmental issues and promote sustainability through interactive challenges and activities.



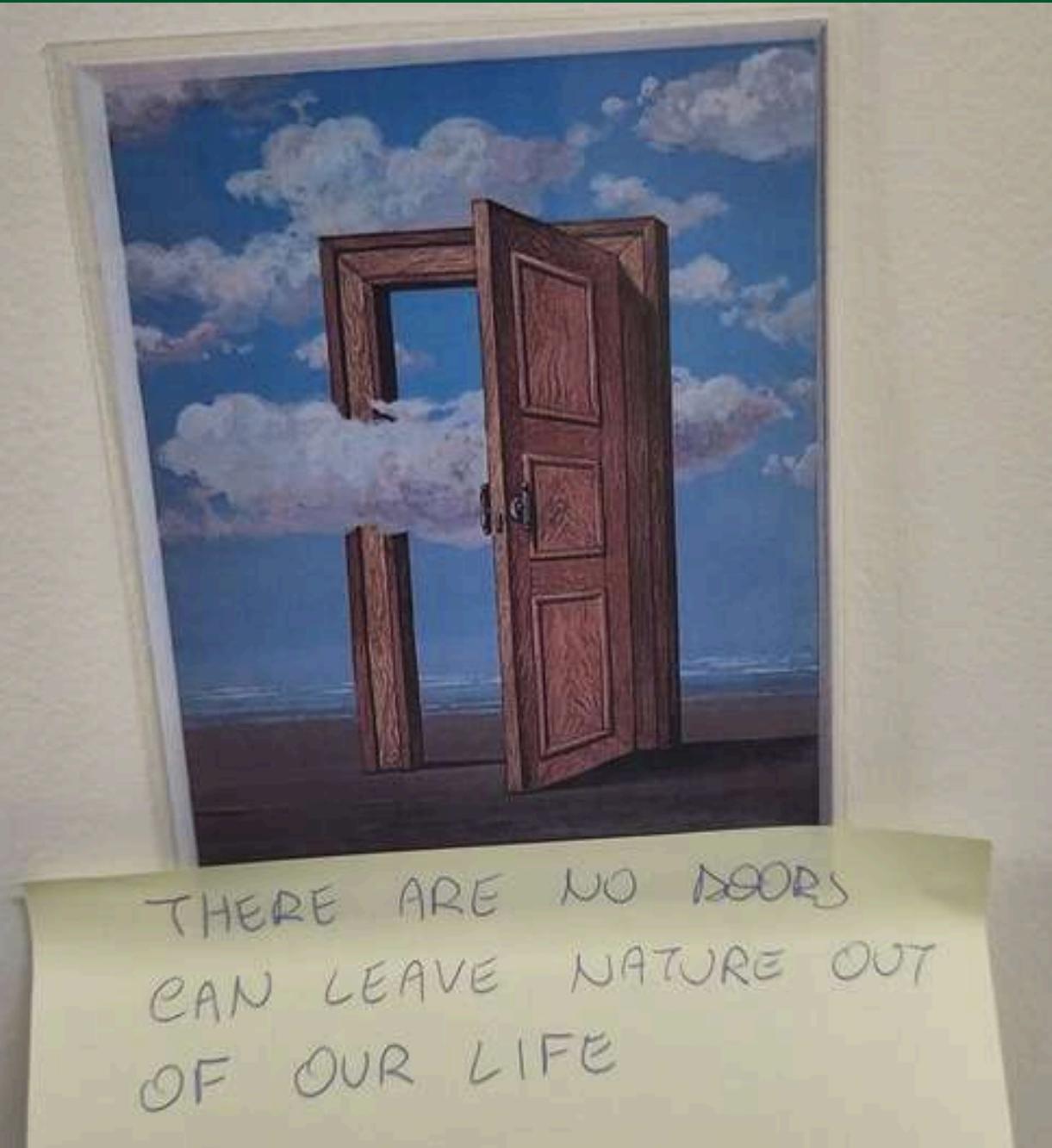


GYMKHANA

The participants of the training were asked to design a challenge or game and facilitate it for the rest of the group. They defined the methodology used and the materials needed. In the following pages, you can find a description of each activity created.

For their creation they had to follow one of the following key points:

HUMAN IMPACT ON NATURE
KNOWLEDGE ABOUT NATURE
EXPLORE OUR SENSES
RESOURCES MANAGEMENT
ADVENTURE EDUCATION





HUMAN IMPACT ON NATURE

ECO PLAY

Participants are divided into teams and each team is presented with an environmental problem and has to prepare a theatre play about this particular problem while the rest need to guess what problem is. The team that makes it the most emotional wins an apple.

Methodology: working in groups, theatre play, emotional engagement

HUMAN SIGNS

Participants have to search for signs of human impact in the surroundings. Their task is to identify and then try to provide an idea on how to prevent or solve the issue/situation. The group with the most findings wins. If they find identical things as other groups, they don't get point.

Methodology: observation, action

Material: container/bag.



HUMAN IMPACT ON NATURE

COLLECTING TRASH

Participants have to find and collect trash in order to become more aware of the impact we have on nature. If they cannot find any trash it means that we did a good job!. Then they have to come up with a slogan/catchy phrase for a digital campaign to raise awareness about this environmental problem.

Methodology: practical education

Materials: gloves or plastic bags

HOW LONG DO I STAY?

Participants are divided in groups. Each group has a set of 6 trash objects. Each team will put in order the pieces of trash depending on how long they think is needed for their degradation and also provide a time estimation.

Es. Correct answers: 1' apple (5 days – 1 month), 2' piece of paper (2-5 months), 3' cigarette bun (18 months – 10 years), 4' aluminum can (80-100 years), 5' glass bottle (1 million years!), 6' plastic bag (500 years – forever!)

Methodology: interaction.

Materials: 6 pieces of trash per team – apple, piece of paper, cigarette bun, aluminum can, glass bottle, plastic bag.



HUMAN IMPACT ON NATURE

THE WASTE TRAIOL

We will create a board game of our own! Every participant throws a dice and if he/she stands on the ladder they get asked a question. If the question is answered correctly they go up otherwise they go down

Material: paper, dice

TREASURE HUNT

Everyone is divided everyone in 2 teams: everyone closes their eyes while we hide the objects (2 different apples; 2 different cardboard items; 2 plastic objects) and quickly make 2 treasure maps

Than ask the teams a few questions: What's the first item you found: does this fit here? How was this made and out of what Do you think this does any damage to this place?

Methodology: observe and find objects

Materials: trash that we produced



KNOWLEDGE OF NATURE

FOREST THEATRE

Each role represents a plant (tree or bush) or animal (bunny, wolf or bear) of the forest and act like their role in order to recreate the forest ecosystem.

Methodology: theatrical play

Materials: papers for each role (16 papers minimum)

3 PLANTS

Take picture of 3 different trees/plants and find the names, then name a use for the plant, maybe in cosmetics, food or any products with the objective to know more about the nature in spain
cellphones, google lens and wifi Exploring the world without seeing leading another person with touch or voice

Methodology: active listening

Materials: something to cover the eyes



KNOWLEDGE OF NATURE

NATURE ART

Create a picture using things you can find in nature :take advantage of resources that we can find in nature, to find new use of materials

PHOTO HUNT

Take five photos of the following:

- An animal eg bird/insect
- Rock that you could use as self defense/ as a tool
- An old tree
- Shelter/nest of an animal
- A shelterlike formation where you can protect yourself during a storm/ nighttime. The best shelter wins. They should debate about the best shelter, then vote.

Methodology: Observing

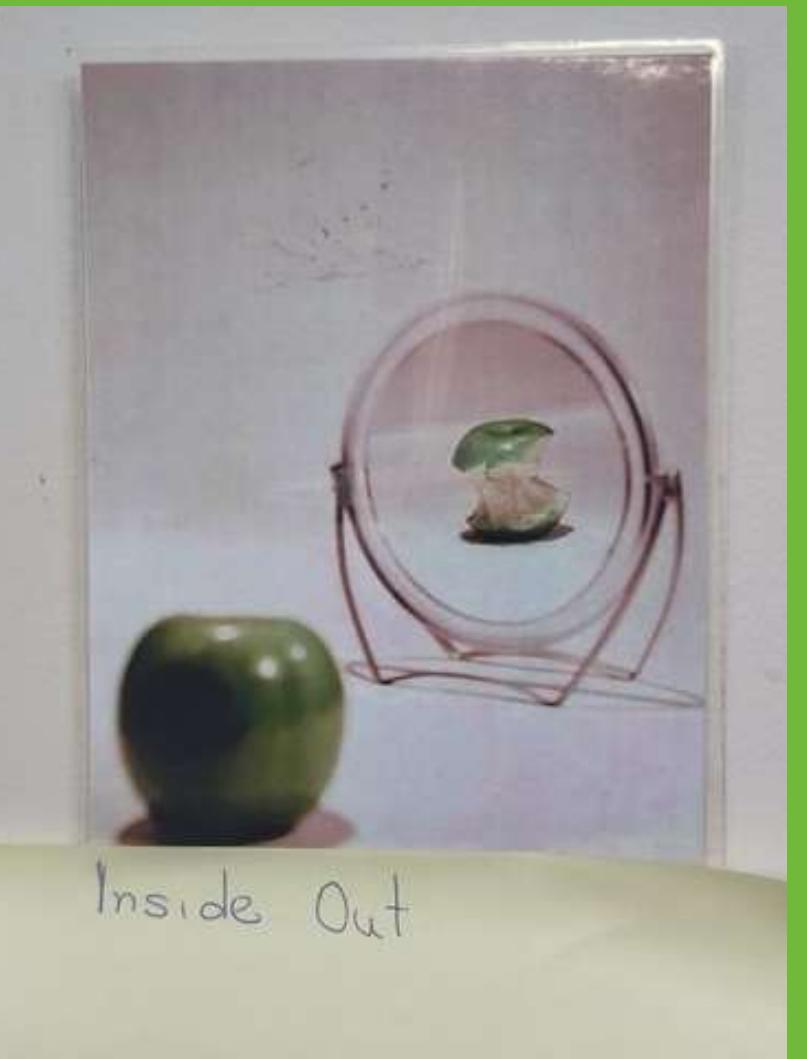


HUMAN IMPACT ON NATURE

3+3

Find 3 things in nature what you also have in your country, then find another 3 what you don't have

Methodology: Explore adventure education





EXPLORING OUR SENSES

Blend in nature

- Methodology used: observation
- Description:
Each participant will choose a natural element—such as a tree, rock, plant, or creek—and engage with it through their senses. They will:

- Smell it
- Touch or hug it
- Observe it visually
- Taste it, if they feel comfortable
- Listen for sounds, such as creaks or movement

At the end, each participant will share their experience, describing how they felt, what they observed, and what kind of energy or impression the element gave them.

Present-ation

- Material needed: speaker, comfortable clothes, fruits
- Methodology: observing, meditation
- Description:
Take a few deep breaths to ground yourself and become aware of nature around you. Look around and notice five natural elements—observe their appearance, how they relate to each other, and how you connect with them. Close your eyes and identify five sounds, then five scents, using nearby grass, soil, or plants if you wish. Mindfully taste an apple, focusing on its flavor. Finally, touch or hug a tree, sensing its energy from root to crown.



EXPLORING OUR SENSES

HUG A TREE

-Methodology: observation, interaction

-Description:

Participants will walk through the forest and select a tree. They will begin by observing it from a distance, slowly walking around it, and gradually approaching. As they get closer, they will touch the tree and, if they feel comfortable, embrace it. After a few minutes, the group will reconvene to share their experiences, reflecting on why they chose that particular tree, the emotions they felt during the activity, and any sense of connection with nature they experienced.

Interviews

-Methodology: creative expression

-Description:

Each participant will conduct a 15-minute interview to explore their feelings, memories, and experiences with nature. The insights gathered will inspire their poem and reflect their personal point of view.

Main steps:

- Create 5–7 open-ended questions to guide the interview
- Conduct the Interview
- Reflect on the Point of View
- After the interview, think about how the interviewee's perspective resonates with your own feelings about nature.



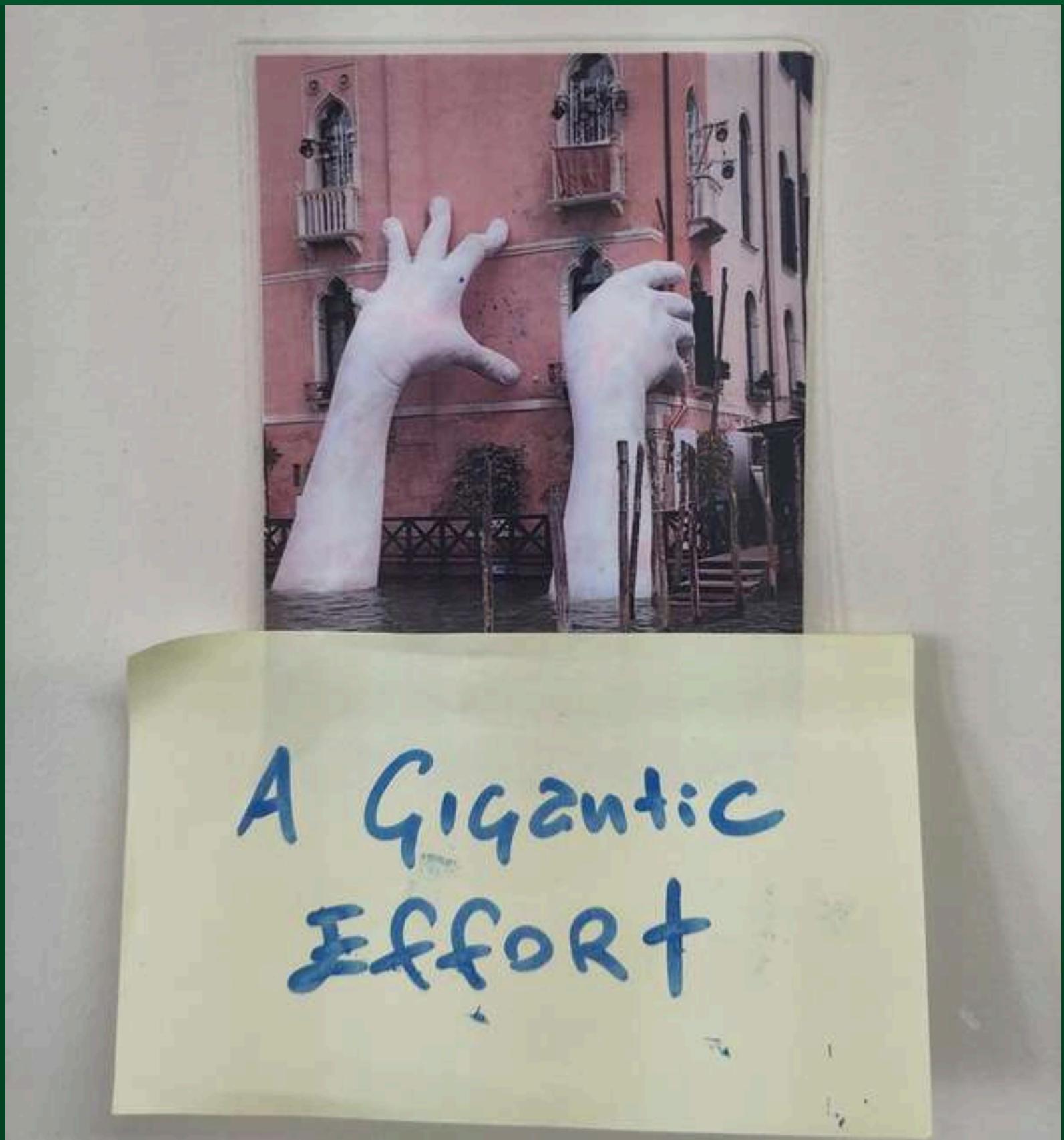
ADVENTURE EDUCATION

KING OF THE HILL

-Methodology: experiential learning, physical engagement

-Description:

Find an uphill area and set up an exciting race, where the winner will be crowned the 'Queen/King of the Hill.' As participants race to the top, be mindful of natural obstacles like roots, rocks, moss, and uneven terrain that could pose risks. It's important to stay cautious and focused, ensuring everyone stays safe throughout the event. Always prioritize safety by wearing appropriate footwear and encouraging careful navigation of the course. Ultimately, the race is about pushing personal limits while having fun and enjoying the challenge.





RESOURCE MANAGEMENT

WITCHCRAFT

-Methodology: Gathering, collecting

-Description:

Participants will collect various plants and herbs from nature, such as oregano or wild mint. They will then research and identify practical applications for their findings, including culinary, medicinal, or other everyday uses. Afterward, each participant will present their discoveries to the group, sharing insights into the benefits and significance of the selected plants.

BENEFIT FOR THE FOREST

-Methodology: creative expression, interaction

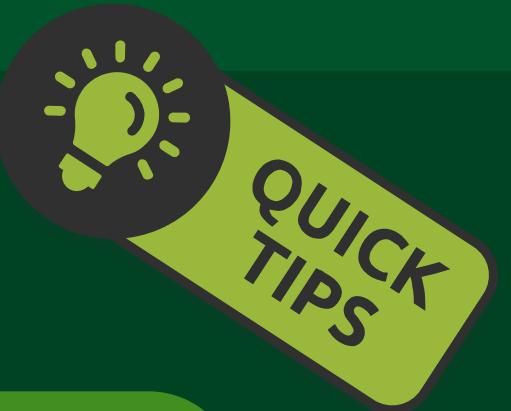
-Description:

Participants are divided into two groups and tasked with proposing a sustainable use or conservation plan for a designated forest area. Guided by the coordinator, each group develops and refines their idea, considering environmental impact, biodiversity, and community benefits. They then present their proposals in a structured debate, defending their perspective while critically evaluating the opposing group's ideas. This activity promotes teamwork, critical thinking, and a deeper understanding of sustainable land management.



ENVIRONMENTAL TIPS

So now after all the work done? What can we do? Here we identified some environmental tips that we can do individually



1. Turn off the lights – No one's in the room? Lights out.
2. Unplug your stuff – Chargers use power even when nothing's charging.
3. Use a reusable bottle – Save money and the planet at the same time.
4. Take shorter showers – Less water for you more for the planet.
5. Recycle everything you can – Less trash, more reuse.
6. Walk, bike, or bus – Ditch the car, help the air.
7. Avoid fast fashion – Buy less, choose better, look cooler.
8. Eat less meat – One veggie day a week makes a big difference.
9. Bring your own bag – Say no to plastic every time.
10. Care for a plant – Small step for a plant, big step for our planet.



ENVIRONMENTAL INITIATIVES

More important than the individual actions are the collective actions, that's why we collected environment initiatives from differt countries! Here some we have some links:

[ECOSIA - search engine for planting trees](#)

[Greenpeace - green protests](#)

[WOOF - organic farms](#)

[WWF - World Wildlife Fund](#)

[The Great Green Wall - planting trees](#)

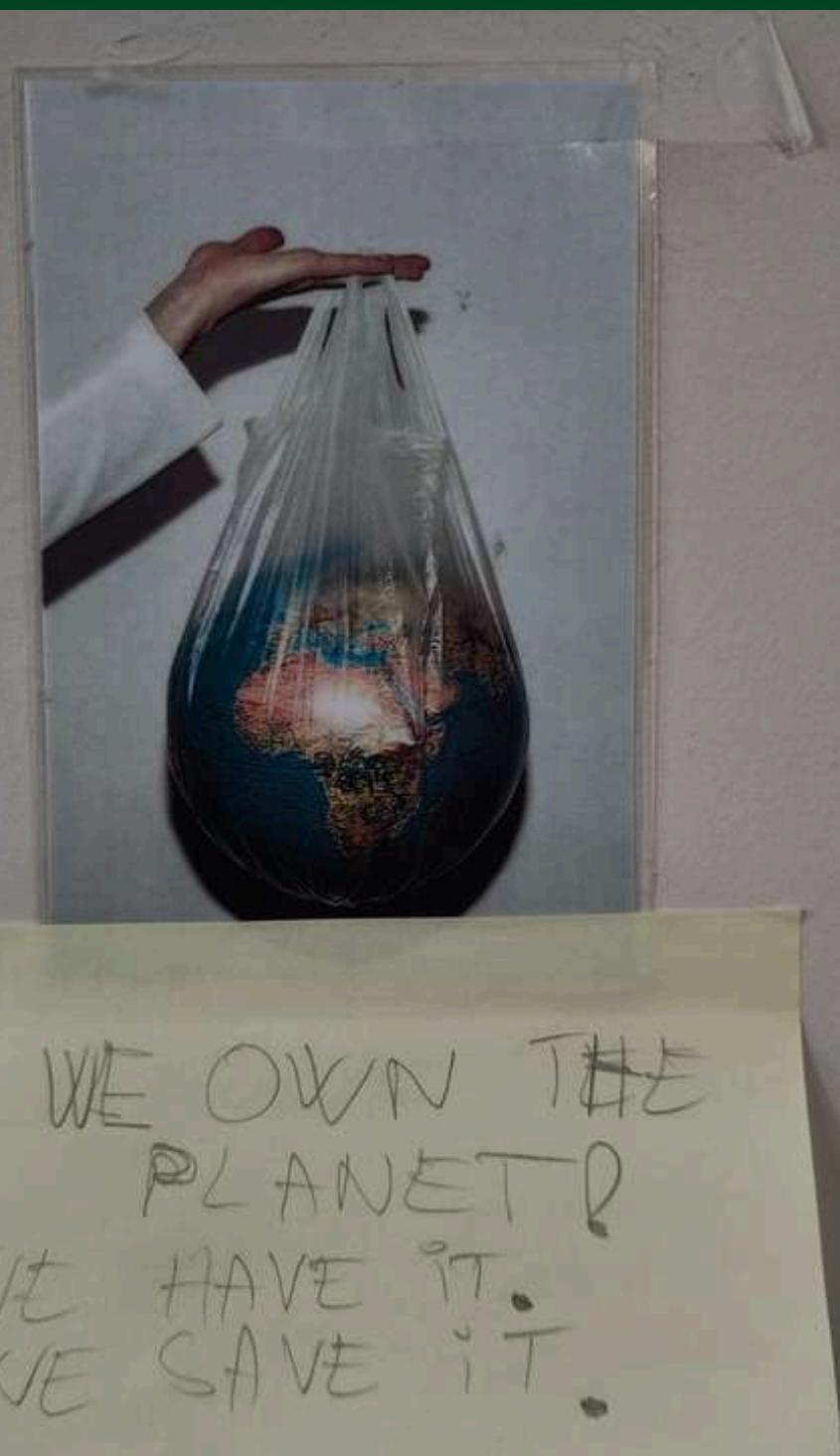
[Too Good to Go - food saving system](#)

[Munch - Hungarian food saving](#)





CONCLUSION



The NaturAmbience Toolkit reflects the value of environmental education through non-formal learning and shared experiences. The activities included demonstrate how awareness, creativity, and action can come together to inspire positive change.

We would like to sincerely thank all partner associations involved in the NaturAmbience project for their collaboration, commitment, and valuable contributions. Their cooperation made this toolkit possible and enriched it with diverse perspectives and practices.

1 Nap – Fiatalok a Tudatosabb Életért Egyesület (Hungary)

Asociación JENF (Spain)

Asociația GEO CLUB (Romania)

EVROPAIKO ETHELONTIKO KAI EKPAIDEFTIKO KENTRO (Greece)

Millenium Sweden (Sweden)

Maek APS (Italy)

We hope this toolkit will serve as a useful and adaptable resource, encouraging young people and educators to continue promoting sustainability and respect for nature.