ECO-ENGAGE - A TOOLKIT FOR ENVIRONMENTAL EDUCATION

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Authors: Álvaro Adame Rodríguez, Petra Bacova, Ons Benzarti, Malek Chaarana, Andrea Ivančić, Stéphanie-F. Lacombe, Teresa López González, Mohamed Slama, Ahmed Souissi

Project lead: Stéphanie-F. Lacombe, Álvaro Adame Rodriguez
Hosting organisation: Natura Sin Basura
Graphic Design: Andrea Ivančić, Stéphanie-F. Lacombe
Pictures: by seminar participants
Illustrations: provided by Canva Design

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naturasinbasura@gmail.com
www.naturasinbasura.org

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About the Handbook

Well-designed environmental education activities speak to the mind and to the heart. They are empathetic, interactive, fun and creative, engaging all five senses to create a direct relationship with nature. Adapted to the audience and place, environmental education works best outdoors. Such activities grow from team work, motivation, enthusiasm, patience and the exchange of experiences. They ask educators to remain curious, open to learning and ready to be inspired - nurturing a sense of wonder for nature's beauty. Above all, environmental education is most powerful when it is guided by the love for what we do and for the natural world.

These reflections emerged from youth workers who came together at the Erasmus+ Seminar "Eco-engage - A Peer Learning Seminar on Environmental Education Methods and Experiences" held in Puerto Real, Spain, in November 2025. They reveal the quality criteria that environmental educators consciously or unconsciously apply when designing their activities. The activities in this handbook are rooted in these shared values and are already used in the daily work of each partner NGO.

Their underlying objectives are to foster a stronger connection with nature, to expand knowledge about ecosystems and species, to gain a deeper understanding of climate change-related challenges, to become able to support conservation efforts and to reduce human impacts on nature.

The activities were tested, experienced, and refined through peer-feedback during the seminar. Each activity is presented step by step and includes practical tips for the facilitator.

This handbook is an invitation - for environmental educators, youth workers, teachers, educators, social workers, and anyone interested in reconnecting people with nature - to explore, adapt and shape these activities within their own unique contexts. We wish you a lot of joy and great learning moments outdoors!

Environmental Education Activities Step-by-Step

1 · Energisers - Our Best-of

Working with groups, unforeseen dynamics may happen. You may notice that your group is distracted, tired, unmotivated...ignoring this can seriously hinder the implementation of the activity you initially planned. Then, it is time for an energiser! These small games have the potential to bring attention, energy or even a smile back to your group. They can also be a natural break between different activities. Energisers surprisingly also work with most adults!
In this section you will find a collection of energisers that you can flexibly use within your workshops. They are clustered according to their main objective in order to help you identify which energiser is the most adapted to the situation you are faced with.

Energisers to wake up or warm up

Body Stretching
The facilitator invites everyone to stand up and find a comfortable space. Gently guide the group through a series of simple stretches, starting with the neck and shoulders, then moving to the arms, back, hips, and legs. Encourage slow movements, deep breathing, and listening to their own bodies. Remind participants to stretch only as far as feels comfortable and to relax at the end.

One word up!
The group stands in a circle. The facilitator chooses a topic (for example "biodiversity", "Mediterranean Sea", "university", "friendship" etc.). Then, moving clockwise around the circle, each participant quickly shouts out a word they associate with the topic. No repetitions allowed!. Depending on the group size, you can do one or two rounds. Then, ask participants to choose a category and repeat the exercise.
Variation: instead of going around the circle clockwise, participants can shout out their words freely.

Word Chain Story
The group stands in a circle. The facilitator starts a short story by saying a part of a sentence of exactly three words (for example "today, the octopus..."). Then, moving clockwise around the circle, each participant spontaneously adds to what the previous person just said, creating a fun and often absurd story together (for example: "...woke up and...","...saw a shark!...","...the shark said..." etc.)
Variation: each participant only gets to say one word.

1,2,3, Ninja!
Participants start with their feet together. On the count "1, 2, 3, Ninja!" they jump outwards, trying to tap another player while avoiding being tapped themselves. Only one movement is allowed, then everyone freezes waiting for the next count. Who gets tapped, is out.

5,4,3,2,1...
The facilitator invites everyone to stand up and find a comfortable space. Then, everyone quickly starts shaking their right leg five times, their left leg 5 times, their right arm 5 times, their left arm 5 times, followed by shaking them 4 times each, 3 times each, 2 times each, 1 time each. An energetic game!

Energisers to create a group feeling and to bring back focus

Pulse rhythm
The group stands in a circle. The facilitator starts a steady pulse following a regular heart beat by clapping or tapping their body. One by one, participants pass the pulse to the next person in the circle, keeping the rhythm consistent.

Orchestra director
Following an established rhythm or background music, one person of the group takes the initiative and proposes a gesture, this person then becomes the "orchestra director" and the rest of the group has to imitate and follow the gestures of the director. Spontaneously the director can change gestures, or another person can take the initiative again to propose another gesture, to become the new orchestra director.

Energy improvisation game
This is a pantomime game. The group stands in a circle. The facilitator begins by miming the act of gathering energy from the sun and shaping it into an imaginary ball, which is then passed around the circle. Participants catch the ball and pass it on, creatively changing its form, weight, or size (for example, a basketball, a handball, or a bowling ball).

Wool network
The group stands in a circle. The facilitator holds a ball of wool, says their name (or answers a guiding question), and throws the wool to someone across the circle while holding onto the end of the string. Each participant does the same, creating a web of wool that visually represents connections within the group. At the end, briefly reflect on the network and its meaning (e.g. interdependence, teamwork, communication).

Energisers to learn names

Clap & Pass your name

Participants stand in a circle. One person starts by clapping once while saying their name, then passes the clap to someone else in the circle. That person repeats the action—clap plus their own name—and passes it on. The game continues until everyone has shared their name, helping the group learn names while building rhythm and focus.

Variation: As a second step, each participant claps towards a person in the circle, saying that person's name.

"You-are-[Name]" (samurai version)

You can adapt the "samurai energiser" described here to "attack" people by shouting their name.

More resources

Interlingual energisers on WikiBooks: Link

On SessionLab: Link

2 · Sea the Problem: Marine Litter Education

Marine Litter monitoring through a beach clean-up

Created by: Natura Sin Basura

Duration: 1h30min aprox.

No of participants: maximum 20-25 participants (divided into teams of 4-5 people)

Objectives: Collecting trash on the beach and analyzing what we find, to make us aware of the trash that is sometimes invisible but still present. We will be able to analyze the types of waste and reflect on its origin and possible solutions. It is also a perfect opportunity to highlight the biodiversity of the beach and the dune landscape.

Material needed:

- **Materials to mark the sampling area:**
  - Measuring tape
  - High-visibility item such as a reflective vest
  - Gloves of different sizes for participants
- **Trash sampling kit:**
  - 1 trash picker
  - 1 yellow bag for metal and plastic waste
  - 1 blue bag for paper and cardboard
  - 1 green bag for glass
  - 1 white bag for general waste
  - 1 folder with 1 data collection sheet
- **Kit for analyzing collected trash**
  - Tarpaulin or cloth
  - Metal trays
  - Scale
- **Microplastics analysis kit and sieving kit**
  - 1 small shovel
  - 1 sieve with a mesh size of 5 mm (top sieve)
  - 1 sieve with a mesh size of 1 mm (bottom sieve)
  - Tweezers

Description of the activity

1. **Briefing** (**10-15 minutes**)
    - It will be important to establish a reference point or meeting place for the group, where they can leave their backpacks, materials, etc.
    - We will begin the activity with an introduction. Participants will form a circle, we will say good morning, and we will do a small activity or game to warm up and start with a smile (see our collection of energisers in the previous chapter for examples).
    - Next, we will explain the objective of the activity and its phases: in the first phase, we will sample the trash, and in the second phase, we will analyze it.
    - We will detail how the trash sampling will be carried out, in which participants will be divided into teams and given the "Trash Sampling Kit."

2. **Trash sampling** (**20-30 minutes**)

- Depending on the location, the area to be sampled can be measured and its boundary marked with a sign (e.g. a reflective vest placed on the ground). The standard area is 100m long and covers the width from the water to the dunes.
- For sampling, the teams will line up perpendicular to the tide line so that the marked area can be scanned.
- During the collection, each group should try to stay together so that members can help each other with the bags or by recording the waste found.
- The trash sampling phase will last about 20 minutes.



3. **Transition** (**5 minutes**)**:** Participants return to the meeting point, and this is a good time to take a short break and drink some water.

4. **Analysis of the collected trash** (**10-15 minutes**)

- Here we will use a tarp or cloth on the ground, and participants will sit or kneel around the tarp, still wearing gloves to handle the trash.
- If the group of participants is very large, consider dividing the group in half, so that one half performs the trash analysis and the other half performs the "microplastics analysis" (see point 5).
- We will have 5 metal trays on the tarp.
- We will analyze the collected trash. It is usually more interesting to analyze the trash from the yellow bags, as they contain plastic waste, which is usually the most abundant and varied.
- We will empty the contents of the yellow bags (or part of the total) into the trays. The waste will then be separated by type. Once separated, the participants will explain what categories of waste they have created, and we can begin to reflect, as waste categories are often associated with different types of human use or activities (food, leisure, fishing, hygiene, etc.).
- The coordinator or moderator should select key items of waste that they consider interesting for discussing a particular issue (such as bottle caps, food wrappers, cigarette butts, sanitary wipes, fishing line, etc.).
- This is also an ideal time to talk about other interesting items that have been found on the beach or at the water's edge. These items are often organic, such as seaweed or plant debris, or even marine organism eggs. We should conclude with the message that biological items are valuable and are the only things that should be on the beach.

5. **Microplastics analysis** (**10-15 minutes**)

- This activity can be used to complement the "analysis of the collected trash" or to be carried out at the same time if you have decided to divide the total group of participants in half.
- A sieving kit will be used here.
- The subgroup can be divided into 4-5 groups, and each group will have a sieving kit.
- Each group will choose a small area and sieve the dry sand in search of small particles.
- The particles found will be analyzed. We will be able to observe how plastics larger than 5 mm will remain in the upper sieve, and microplastics will remain in the lower sieve.
- Here we can reflect on the issue of microplastics and their impact.
- We will also have the opportunity to analyze small organic particles, such as pieces of algae or plants, and even small fragments of mollusk shells, which make up the sand.

6. **Conclusions and closing of the activity**

- To close the activity, the bags of different colors will be weighed, obtaining a final figure for how many kilograms of different types of waste have been collected: plastic and metal, glass, cardboard, and other waste.
- In addition, more detailed conclusions about the quantities can be added or given by analyzing the data collection sheets.
- The activity will be closed by reminding everyone that the most important thing is not to collect waste, but to reduce it at source.
- Conclude with a group photo showing the waste collected.

Any other important aspects to be aware of:

- Check weather conditions before the activity takes place.
- Ensure that there will be trash bins nearby so that trash collected during the activity can be recycled properly.

Tips for the facilitator:

If the group of participants is very large, you may consider dividing the group in half, so that one half performs the trash analysis and the other half performs the "microplastics analysis" (see point 5).

Additional resources :
Ocean Conservancy
Beach Cleanup Guideline report (link) and beach cleanup data sheet (link)

Video Presentation Apadrina Tu Playa here: Link

Natura Sin Basura's main project is called "Apadrina Tu Playa" in Spanish ("Marine Litter Watchers"). The main objective of the project is to raise awareness and involve young people in the problem of marine litter and plastic pollution in the oceans, using the symbolic sponsorship of a beach section as a driving force, consisting of the commitment to carry out a symbolic protection, by monitoring and cleaning up marine litter. Surrounding activities include citizen-science protocols for beach monitoring, marine litter clean-up and microplastic sampling.
Natura Sin Basura develops this project in the Natural Park Bay of Cadíz. in collaboration with the NGO "Ecopuertos" and the Marine Litter Lab of the University of Cadiz.

Marine Litter Analysis in a simulated “laboratory”

Created by: Natura Sin Basura

Duration: 1h

No of participants: 20-25 maximum (ideally geared toward younger participants)

Objectives: Analyze small waste items in detail. Learn to measure, weigh, count, and observe small waste items. As this activity is aimed at younger participants, it is important to give free rein to their curiosity and be flexible in adapting to their interests.

Material needed:

- Residue analysis kit
  - 1 tray
  - 1 jar with sample residues
  - 4-5 tweezers
  - 1 caliper
  - 1 precision scale
  - 1 binocular magnifying glass
  - 2 small petri dishes
  - Sample specimens for observation (such as sand, microplastics, or small colonized plastic fragments).

Description of the activity

- The class will be divided into small subgroups.
- Each subgroup will use a “Micro-waste Analysis Kit.”
- The waste will be poured onto the tray.
- The waste will be separated into categories in each corner of the tray.
- Choose a group of waste and weigh it.
- Choose a group of waste and measure it.
- Choose a group of waste and observe it.
- Observe the sample specimens (such as sand, microplastics, or small colonized plastic fragments).
- *The data sheet can be used if trash was collected prior to this activity, in order to analyze it in detail and add up the waste.

Any other important aspects to be aware of:

This activity serves as the perfect complement to the activity “Marine Litter Monitoring through a Beach Clean-up.”

Tips for the facilitator:

Ideally geared toward younger participants

3 · Listen, See, Feel and Touch - Activities to Reconnect with Nature

Created by: Stéphanie-F. Lacombe, inspired by Joseph Cornell and courses in Forest Pedagogy by Waldschulen Berlin

Duration: 1.5-2 hours

No of participants: 1-15, flexible

Objectives:

- Isolating each human sense one by one allows us to intensify our perception, which helps us to focus, be more present, grounded and aware of the nature surrounding us.
- This state of being allows us to (re)connect with nature in a deeper way: we start noticing smells, small details, sounds...and eventually start to feel at home in nature.
- These activities also help to alleviate stress and, of course, have fun and awaken the child in all of us!

Material needed:

- For activities 1-3: no material needed
- For activities 4-6: Material found in nature such as branches, rocks, leaves, pine tree leaves, shells, pieces of wood, tree bark etc.

Description of the activity

1. **Walking without speaking**

The group walks for 5 minutes without talking, trying to observe nature, to listen and to become aware of the way we move in space (which is usually quite loud!). Maybe the participants will start noticing plants, birds, other animals...and adapt their walking by slowing down. This activity is great to support participant's arrival in nature and discovery of a new place. You can debrief this activity asking: what did surprise you when walking in silence? Did you notice a difference compared to how you usually move in nature?

2. **Listening - exploring sounds with closed eyes**

All the participants are asked to sit down (or stand still), closing their eyes for 1-2 minutes and focusing on sounds in their surroundings. They can use their hands to amplify their hearing by placing them behind their ears. Suggest them to listen in all directions. This activity is great to become more aware of surroundings, to become grounded, to relax, possibly to identify birds or human noise in nature... You can debrief this activity by asking: which was the loudest noise you heard? The most beautiful? The most unpleasant? The most surprising?

3. **Seeing - taking pictures as a human photo camera**

The participants split in pairs. One closes their eyes, becomes a “human camera”, and is led by the other to interesting spots for a “picture” which is taken by briefly opening their eyes (for 3-5 sec) and closing them again - indicated by a tap on the shoulder of the person playing the camera. After 5-8 “pictures”, the participants switch roles. This activity is great to capture new perspectives on the nature around us, the short snapshots being a surprise! You can debrief the activity by asking: what was your favourite “picture”? Did you see anything unexpected? Some participants become creative and literally create picture frames for the “human camera” partners.

4. **Touching - recognising natural objects with closed eyes**

Gather natural objects such as branches, stones, tree barks, leaves etc (simply use what you find on the ground around you, ideally 6-8 different object types should be enough) - don’t show them to the participants. The participants split in pairs. One closes their eyes first and frees up their forearm and hand. The other person takes one object and slowly moves it on the other person’s forearm. The person with closed eyes has to guess what the object could be. If it is too difficult, place the object in their hand. Switch roles for each object. The aim of the activity is to explore nature in a new way. You can debrief it by asking: Was that difficult? What surprised you? Which object was the most interesting to touch?

5. **Touching&seeing - recognising branches**

Gather 5-10 branches. Don't show them to the participants. The participants split in pairs. One closes their eyes first and the other one gives them a branch in their hands. They can explore it, move it around - but all with closed eyes! After 2 min, collect all the branches and put them on the ground. Everyone now needs to identify "their" branch - but only looking at them, no touching allowed. This activity is usually quite playful and fun. You can debrief it by asking: what helped you recognise your branch?

6- Nature as inspiration for creativity - creating nature art

Prepare a frame for each participant, made of branches or wooden sticks. Everyone gets 15 min to fill in their canvas using materials they find in the surroundings (obviously without breaking anything). This activity awakens creativity and self-expression. If participants have difficulties starting, you can suggest a theme - such as their favourite place in nature, their feelings when they are in nature or how the day went for them. When everyone is done, you can jointly walk through the "nature art exhibition" and give space to each "artist" to comment on their oeuvre: how did you feel when doing this? Do you want to share what it represents to you?

Tips for the facilitator:

- For safety reasons, check the ground beforehand, especially for the activities where participants walk around blind-folded.
- It is recommended to do the activities 1 to 6 in the presented order, which allows participant to approach nature step by step.
- You should introduce and close the activity circle with a few words. As a closing remark, you open the floor to participants to share how they feel afterwards.

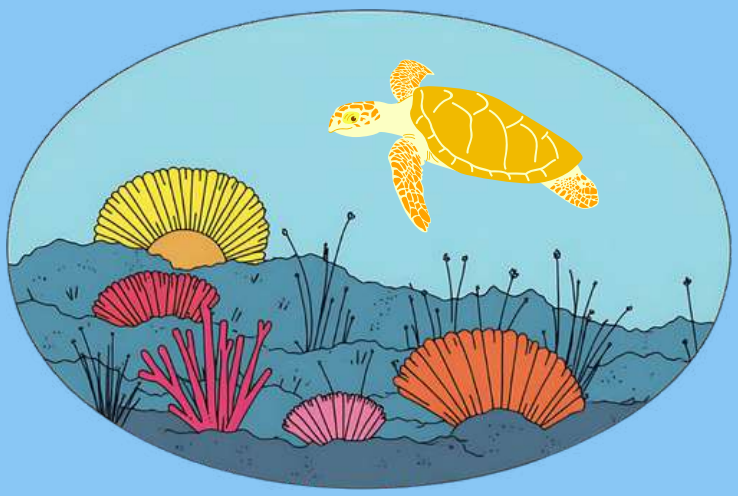
Any other important aspects to be aware of:

These activities are designed for people with seeing, hearing, moving and speech abilities and need adaptation if a participant has particular needs in this regard.

Additional resources :

Joseph Cornell on Flow learning and nature activities: Link
Five Pathways to Nature Connectedness - Activities: Link

4 · Marine Species Pantomime in 60 Seconds



Created by: Kratten association for sustainable development culture and leisure (AKDDCL)

Duration: 15-20min (depends on the group)

No of participants:

- minimum 4 (2 groups of 2 participants)
- ideal 6/8 (2 groups of 3-4 participants each)
- maximum 10/12 (2 groups of 5-6 participants each)

Material needed:

- Cards with Photos + name of Marine species (biocenosis + habitat)
- Chronometer

Objectives: The game is a version of pantomime. Guess as many species cards as possible acted by co-players to discover as many marine species as possible within the limit of time (1 minute).

Description of the activity

Divide the participants into 2 or 3 groups depending on the number of participants. In each group, participants can choose one of two ways to play:

• Take turns so each person plays one card, with one minute per turn.

• Or let one person play as many cards as possible in one minute, then switch to a new person in the next round.

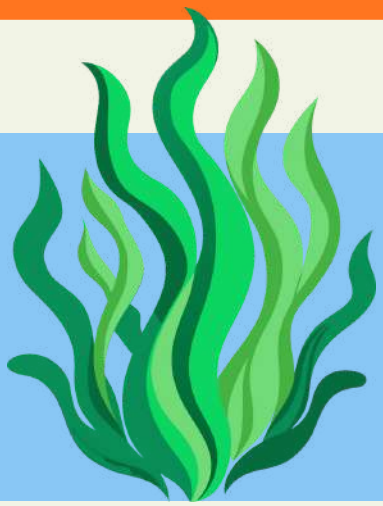
- Round 1 (full description): Describe your card with a full sentence. Example: “it has sharp teeth”. Answer: Shark.
- Round 2 (One word): Describe your card with only one word!. Example: “plant”. Answer: Posidonia
- Round 3 (Mime- Act): Describe your card with only miming or acting: No words are aloud! Neither voice making! Example: Move like a turtle! Jump like a Dolphin!

The other players guess your animal. Try to play as many cards as possible in one minute.
The judge/ facilitator can write the amount of cards guessed correctly by each group in every round and at the end, the group with the most cards is the winner!

Tips for the facilitator:

- Clear explanation of the rules (round 1, round 2, round 3) at the beginning.
- The game is meant to be fun, no competition and no test of knowledge!

Discover Posidonia: The Sea Grass Matching Game



Created by: Kratten association for sustainable development culture and leisure (AKDDCL), using material created by Life Marha

Duration: 10-15 min (depends on the knowledge of the Posidonia habitat)

No of participants: two groups of 5 (Maximum 10 participants)

Objectives: Participants learn all about the ecological roles of *posidonia oceanica* by matching role cards into the illustration within a time limit.

Description of the activity

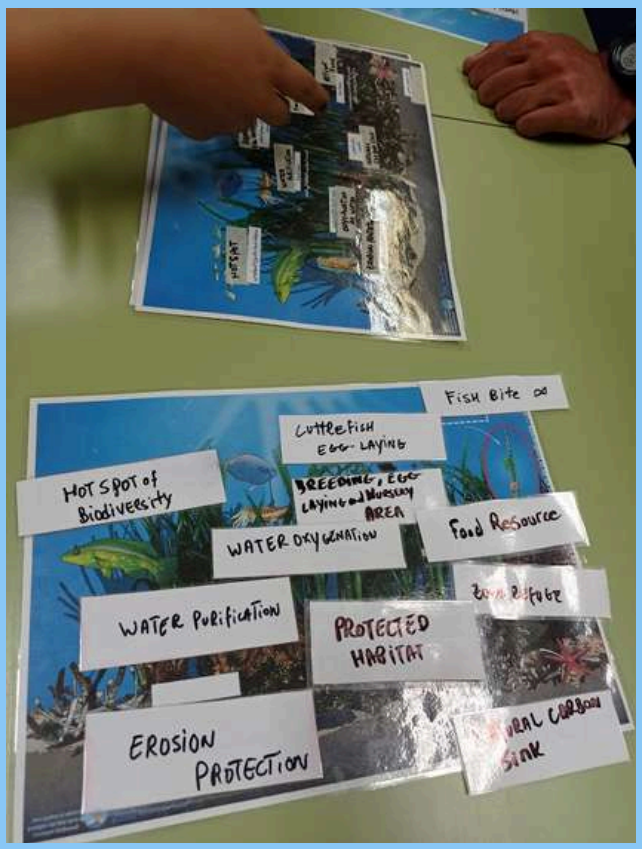
Facilitators divide the participants into groups and distribute the role cards describing various roles of posidonia plants in the marine ecosystem:

- water purification
- erosion protection
- food resource
- biodiversity hotspot
- breeding, egg-laying and nursery area
- natural carbon sink
- water oxygenation
- protected habitat
- refuge zone

Material needed:

- Illustration and role cards - download here
- chronometre.

Each of the groups start to match the card's role with the illustration, placing them where they think they belong.
Stop the time and then debrief together, making sure the role of posidonia is well understood by the players.



5 · Escape Game - Journey of the Eco-explorer

Created by: Zelena Istra (Erasmus + project Save&game)

Duration: 1 hour

No of participants: 4 - 6

Objectives:

- Developing a deeper understanding of climate change, including its causes, effects, and global impact
- Understanding the concept of climate justice and its relationship to climate change
- Discovering the importance of education in tackling climate change and related issues

Material needed:

- World Map
- Computer
- Pens/Papers/Glue
- Countdown timer
- Envelopes/Letters/Cards (download them Here and here)
- Standboards (or a papers where you can write or glue - as desired)
- Pens/Papers/Glue
- Handmade "art" sculpture
- Farming tool/Bowl/Mud/Plant
- Box/Drawer/Stamp/Padlock/Books
- Other props e.g. (bottles, bottle caps, straws)

Description of the activity

The players (“Eco Explorers”) embark on a cryptic journey among five distant countries – Sri Lanka, the United States, Somalia, Croatia and France. They have a vital mission - an hour to save the world!
The world is plagued with numerous problems, and only by solving them methodically they can make a difference. Time is ticking, and the fate of the planet rests in their hands. Working together, they must solve puzzles and uncover clues. A looming countdown timer reminds them of the dwindling hour in which they have to save the planet and a world map in front of them helps them to find the start. *Can they unravel the mysteries, unlock riddles and secure the world's future before the clock ticks down?* At the start of every riddle, players receive a letter (see material list for links) and during every riddle, they can ask for hints which can help them to solve the puzzle.

Puzzle 1. Climate Enigma - Sri Lanka
The player's mission is to decode a series of mysterious messages, which were left to them by the locals from Sri Lanka, hidden throughout the tea farm. These encoded messages will unlock the secrets behind the worst climate problems in Sri Lanka.

Puzzle 2. Environmental Impact Trail - USA
Players unveil the secrets hidden within USA industries and their reverberations across the globe. They are investigators on an environmental impact trail traversing the harmful facts of fossil fuel emissions, meat industry, textile industry and deforestation - supported by a presentation on screen (see material list for links).

Puzzle 3. Ranking urgency - 202 - Somalia

Players, in this challenge, explore the most pressing climate issues facing the region of Somalia, each marked with a countdown. As the explorers of change, their task is to match these climate problems with their corresponding solutions which are hidden within the room written on the cards (see material list for links).

Puzzle 4. The journey of ecotourism - Croatia

Eco-enthusiasts are inspired to create an eco-friendly accommodation, to take on a journey of ecotourism! Their task is to open their own eco-friendly accommodation. To do so, they have to uncover eco-friendly practices and effects that counteract the negative effects displayed on the wall. They need to seek out the practices hidden within the room and match them with the effects to pave the way for a brighter future.

Puzzle 5. Art for Earth - France

There is an "Art for Earth" exhibition in France. The artist is running late! Players need to recreate his masterpiece. They have to observe the original sculpture, uncover hidden components, and match them with the recycled materials nearby.

Tips for the facilitator:

- Prepare the room with the help of the checklist
- Prepare the letters/cards/signs for each step of the game
- Give an introductory speech to the players
- Follow the progression of the players throughout the game flow and provide them with hints when they are stuck on a riddle
- After the game, organise a debriefing session with the players. Ask them what their feelings are about the game and check if the learning objectives were reached.

Any other important aspects to be aware of:

If you want you can give the players some reward certificates (see link in additional resources).

Additional resources :
More about how to prepare and conduct the game **here.**

6 · Sea Turtle Nest Survey: The Fieldwork Game

Created by: Notre Grand Bleu Association

Duration: 1- 2 hour

No of participants: from 2 to 30

Objectives:

- Discover the life cycle of sea turtles
- Learn about the different sea turtle species around the world
- Identify loggerhead turtle (Caretta caretta) tracks
- Understand the difference between the incoming track and the outgoing track
- Learn how to locate a sea turtle nest
- Determine the laying date by observing the color of the eggs
- Identify the types of eggs after the incubation period
- Calculate the hatching success rate
- Understand the importance of temperature in determining hatchling sex
- Learn about the threats to the nest and the hatchlings
- Understand how, when, and why nest relocation should be carried out

Material needed:

- Material needed:
- Ping-pong balls
- GPS
- Metal stick
- Measuring tape
- Gloves
- Tray for egg collection
- Permanent marker
- Sampling box

Description of the activity

Before starting the activity, a training session on sea turtles should be conducted, using a presentation, a video, or an oral explanation, complemented with communication materials such as posters, brochures, books, and stories, adapted to the category and age of the group, in order to introduce everyone to the context of sea turtle nesting and monitoring.

- The facilitator team responsible for the activity should include at least two people:
  - one person prepares the artificial turtle track on the beach
  - the other begins digging the artificial nests
- Do not forget to write the egg types on the ping-pong balls used to represent the eggs:
  - Infertile eggs,
  - hatched eggs,
  - late-stage embryo death,
  - early-stage embryo death,
  - and dead-in-shell embryos.

- **Once everything is set up, the group is guided to the beach:**
  - to search for the artificial track
  - while the facilitators explain the nature of nesting monitoring work, including its advantages and limitations

- **When the group finds the track:**
  - explain the difference between the incoming track (shaped like a “6”) and the outgoing track (shaped like a “9”)

- **The group then follows the track to the nest site:**
  - the team leader locates the exact position of the nest using a metal stick
  - and explains the biological information related to loggerhead turtle nesting, such as: average number of eggs, nest depth, nesting period, incubation duration, threats, behavior, etc.

- **Next, a simulated nest excavation (post-incubation) is performed:**
  - to identify the different types of eggs (empty shells, undeveloped eggs, predated eggs, etc.)
  - and to learn how to calculate the hatching success rate

Tips for the facilitator:

- Wear comfortable work clothes and water-friendly shoes.
- Pay close attention to the details of tracks and nests.
- Organize all materials before the activity to ensure nothing is forgotten.
- Divide tasks in advance among the responsible team members to ensure smooth coordination during the activity.
- Be ready for a huge number of questions, especially if the group includes children.

Any other important aspects to be aware of:

- This activity is conducted almost every day on the Kuriat Islands
- from August to October
- with various groups: tourists, schoolchildren, university students, scouts, associations, etc.

About our Erasmus+ Youth Worker Seminar

The project Eco-Engage

The project *Eco-Engage: A Peer Learning Seminar on Environmental Education Methods and Experiences* aimed at strengthening the capacity of youth workers in environmental education by promoting innovation, peer learning and the exchange of good practices. To do so, the hosting organisation Natura Sin Basura organised a Seminar funded by Erasmus+, welcoming 7 youth workers from 3 partner NGOs in Puerto Real, Spain, from 24-30 November 2025.

The objectives of the Seminar were:

- To improve the skills and knowledge of youth workers by introducing and testing innovative environmental education methods.
- To create a collaborative environment for exchanging best practice, sharing lessons learned and encouraging critical reflection among NGOs.
- To strengthen peer networks and partnerships that support ongoing collaboration and mutual learning.
- To empower youth workers to inspire environmental awareness and action among young people in their respective communities.

The Seminar provided a platform for these organizations to present, test, and refine their educational methods. Through a combination of workshops, discussions, and hands-on activities, participants shared best practices, reflected on lessons learned from past challenges, and gave each other constructive feedback on their approaches. They jointly created this handbook.

The host organisation

The main objective of Natura Sin Basura (Spain) is to reconnect people with nature, to deepen their knowledge about it, in order to appreciate and preserve it and to reduce the environmental impact of anthropogenic origin. Natura Sin Basura develops education and training programmes on environmental issues, workshops and didactic days, volunteer activities and guided tours in nature. Natura Sin Basura works closely with stakeholders in research, dissemination, ecotourism, sustainable development and mobility, responsible consumption, organic agriculture and the circular economy.

The Projet coordinators

Alvaro Adame - Biologist and environmental educator

My passion is to inspire people to enjoy nature, to invite them to rediscover its environmental value and to create an awareness of sustainability. I combine my knowledge and skills as a biologist and leisure monitor to develop environmental education and interpretation projects through group dynamics and good humour. I am the president and coordinator of environmental education projects in the association Natura Sin Basura. I co-organised and facilitated this youth worker seminar.

Stéphanie-F. Lacombe - Geographer and environmental educator

My passion is to reconnect people with nature, creating an emotional connection between humans and their environment - because you are more likely to protect an ecosystem if you feel part of it! As a co-organisor and facilitator of this youth worker seminar, I combined my experience with non-formal learning methods, workshop moderation and project management. I support the work of Natura Sin Basura from abroad.

The partner organisations

Notre Grand Bleu (**Tunisia**) focuses on marine conservation, protection and education in Monastir Bay and surrounding areas. Notre Grand Bleu actively collaborates with local stakeholders to promote sustainable aquaculture practices and mitigate pollution, including strategic initiatives to reduce plastic waste. The association is also involved in biodiversity monitoring, scientific surveys, ecological restoration projects and environmental education. Additionally, Notre Grand Bleu conducts capacity-building and training sessions, such as technical diving programs, to prepare its members for marine ecosystem monitoring and protection missions.

Notre Grand Bleu

Soyons l'Oeil de Sauvegarde de notre grand bleu

Association Kratten du développement durable de la culture et du Loisir AKDDCL (**Tunisia**) is an NGO based in the village of Kraten, in the heart of the Kerkennah archipelago. AKDDCL is committed to preserving Kerkennah's unique ecosystem while supporting sustainable development for its inhabitants. The association works to promote environmentally friendly artisanal fishing, protect terrestrial and marine biodiversity, and enhance local culture through educational, social, and environmental projects.

Zelena Istra (**Croatia**) is a non-profit citizen association committed to the protection of the environment and nature upholding principles of social justice, based in Pula. Zelena Istra works in sustainable waste management and education, public participation in decision making, participatory democracy, climate change, nature protection, renewable energy and good governance. The association conducts advocacy activities and policy campaigns and additionally runs a community center, a repair café and an inclusive community garden.

About Erasmus+ and KA1 projects

Our Seminar was funded by Erasmus+, a European Union Programme taking place in the 2021-2027 period. Its objective is to "support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship" (Erasmus+ Programme Guide).

The Seminar was designed as a "Mobility projects for youth workers" funded within Key Action 1 "Learning Mobility of Individuals", aimed at "professional development and capacity building of youth workers" (KA 153 - Erasmus+ Programme Guide).