

EMBRACE THE WORLD

BEST PRACTICES



Published in Malta, August 2025
All rights reserved

Authors

NOAH - Friends of the Earth Denmark
Friends of the Earth Cyprus
The Centre for Environment (Friends of the Earth Bosnia and Herzegovina)
Friends of the Earth Malta

Design

Friends of the Earth Malta

Printed by

Progress Press

Funded by the European Union.
Views and opinions expressed
are however those of the author(s)
only and do not necessarily reflect those
of the European Union or the European
Education and Culture Executive Agency
(EACEA). Neither the European
Union nor EACEA can be held
responsible for them.

Also supported by Aġenzija Żgħażaġh
through the INVEST Operational Grant
2023-2025.



CONTENT

SECTION 1: Embrace the World	4
SECTION 2: Partners	6
SECTION 3: Climate Clubs	8
NOAH – Friends of the Earth Denmark	9
• Activity 1: Befriend a Horse / Say Hello to Your Spirit Animal	
• Activity 2: Nature Notes (Tell the Story of a Plant)	
• Activity 3: The Wild Kitchen	
• Activity 4: Veteranisation as Art	
Friends of the Earth Cyprus	19
• Activity 1: Kayaking	
• Activity 2: Climate Art in Urban Areas	
• Activity 3: Silent Walk	
The Centre for Environment (Friends of the Earth Bosnia and Herzegovina)	31
• Activity 1: Climate Clubs	
• Activity 2: International Training for Trainers	
• Activity 3: Kick-off Partner Meeting+	
Friends of the Earth Malta	43
• Activity 1: Comino Treasure Hunt	
• Activity 2: Reimagining Our Streets	
• Activity 3: Community Gardening	
SECTION 4: Train the Trainers	56
Good Practice: Sustainability Week	
Good Practice: One-Day Seminar	
SECTION 5: Kamp Kemmuna	64

Section 1

EMBRACE THE WORLD

Outdoor Communities in a Time of Climate Change

With *Embrace the World*, four environmental organisations have joined forces to reconnect today's youth with nature in response to the climate crisis.

The aim of this project is to empower teachers and educators across Europe through well-tested, concrete tools that strengthen nature education, community engagement, and mental health.

This booklet is the result of two years of collaborative work. During this time, over 1,000 young people participated in nature-based activities, helping us refine a wide range of exercises and methods.

These tools are designed for use in both formal and informal education settings and can be adapted to various contexts.

By grounding climate and environmental learning in outdoor experiences, *Embrace* allows young people to feel the relationship between nature and the global challenges we face. This hands-on approach nurtures climate literacy, ecological awareness, and a renewed sense of agency on local, national, and European levels.

Why this work matters

¹ Marks, E. and Hickman, C. (2021, Sep 7). *Young People's Voices on Climate Anxiety, Government Betrayal and Moral Injury: A Global Phenomenon*, Social Science Research Network. papers.ssrn.com/sol3/papers.cfm?abstract_id=3918955

² Dong, X., Geng, L. (2023, March 15). *Nature deficit and mental health among adolescents: A perspectives of conservation of resources theory*. *Journal of Environmental Psychology*. www.sciencedirect.com/science/article/abs/pii/S0272494423000439

Climate change deeply affects young people, yet they have limited power to influence it. This imbalance contributes to rising levels of climate anxiety—59% of youth aged 16–25 report being extremely worried about climate change¹.

While climate education often focuses on theory, our partner teachers report that students are emotionally saturated and disconnected from the very nature they are learning about².

Embrace seeks to close that gap by reconnecting young people with nature, fostering resilience, community, and hope.

Section 2

PARTNERS

NOAH – Friends of the Earth Denmark

NOAH has been working on environmental issues since 1969 through education, advocacy, and community-based solutions. Its focus includes Green Education, Food Sovereignty, Forest & Biodiversity, Ecofeminism, Degrowth, and Climate Justice. NOAH's vision is of a democratic and socially just society rooted in ecological balance and local empowerment.

Friends of the Earth Cyprus

Friends of the Earth Cyprus is committed to building the capacity of local and marginalized communities. Its work integrates environmental protection, agroecology, youth empowerment, and active citizenship through education and grassroots mobilization.

Centre for Environment – Friends of the Earth Bosnia and Herzegovina

Established in 1999, the Centre for Environment is a non-partisan NGO advocating for environmental protection through education, policy influence, and citizen engagement. Its work spans national and international initiatives focused on promoting sustainable societal change.

Friends of the Earth Malta

Friends of the Earth Malta (FoEM) is one of the country's leading environmental NGOs, working to promote sustainable lifestyles, biodiversity, and food sovereignty. Through community-based projects and youth outreach, FoEM uses a hands-on, inclusive approach to climate education. With a focus on participatory learning and ecological literacy, the organization creates opportunities for people of all ages to reconnect with nature and take meaningful action on environmental issues. Its work is rooted in environmental justice, social equity, and grassroots participation.

Section 3

CLIMATE CLUBS

- **NOAH –
Friends of the Earth
Denmark**
- Friends of the Earth
Cyprus
- Centre for Environment -
Friends of the Earth
Bosnia and Herzegovina
- Friends of the Earth
Malta

NOAH – Friends of the Earth Denmark

Context of the Project

NOAH, the Danish member of Friends of the Earth International, is a grassroots environmental organization dedicated to promoting sustainable solutions and strengthening connections between people and nature.

NOAH's work emphasizes participatory methods, critical thinking, and direct experiences in the natural environment, especially through youth education and engagement.

Activity 1

Befriend a horse / Say hello to your spirit animal

Description of the activity

An experiential exercise where participants practice mindfulness and presence by interacting calmly with horses or other animals in a natural setting.

The goal is to open all senses, regulate emotions, and build trust through non-verbal communication. The activity aims at enabling a connection with the animals without feeding them or forcing the interaction.

Objectives

- Strengthen the ability to be fully present
- Practice emotional regulation through breathing and mindfulness
- Foster trust and calmness within group dynamics

Target audience

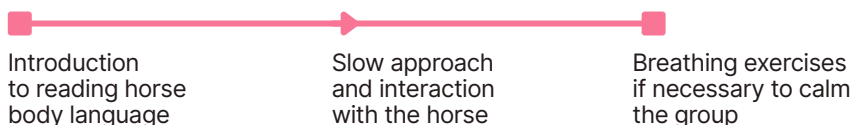
Young people interested in experiential learning, animal interaction, and mindfulness.

Resources

Access to free-range horses (wild areas or farms that allow entrance)

Time

30–90 minutes depending on the group size and chosen animal



Good practices

By providing a meaningful alternative to high-stimulation activities, this practice strengthens patience,

the sense of presence, and group calmness - which makes it excellent for members struggling with hyperactivity or insecurity.

Suggestions

Be patient and avoid feeding the animals. It is normal to feel discomfort: let it unwind into trust and grow the

confidence gradually. This activity can be repeated over time as a form of meditation practice.



Activity 2

Nature Notes / Tell the Story of a Plant

Description of the activity

A sensory-based activity encouraging young people to spend time alone in nature, practicing observation, reflection, and creative storytelling about plants and ecosystems.

Objectives

- Enhance sensory awareness and observation skills
- Foster creativity and imagination
- Strengthen the connection with the natural world

Target audience

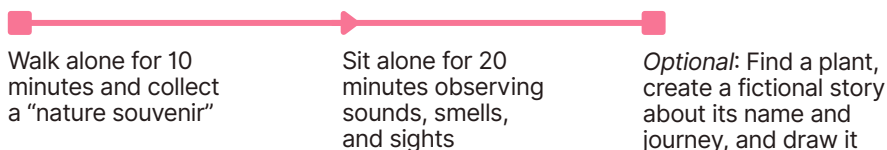
Young people aged 15+ or any group interested in nature-based creativity

Resources

Access to a park or forest.
Optional: notebooks, pens.

Time

30–90 minutes



Good practices

Promote environmental awareness and emotional wellbeing through the focus on the sensory sphere, instead of

concentrating on internal social anxiety. The activity breaks dependence on phones and technology for entertainment.

Suggestions

Quiet time can be initially uncomfortable, but with time becomes transformative. You can allow your participants to create

a group poster by pressing plants. Returning regularly to the same spot is welcomed, to deepen observations.



Activity 3

The Wild Kitchen

Description of the activity

A foraging and communal cooking experience that reconnects young people with traditional knowledge about wild food sources, seasonality, and local ecosystems.

Objectives

- Teach wild food identification and responsible foraging
- Foster appreciation for nature's abundance
- Build self-confidence through practical skills

Target audience

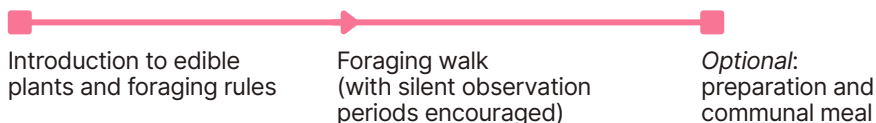
Young people interested in nature, sustainability, or culinary skills.

Resources

Foraging knowledge or a plant expert (especially for mushrooms), baskets, knives, cooking equipment (if cooking on-site)

Time

1-4 hours



Good practices

This activity strengthens awareness of seasonal food sources and biodiversity, stimulating critical thinking about

food systems and local ecosystems. Moreover, shared discovery and cooking can build team spirit.

Suggestions

It is suggested to introduce cultural and historical perspectives on foraging,

as well as ending the activity with a closing reflection or ceremony to inspire gratitude for nature's gifts.



Activity 4

Veteranisation as Art

Description of the activity

A creative biodiversity-building project where participants intentionally modify trees (*veteranisation*) to accelerate habitat creation, combining environmental science with artistic expression.

Objectives

- Support rewilding and biodiversity regeneration
- Use art as a tool for environmental education
- Teach patience and long-term thinking

Target audience

Young people interested in environmental restoration, biodiversity, or art.

Resources

Access to a forest, permission from landowners, saws, drills, knives, chisels, hammers.

Time

2–5 hours

Prepare: sketch designs and select appropriate trees with landowners' permission

Practice: allow practice time on a "test tree"

Exhibition: invite friends and families to view the art and learn about biodiversity

Create: modify trees artistically while considering ecological outcomes

Good practices

It is important to teach the importance of damaged and dead wood for biodiversity, natural cycles and ecological processes. Environmental stewardship can be here combined with creative expression.

Suggestions

This activity could be combined with biology lessons about habitat creation, or paired with an optional workshop on eco-friendly wood printing.



- NOAH –
Friends of the Earth
Denmark
- **Friends of the Earth
Cyprus**
- Centre for Environment -
Friends of the Earth
Bosnia and Herzegovina
- Friends of the Earth
Malta

Friends of the Earth Cyprus

Context of the Project

Friends of the Earth Cyprus is a non-profit, non-governmental environmental organization. It focuses on capacity-building programmes for local and marginalized communities, with a strong emphasis on environmental protection, agroecology, active citizenship, and youth participation.

Activity 1

Kayaking

Description of the activity

An outdoor activity aimed at promoting physical fitness, stress relief, and mindfulness through kayaking.

Participants connect with nature, observe local ecosystems, and learn about environmental conservation.

Objectives

- Promote physical and mental well-being through exercise.
- Use low-carbon, low-impact outdoor activities to connect with nature.
- Raise awareness on the importance of ecosystem protection.

Target audience

Young people interested in outdoor and water-based activities.

Resources

Kayaks, life vests, swimming suits, hats, snacks (fruits), reusable water bottles, kayaking instructors.



Time 2 hours

Introduction
and icebreaker
10 mins

Safety briefing
and basic kayaking lesson
10 mins

Kayaking to
a natural spot
30 mins

Debriefing
and reflection
10 mins

Kayaking back
to the starting point
30 mins

Break and
environmental
discussion
30 mins



Good practices

Safety is important: ensure life jackets, first aid kits, and emergency contacts are available. In this activity, teamwork can be easily encouraged by providing

double or triple kayaks. Remember to respect local regulations and conservation rules, and encourage post-activity engagement and conservation action.



Suggestions

Make sure participants are comfortable with water activities, and choose sites rich in biodiversity for educational discussions.



Activity 2

Climate Art in Urban Areas

Description of the activity

A creative outdoor workshop using art to raise awareness about the importance of urban green spaces.

The activity encourages young people to reflect on urban sustainability and engage in discussions about greener cities.

Objectives

- Highlight the environmental and social value of urban parks.
- Inspire young people to advocate for sustainable city planning.
- Foster creativity and collaboration through art.

Target audience

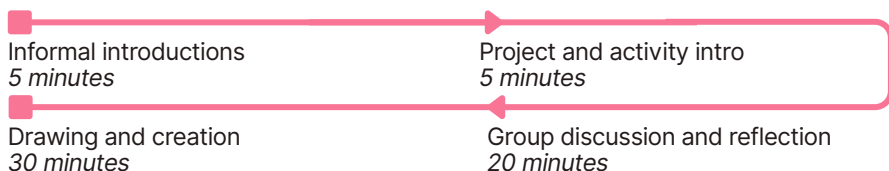
Young people living near urban green spaces.

Resources

Colored papers (A4), colored pencils, blankets, snacks, beverages.

Time

2–5 hours



Good practices

Art can be used to express the vision for greener cities. To ensure broader participation,

select accessible and safe urban park. Remember to create an open and welcoming space for discussion.

Suggestions

Before the activity, prepare open-ended questions to

facilitate the discussion. Emphasize imagination and nature connection.



Activity 3

Silent Walk

Description of the activity

A mindful, silent walk to deepen participants' connection with nature and promote reflection and sensory awareness, conducted during the Nature Camp in a village setting.

Objectives

- Encourage deeper engagement with nature through sensory observation.
- Promote mindfulness and personal reflection.
- Foster non-verbal group connection and reduce stress.

Target audience

Young people aged 18–35.

Resources

Notebooks, pens, blankets.



Time

1 hour

Introduction and briefing
3 minutes

Sensory exercise
(e.g., closing eyes/ears)
7 minutes

Silent walk and journaling
30 minutes

Reflection and discussion
20 minutes



Friends of the Earth Cyprus

Good practices

Begin with grounding breathing exercises, maintain a slow and mindful pace along

the activity, and encourage gentle group reflection.



Suggestions

Remember to tailor the session to age group and energy levels, and to allow space for insights and emotional sharing.



- NOAH –
Friends of the Earth
Denmark
- Friends of the Earth
Cyprus
- **Centre for Environment -
Friends of the Earth
Bosnia and Herzegovina**
- Friends of the Earth
Malta

The Centre for Environment (Friends of the Earth Bosnia and Herzegovina)

Context of the Project

The Centre for Environment (Friends of the Earth Bosnia and Herzegovina) is a non-profit, non-partisan organization established in 1999.

Since its founding, it has been dedicated to influencing and contributing to environmental protection through active and proactive initiatives. The organization advocates for societal change by influencing relevant policies and raising public awareness about environmental issues, both in Bosnia and Herzegovina and internationally.

Activity 1

Climate Clubs

Description of the activity

Weekly meetings with a group of young activists (aged 20–30) to discuss climate change and human impact on the environment. Meetings often feature guest speakers from

professional fields or documentary screenings followed by group discussions. Based on pressing environmental issues in the country, the group also organizes public actions.

Target audience

Young activists (20–30 y/o)

Resources

Basic office equipment (laptop, projector, stationery), activist group coordinator, and organizational co-workers depending on their expertise.

Time

Meetings last approximately 2 hours. Preparation time is around 1 hour, with additional time for

post-meeting summaries (especially for members who could not attend).



Good practices

Debates proved highly effective. Pairs of participants were assigned a topic, with one arguing "for" and the other "against" (e.g., lithium mining in Bosnia and Herzegovina).

This method encouraged independent research, critical thinking, and active participation, even when members had to argue positions they personally disagreed with.



Activity 2

International Training for Trainers

Description of the activity

As part of the *Embrace* project, The Centre for Environment organized an international training event in Tomislavgrad (BiH). Participants from the four partner countries learned how to transform formal

knowledge into interactive workshops and methods of non-formal education. Activities included fieldwork and creative workshops aimed at engaging young people not initially involved in nature education.

Target audience

Participants from the four partner countries

Resources

One expert in non-formal education, two mountain guides, one ornithologist, basic office supplies.

Time

5-day training plus 2 travel days for arrival and departure. Preparation lasted approximately 2 months.



Good practices

Facilitator Marios' method of "learning through play" was very effective and highly appreciated by participants.

Suggestions

Ensure a balance between indoor learning and outdoor experiences for a more dynamic and memorable training.







Activity 3

Kick-off Partner Meeting

Description of the activity

A strong start is key to a successful project. We organized a 5-day kick-off meeting at the Pecka Visitor Center, combining official project planning sessions with

educational field trips in the beautiful landscapes of Bosnia and Herzegovina. Experts provided valuable insights into hydrology, forestry, and the impacts of climate change in the region.

Target audience

Participants from four partner countries

Resources

4 environmental experts, and local hosts who also served as part-time guides.

Time

5-day meeting plus 2 travel days for travel. Preparation lasted approximately 2 months.



Good practices

Outdoor activities significantly strengthened group bonds and created lasting memories. Practical experiences, such as learning how to prepare traditional domestic foods, added value to the meeting.

Suggestions

Including cultural and hands-on activities enhances participant engagement and team spirit.







- NOAH –
Friends of the Earth
Denmark
- Friends of the Earth
Cyprus
- Centre for Environment -
Friends of the Earth
Bosnia and Herzegovina
- **Friends of the Earth
Malta**

Friends of the Earth Malta

Context of the Project

Friends of the Earth Malta is one of the country's leading environmental NGOs, working to promote sustainable lifestyles, biodiversity, and food sovereignty. Through community-based projects and youth outreach, FoEM uses a hands-on, inclusive approach to climate education. With a focus on participatory learning and ecological literacy, the organization creates opportunities for people of all ages to reconnect with nature and take meaningful action on environmental issues. Its work is rooted in environmental justice, social equity, and grassroots participation.

Activity 1

Comino Treasure Hunt

Description of the project

Working in teams, participants solved riddles, completed quizzes, and took part in creative challenges that deepened their appreciation for the uninhabited island of Comino, its biodiversity and history.

Objectives

- Promote environmental and cultural awareness of Comino.
- Encourage teamwork, critical thinking, and creative exploration.
- Provide a fun, inclusive learning experience for different age groups.

Target audience

Young people and their families or friends. Suitable for all age groups.

Resources

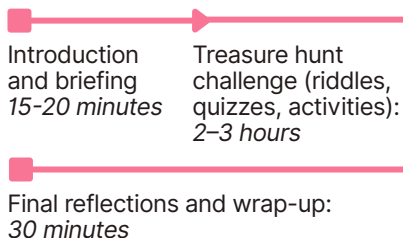
Printed maps and clue cards, quiz materials, simple props for creative tasks, pens, and clipboards. Organizing team with facilitators stationed at key checkpoints.

The Comino Treasure Hunt offered an engaging and interactive way for young people, their friends, and families to explore the island's rich natural and cultural heritage.

The activity combined fun with educational value, promoting environmental awareness through experiential learning.

Time

3-4 hours





Good practices

The *gamification*, which is the usage of riddles and challenges, created excitement and sustained engagement. The learning was place-based: rooting all activities in Comino's natural and historical sites helped participants form a deeper

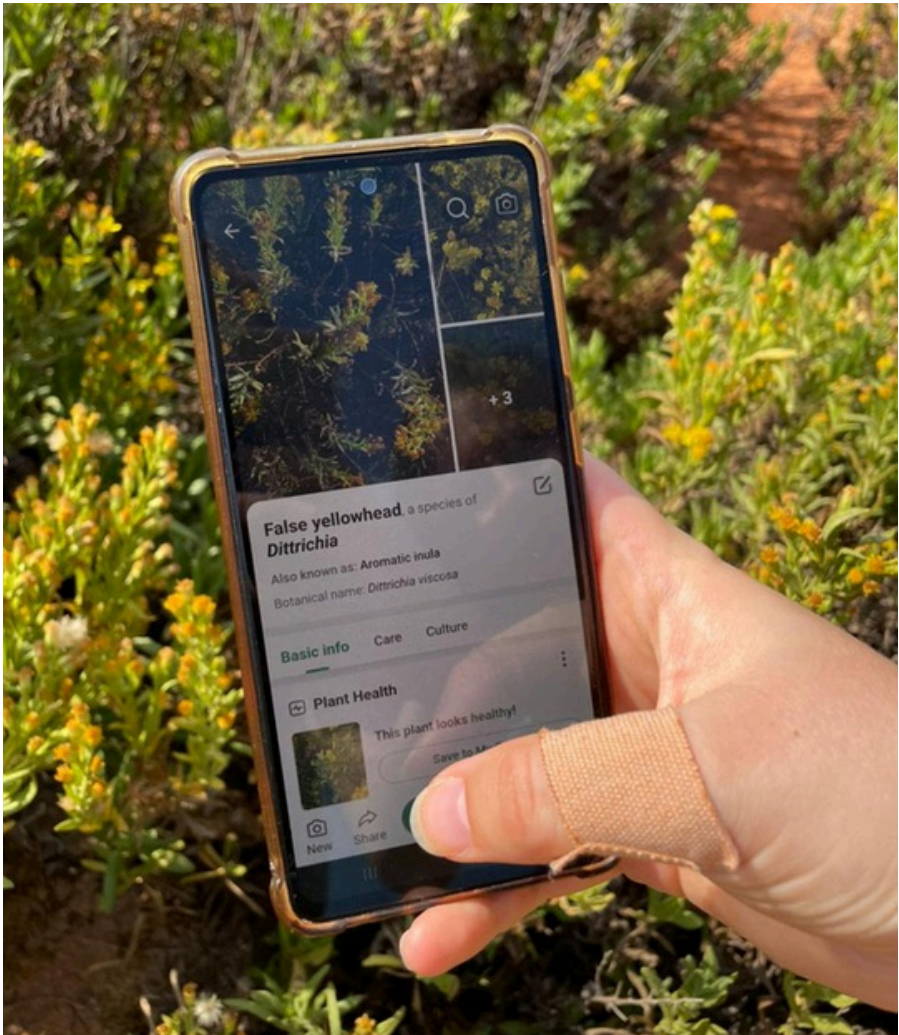
connection to the island. Problem-solving and cooperation were encouraged across age groups. Lastly, creative tasks like scene reenactments allowed for different forms of expression and learning.



Suggestions

The treasure hunt format can be adapted to different locations and age groups. Including a mix of physical, intellectual, and creative challenges keeps the experience dynamic.

Incorporating local history and ecology makes it both place-specific and meaningful. Be careful to ensure accessibility and safety, especially when exploring less-traveled paths on the island.







Activity 2

Reimagining Our Streets – Urban Planning & Mobility Workshop

Description of the activity

This youth workshop, held as part of FoEM's Youth Hub sessions, introduced participants to sustainable urban planning and mobility.

Objectives

- Raise awareness about sustainable mobility and inclusive urban design.
- Introduce basic principles of urban planning through practical application.
- Encourage creative thinking and youth participation in shaping urban spaces.

Target audience

Young people aged 15–30 with an interest in sustainability, mobility, and community development.

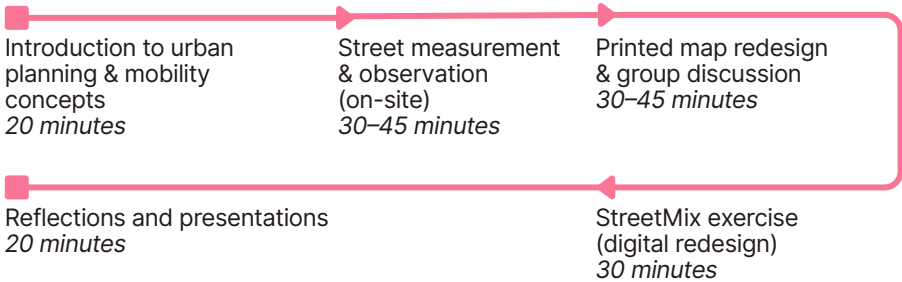
Resources

StreetMix (online tool), measuring tapes, printed maps of the local area, markers, stationery, laptops or tablets, facilitators with knowledge of urban planning.

Through interactive digital tools and hands-on design exercises, participants reimagined the street in front of the FoEM office, integrating features such as bike lanes, green spaces, and accessible pavements. The workshop highlighted the impact of design on daily life and the environment.

Time

2 hours



Good practices

Using the digital tool StreetMix provided an engaging way for participants to visualise planning concepts. Focusing on the street outside the FoEM's office made the experience more tangible and relevant. Redesigning printed maps encouraged creativity, spatial awareness and collaborative learning. Participants exchanged ideas, practised teamwork and valued different viewpoints.

Suggestions

Consider revisiting the site in the future to evaluate potential improvements or advocate for change. This workshop can be adapted to other locations and scaled up into a longer urban planning series. During this session, including case studies from other cities helped spark discussion and inspiration.

Activity 3

Community Gardening for Sustainability and Wellbeing

Description of the activity

The Giving Garden

2024 is an ongoing community-based initiative in Floriana (MT) promoting sustainability, biodiversity, and healthy living through hands-on gardening.

Objectives

- Foster environmental awareness through experiential learning in gardening and biodiversity.
- Promote sustainable practices such as composting, water-saving, and pollinator protection.
- Provide an inclusive space for people of all ages and backgrounds to connect, collaborate, and share knowledge.
- Support wellbeing, social inclusion, and urban greening through community-led action.

Target audience

Open to all – youth, elders, families, educators, and vulnerable communities; especially those interested in food, nature, and community action.

Resources

Gardening tools, compost bins, planting materials, raised beds, pollinator-friendly plants, hive corner (Maltese Honey Bee), kitchen equipment for cooking sessions, shaded sitting area, and support from local NGOs and educators.

Participants of all ages engage in composting, seasonal planting, pollinator-friendly gardening, and shared meals, creating a space that combines environmental education with social connection.

The garden is not only a learning space, but also a hub for intercultural and intergenerational dialogue, community resilience, and wellbeing.

Time

Ongoing project with regular seasonal sessions

Workshops typically run for 2–3 hours and include hands-on gardening, short talks, cooking demos, and communal meals

Seasonal campaigns (e.g., pollinator awareness or compost month) are organized throughout the year



Good practices

Through hands-on sessions, participants learn about food growing, biodiversity, and environmental care in a practical, engaging way. We collaborate with partners like Grow10Trees, Geġwija Librerija, MGRM, and the Foundation for the Conservation of the Maltese Honey Bee to enrich these experiences.

A ripple effect spreads knowledge beyond the garden, inspiring home and community gardening. The space is inclusive and accessible, promoting wellbeing through nature. Links with Erasmus+ projects—NASPLY, Social PEAS, and Blooming Schools—extend our impact into schools, youth work, and social inclusion.



Suggestions

Encourage school groups, CSR teams, and public agencies to participate in garden sessions for immersive learning. Use communication tools like seasonal vegetable calendars and visual toolkits to promote awareness of local food and urban gardening.

The garden can be used as a model for replication in other communities; it is especially valuable for groups working on urban sustainability, education, and wellbeing.



Section 4

TRAIN THE TRAINERS

■ **Good Practice:**
Sustainability Week –
Train the Trainer Programme

□ **Good Practice:**
One-Day Seminar on Ecocriticism
& Sustainability in Teaching

Good Practice: Sustainability Week – Train the Trainer Programme

Organised by

NOAH –
Friends of the Earth
Denmark

Facilitators

Amanda Lyster
& Anna Rønne

Number of Participants

30 student teachers

Partner institutions

Copenhagen University
College and Copenhagen
Teacher Training Programme

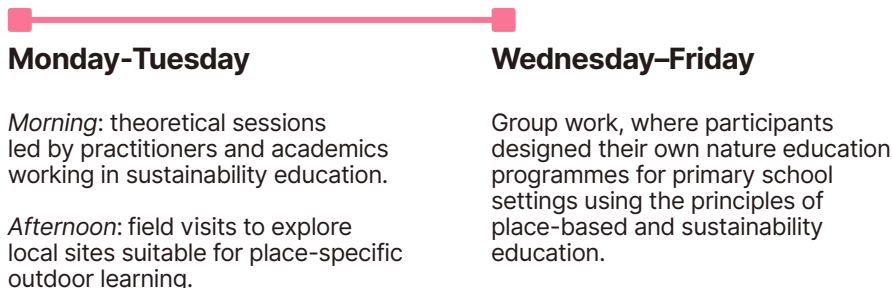
Description of the activity

A week-long sustainability training programme was co-organised with Copenhagen University College, focusing on place-based learning and nature education.

The programme offered a mix of theoretical input and hands-on experience for student teachers. Participants were tasked with developing their own nature-based programmes for primary schools, applying both the knowledge and inspiration gathered during the week.

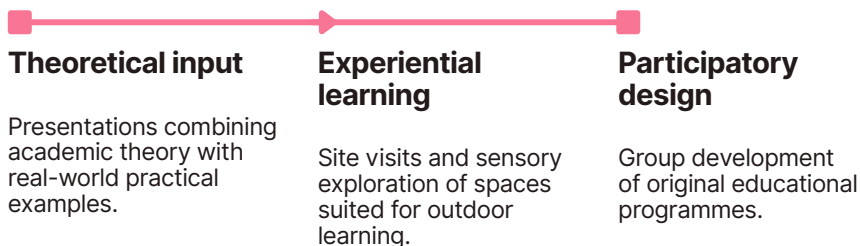
Structure of the practice

List of activities



Methodologies used

The programme followed a three-stage pedagogical model:



Outcome of the practice

What worked well

The programme was well-structured and diverse, maintaining engagement through alternating learning formats. The collaboration between university faculty and environmental educators created a strong, supportive learning environment. Lastly, students responded positively to the integration of theory with place-based practice, particularly the opportunity to apply their learning in real-time.

Challenges encountered

There were no significant issues reported. Organisers described the event as a smooth and successful collaboration.

Participant feedback

Participants were overwhelmingly enthusiastic, with many appreciating the

holistic approach to sustainability education. One remarked:

"Normally we talk about getting 'education for sustainable development' into all school subjects, but you talk about 'all school subjects should be education for sustainable development'. That was the nail in the coffin!"

While a few participants were less engaged (likely due to varying interest levels in the subject), the majority expressed deep appreciation for the learning experience.

Additional comments

This event demonstrated the strong potential of partnerships between teacher training institutions and environmental NGOs. NOAH noted the importance of expanding this collaboration model in future education-focused projects.

□ Good Practice:
Sustainability Week –
Train the Trainer Programme

■ **Good Practice:
One-Day Seminar on Ecocriticism
& Sustainability in Teaching**

Good Practice: One-Day Seminar on Ecocriticism & Sustainability in Teaching

Organised by

NOAH –
Friends of the Earth
Denmark

Facilitators

Amanda Lyster
& Anna Rønne

Number of Participants

30 student teachers

Partner institutions

Copenhagen University
College and Copenhagen
Teacher Training Programme

Description of the activity

This one-day seminar brought together student teachers from the Copenhagen area for an immersive experience exploring ecocriticism and sustainability within the humanities and creative school subjects (Danish and visual arts).

The event was part of a broader week of activities co-created with local educators, designed to build capacity for integrating green education into the future teaching profession.

Structure of the practice

List of activities

Pre-event preparation

Prior to the seminar, participants engaged with NOAH's "I am Nature" (*Jeg er Naturen*) educational material, providing them with a foundation in ecological awareness and reflective thinking.

Interactive Presentation

Dynamic presentation by NOAH on their vision of green education. Themes approached: cognitive and bodily engagement with nature, ecosystems thinking, and interdisciplinary links between the natural and social sciences. Activities included sharing early memories of nature in pairs, drawing and classifying forests through playful visuals

Editorial meeting

The day concluded with an interactive "editorial meeting," where students rotated through direct dialogues with the facilitators. The students were positioned as experts, giving feedback to the presenters, reversing the traditional hierarchy of teacher/student.

Group work

Participants formed groups to prepare feedback and ideas in response to the presentation and materials, engaging deeply with the pedagogical approaches.

Methodologies used

Experiential learning

Grounding content in the lived experience and reflections of participants.

Peer-led feedback

Empowering students as subject experts to evaluate and respond to the session content.

Role reversal

Redefining classroom power dynamics to boost engagement and ownership.

Group dialogue

Encouraging equal participation and critical thinking.

Outcome of the practice

What Worked Well

A high rate of engagement with the pre-event materials was registered. The participation of students in the group work and in feedback discussions was enthusiastic. In particular, the editorial format fostered active ownership of the learning process. Finally, the meaningful exchange was highlighted by the tone of mutual respect between facilitators and students.

Participant feedback

Student reactions were overwhelmingly positive. One participant stated:

"Big kudos to you for involving us in the process in this way. It's so meaningful!"

Although interest levels varied slightly, the majority expressed strong appreciation for the format and felt empowered and engaged.

What could be improved

While the indoor format worked well, the inclusion of outdoor, nature-based activities could have enhanced the connection to the topic and provided a stronger embodied learning experience.

Additional comments

This was NOAH's first collaboration with a teacher training programme, and the success of this pilot has laid the foundation for future partnerships. The organisers noted that all it takes is a few enthusiastic educators to create transformative experiences—and they're already planning more.

Section 5

KAMP KEMMUNA – NATURE CAMP ON COMINO

**A Living Experience of Nature,
Climate Action & Collective Care**

Description of the activity

Kamp Kemmuna (12–13 July 2025) was a unique two-day nature camp hosted on the protected island of Comino, Malta. It offered an immersive outdoor learning experience combining environmental education, practical sustainability, and community living.

Set at *Il-Forn ta' Kemmuna*—a restored historic bakery—the camp served as a base for rethinking our relationship with nature through movement, reflection, citizen science, and creative exploration.

Note

The camp was designed and facilitated by youth who had previously taken part in activities and training under the Embrace project, showcasing youth-led education in action.

Objectives

- Reconnect young people with nature through embodied, outdoor experiences.
- Foster a sense of care and agency in tackling climate and biodiversity challenges.
- Create a safe, inclusive space for intercultural dialogue, reflection, and collaboration.
- Build nature literacy and climate resilience through direct contact with Comino's landscape.



Time - programme highlights

2 days (Saturday and Sunday)







Key practices and methodologies

■ Nature Immersion

Activities were rooted in the natural environment—snorkeling, walks, yoga, and stargazing were all direct, sensory ways to connect participants to the land and sea.

■ Youth-Led Facilitation

Trained youth leaders designed and ran the sessions, ensuring relevance, peer relatability, and empowerment.

■ Co-Creation & Dialogue

Campers collaborated in group discussions, shared meals, and creative brainstorming sessions.

■ Low-Impact Living

Participants brought reusable items and followed a Green Country Code encouraging minimal waste and respectful interaction with nature.

■ Integration of Experts

Sharklab, BirdLife Malta, and FoEM educators enriched the programme with knowledge about biodiversity and sustainable practices.

Replication tips

To organize a similar nature camp

■ **Choose a meaningful location** (e.g., protected natural site, underused cultural site) and build your programme around its ecological and social context.

■ **Involve youth trainers** in the design and facilitation—this builds ownership, leadership, and peer connection.

■ **Create rituals** (like journaling, stargazing, communal meals) that deepen connection and encourage reflection.

■ **Ensure minimal infrastructure is needed**, basic camping can be part of the experience.

■ **Blend structure and flexibility** - combine fixed group sessions with free time, personal reflection, and shared tasks.

■ **Partner with local NGOs or experts** to enrich the learning with real-world insight.

Outcomes and Impact

- Participants left with a deeper emotional and ecological connection to Comino.
- Many participants shared a commitment to take action in their own communities, replicating elements like composting, citizen science, or garden design.
- The hands-on and sensory approach helped translate complex environmental issues into personal experiences.
- The intergenerational and intercultural group created new friendships and networks across different backgrounds and regions.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Also supported by Aġenzija Żgħażaġh through the INVEST Operational Grant 2023-2025.



Co-funded by
the European Union

With *Embrace the World*, four environmental organisations have joined forces to reconnect today's youth with nature in response to the climate crisis. The aim is to empower teachers and educators across Europe through well-tested, concrete tools that strengthen nature education, community engagement, and mental health.

