In this study, the contribution of the nature trainings to the environment and the nature consciousness was investigated in the sample IDE Project. Prof. Dr. İdris OĞURLU and his team have carried out nature training projects as part of TÜBİTAK Science and Community Projects having earned reputation across the country with the name of IDE (Nature Training On The Protected Areas of Isparta) since 2007. The last one of the IDE projects, ‘IDE-5: Nature Training on the Protected Areas of Isparta-V’ was accomplished in 2012. So far, 312 teachers, prospective teachers, civil servants, undergraduate and postgraduate students (intended population) have taken a part in IDE and had certificates.

These projects have completely been carried out on natural areas and outdoors. With the aim of improving the ability of the intended population’s observing and being able to understand the nature, a model was developed called wonder, learn and practice. This model has been enriched with the activities developed in such a way that the intended population will never be able to forget them by seeing, touching hearing and feeling the nature. In these trainings, the attendants are provided to get the opportunity to touch, hear and even feel the nature and the natural objects (bird, plant, mountain, forest, etc.) in the center of the nature instead of seeing them on televisions, books, magazines.

The main purpose of the IDE nature training is to address the worth-seeing natural and the cultural properties and relationships with an approach of nature’s and the nature love’s attending every part of the training, education’s not being stuck in, everywhere’s being a training area and every moment’s being training time, also, to arise desire, interest and motivation lasting all their life long for getting any kind of knowledge about nature individually with their natural relationships and camp observations.

In this article, “Wonder-Learn and Practice” nature training model having performed in IDE projects for 5 years and for its implementation the content and the acquisition of the activities are emphasized.