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Collective impact in action

Working together at the intersection of
health, education, and conservation

Learning by Nature | April 17, 2026



Collective impact in action

Working together at the intersection of health, education, and conservation

Bringing together educators, students, researchers, and community partners, this work continues to grow through a collective impact approach grounded in real collaboration. Thank you to everyone who contributed their time, insight, and energy to this gathering.

Adrienne Hsieh, SD 36: Surrey

Alex Wilson, University of Victoria

Alisa Paul, UBC Faculty of Education

Alison Cuffley, Jane Goodall Institute

Amanda Lemaigre, BC Parks Foundation

Ashley Bangsund, SD 39: Vancouver

Autumn Timby, University of Victoria

Avi, Student, SD 23: Central Okanagan

Ben, Student, SD 23: Central Okanagan

Bree Greve, City of Surrey

Bruce Ford, Environmental Educators Professional Specialists Association (EEPSA)

Carter, Student, SD 23: Central Okanagan

Chelsea Rooney, BC Parks Foundation

Cheryl Lenardon, SD 27: Cariboo

Cohen Bradley, BC Parks Foundation

Colin Harris, Take Me Outside

Coni Rivas, BC Parks Foundation

Danika Strecko, Vancouver Aquarium

David Burt, Canadian Wildlife Federation

Derek Lai, Vancouver Coastal Health

Frankie, Student, SD 23: Central Okanagan

Haley Friesen, The Howl Experience

Havir Hothi, SD 36: Surrey

Ivena, Student, SD 39: Vancouver

Jacqui Kroker, Pembina Trails School Division

James Bartram, IUCN Regional Councillor, North America

Janice Valant, Trans Canada Trail

Jay Dixon, SD 71: Comox Valley

Jean Buckler, University of Victoria

Jennie McCaffrey, BC Parks Foundation

Jessie Gresley-Jones, SD 39: Vancouver

Jessica Henry, Vancouver Botanical Gardens Association

Jo Fitzgibbons, City of Vancouver

Kate Assenheimer, City of Surrey

Kate Le Souef, BC Parks Foundation

Kelsey McWhinnie, SD 57: Prince George

Kerrie Mortin, Habitat Conservation Trust Foundation

Laura Hergott, BC Parks Foundation

Laura Nickerson, EcoSchools

Liberty, Student, SD 23: Central Okanagan

Lizzie Howells, BC Parks Foundation

Louise Pederson, Outdoor Recreation Council of BC

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Marnie Birkeland, SD 23: Central Okanagan

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Patrick Robertson, Classrooms2Communities

Rasulan Q Hoppie, Peel District School Board

Rebecca Clapperton-Law, NatureKids BC

Rebecca Moon, Centre for Global Education

Ron Jacobson, NATS Nursery Ltd

Sherry Lu, BC Parks

Siddarth Venkatesh, BC Parks Foundation

Simran Sarai, Metro Vancouver Regional Parks Foundation

Stephanie, Student, SD 39: Vancouver

Tara Moreau, UBC Botanical Garden

Terry Godwaldt, The College Board

Tori-Lyn Patzer, Pembina Trails School Division

Troy White, SD 23: Central Okanagan

Victoria Jung, SD 39: Vancouver

Vladimir Koscal, SD 39: Vancouver

Setting the stage

Speakers

- Jennie McCaffrey, VP, Health & Education, BC Parks Foundation
- James Bartram, IUCN Regional Councillor, North America
- Kelsey McWhinnie, Principal, SD57: Prince George
- Frankie, Student, SD23: Central Okanagan
- Ivena, Student, SD39: Vancouver
- Stephanie, Student, SD39: Vancouver

Framing the work: why we're here

This session grounded the day in the broader purpose of Learning by Nature: to create consistent, meaningful opportunities for students to experience nature as part of everyday learning. A key focus is shifting from one-time experiences to daily, embedded connection to nature on school grounds, making it part of how students learn, not something separate from it.

As Jennie McCaffrey explained, this work builds on lessons from programs like PaRx, Canada's national nature prescription by BC Parks Foundation, and connects directly to broader conservation efforts, including the Tripartite Framework Agreement on Nature Conservation among the Provinces, Canada, and First Nations to protect 30% of land and waters by 2030.

“This is about health. It’s about equitable access to nature. It’s about fostering reconciliation through land-based learning and connection to conservation.”

Jennie McCaffrey, BC Parks Foundation



What students are seeing and experiencing

Students spoke to how biodiversity shows up in their communities, and how perceptions of nature are changing. In regions like the Central Okanagan, students described strong access to nature, but also a growing tendency to treat it as something to avoid or control.

“We want to bring that back, to make nature something beautiful again, not something to avoid. We want kids to interact with it, play with it, be part of it.”

Frankie, Student, SD23: Central Okanagan

In Vancouver, students reflected on the value of less structured, more natural environments, even when they are messy or imperfect.

“When people start to embrace those messier parts of biodiversity, they gain a greater appreciation... students don’t feel like they have to be perfect all the time.”

Ivena, Student, SD39: Vancouver

There was a shared recognition that exposure to diverse, living environments helps students:

- Feel more grounded
- Develop curiosity
- Build a more personal relationship with the natural world

Understanding change on the ground

From a school leadership perspective, environmental change is already visible. In Prince George, the impact of the mountain pine beetle has significantly altered local landscapes, including school grounds. These changes are not abstract; they are immediate and local, reinforcing the importance of giving students opportunities to engage directly with the land.

“We used to have forested areas where kids would play. Now we have completely bare fields... this work feels really important. We’re noticing those changes directly.”

Kelsey McWhinnie, Principal, SD57: Prince George



What’s emerging

Across perspectives, several themes stood out:

- Nature connection is shifting from occasional to everyday.
- Students are ready to engage more deeply and more actively.
- Exposure to real ecosystems builds resilience and understanding.
- Local environmental changes are shaping urgency and relevance.

“Seeing how things grow and change shows that not everything works the same way... it’s really valuable for students to see that kind of diversity.”

Stephanie, Student, SD39: Vancouver

Looking ahead

This opening session set the tone for the day: grounding the work in real-world context, centering student voices, and reinforcing the need to move from intention to action. The conversation made clear that the opportunity now is to expand access to nature in a way that embeds it as a foundational part of how learning happens across systems

In the words of Superintendent, SD23, Jeremy Morrow, shared by Jennie McCaffrey:

“If you need a permission slip, it will never be a priority.”

Flourishing learning spaces

Speakers

Laura Hergott, BC Parks Foundation

Carla Mellot, Silverberry

Designing nature-based school-grounds for scale

This workshop focused on what it takes to move from good ideas to real, functioning ecosystems with outdoor learning spaces. Drawing on work across multiple school districts, Carla Mellot shared how Nature Park design has evolved over the past year from early brainstorming with students and educators to detailed plans that can be implemented on school grounds across BC.

From open ideas to buildable plans

Early in the process, schools were supported with design kits that helped generate ideas and explore possibilities. These tools gave students and educators a way to imagine what their school grounds could become.

At the same time, Silverberry worked behind the scenes to translate those ideas into detailed, regionally appropriate plans.

- finalized plant lists tailored to different regions in BC
- planting plans designed for long-term growth and biodiversity
- layouts that move from concept to something that can actually be built

This shift—from open-ended thinking to technical planning—was a critical step in moving projects forward.

“We are very excited to see ground being broken this year.”

Carla Mellot, Silverberry



What makes a space work

As projects developed, a clearer set of design principles began to emerge.

Successful Nature Parks balance:

- **structure** to guide implementation
- **flexibility** to reflect each school's context
- **scalability** across different districts
- **diversity** in planting and habitat
- **clear expectations** for schools and partners

What's coming next

As Learning by Nature expands, the next phase of work will focus on making design tools easier to use and more widely accessible.

This includes:

- updated design modules
- standardized Nature Park layouts
- technical guidance for installation and stewardship
- teacher-facing resources
- both analogue and web-based tools

Data and research

Speakers

Dr. Jean Buckler, University of Victoria

Measuring impact and learning what matters most

Research is helping Learning by Nature understand how school-ground nature spaces influence student well-being, learning, biodiversity, and community connection. In this presentation, Dr. Jean Buckler of the University of Victoria shared how the research collective is building tools to measure outcomes that matter to students, educators, school systems, and partner organizations.

The Learning by Nature research pilot is currently underway in five schools across BC and is expected to expand to 25 schools, creating one of the most comprehensive efforts in Canada to understand the impact of nature-rich school grounds.

- Priority areas include student mental, physical, emotional, and social well-being.
- Researchers are also studying connection to nature, physical activity, screen time, sleep, and climate attitudes.
- School-level data includes biodiversity observations, before-and-after site photos, and how outdoor spaces are used by students and the wider community.
- Teacher well-being, absenteeism, classroom engagement, and professional development are also being explored.
- Temperature and humidity monitoring will help understand how school-ground nature spaces can support climate adaptation during heat events.

“It's been really striking to see how strongly children connect to even very limited access to nature—sometimes it's just one tree that really matters to them.”

Jean Buckler, University of Victoria

Ideas from the room

Following the presentation, participants added several ideas that could strengthen future research and evaluation. Suggestions included connecting findings with existing student learning survey data to deepen insights on well-being, belonging, and engagement.

There was also interest in understanding how school grounds function beyond school hours, including:

- community use of outdoor spaces
- after-hours health and recreation benefits
- biodiversity activity when students are not present

Participants also highlighted the value of identifying “bright spots” across the province—schools and communities where the work is thriving—and better understanding:

- which partnerships are helping projects move forward
- how community organizations are enabling success
- what can be learned from leading examples



Growing green communities

Speakers

Rebecca Moon, Centre for Global Education
 Kerrie Mortin, Habitat Conservation Trust Foundation
 Laura Hergott, BC Parks Foundation
 Moderated by Carter, Student, SD23: Central Okanagan

How partnerships help students turn ideas into action

This session explored how different organizations are helping students move from curiosity to action, through field studies, school-ground projects, and opportunities to connect with peers beyond their own communities.

Moderated by student leader Carter from School District 23, the discussion highlighted how partnerships can remove barriers, expand opportunities, and help students see that their ideas can create real change.

Connecting local action to the wider world

Rebecca Moon of the Centre for Global Education spoke about helping students connect school-based projects to global environmental leadership. Through international programs and youth gatherings, students from Canada meet peers from around the world who are taking action in their own communities: installing solar panels, building pollinator gardens, and leading biodiversity projects.

Those experiences can shift what students believe is possible when they return home.

- Students gain confidence presenting their ideas.
- Local projects feel connected to something larger.
- Youth voices are strengthened through real-world experience.

“When students see the impact they can have, it spreads. Other students want to get involved.”

Rebecca Moon, Centre for Global Education



Removing barriers to outdoor learning

Kerrie Mortin of the Habitat Conservation Trust Foundation spoke about the importance of helping more students access outdoor learning through field studies and practical supports. For many schools, transportation costs and logistics can be major barriers. Programs that fund buses, outdoor learning experiences, and school-ground initiatives help more students spend time outside learning directly from the natural world. The discussion reinforced that access to nature cannot be assumed. *Creating equitable opportunities requires intention and investment.*

“The purpose is to get as many students outdoors experiencing nature as possible.”

Kerrie Mortin, Habitat Conservation Trust Foundation

Student-led projects create momentum

Laura Hergott of BC Parks Foundation spoke about Learning by Nature leadership grants, which support student-led projects that enhance biodiversity and outdoor learning on school grounds. These grants are intentionally flexible, allowing students to respond to local needs and follow their own interests.

Examples shared included:

- building birdhouses where nesting habitat was limited
- measuring heat across school grounds and planting trees in hotter areas
- creating biodiversity spaces led by students

“We want to empower students to run with what interests them.”

Laura Hergott, BC Parks Foundation

When students lead projects themselves, they gain ownership, practical skills, and confidence. Younger students also see what is possible and often want to continue the work.



A student moderator who reflected the model

One of the strongest aspects of the session was the format itself. Rather than adults speaking about youth leadership, a student moderated the conversation. Carter guided the panel with thoughtful questions about momentum, collaboration, and how to grow impact. It reflected a broader theme of the day: students are helping shape this work in real and visible ways.

What emerged

Several themes stood out:

- Partnerships help schools move faster and think bigger.
- Practical funding can unlock outdoor learning opportunities.
- Student leadership builds momentum across schools.
- Global perspective can inspire local action.
- Young people respond when their ideas are taken seriously.

National Framework for Environmental Learning

Speakers

James Bartram, IUCN Regional Councillor, North America

Creating a shared roadmap for environmental learning in Canada

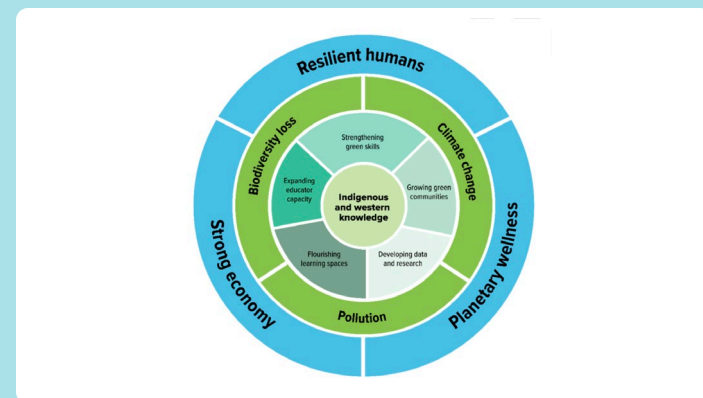
This session introduced the National Framework for Environmental Learning, a growing effort to align organizations, educators, governments, and communities around a shared vision for environmental learning across Canada.

Presented by James Bartram, the framework is designed to recognize strong work already happening in communities while creating clearer pathways for greater impact, stronger coordination, and long-term progress.

“The hope and intention is that having a national framework—which we haven’t had before—will support organizations.”

James Bartram, IUCN Regional Councillor, North America

Developed through broad co-creation and published by the federal government in 2025, the framework reflects input from a wide range of partners, including environmental organizations, educators, youth leaders, and public agencies.



Learning by Nature spotlight: SD39 Vancouver

Speakers

Victoria Jung, SD39: Vancouver School Board of Trustees, Chair

Jessie Gresley-Jones, SD39: Executive Director, Facilities

Ashley Bangsund, SD39: Sustainability Coordinator

Vladimir Koscal, SD39: Lord Byng Secondary School Teacher

Moderated by Jennie McCaffrey, BC Parks Foundation

What system-wide change looks like in practice

This session offered a candid look at how a large urban school district is advancing nature-rich school grounds through leadership, practical problem-solving, and cross-department teamwork.

Representing governance, facilities, sustainability, and school-based leadership, speakers from the Vancouver School District shared how Learning by Nature projects are moving from concept to construction in one of the most complex school environments in the province. Their message was clear: meaningful change happens when different parts of a system work together early and intentionally.

“Collaboration is key to getting any movement, momentum, and innovation in a big organization like a school district.”

Ashley Bangsund, SD39: Vancouver

Using existing opportunities to move faster

District leaders described how current capital projects, including seismic upgrades, are being used as opportunities to integrate nature into new outdoor learning spaces. By aligning Learning by Nature improvements with work already underway, the district has been able to move faster, use resources efficiently, and create model sites for future schools. This approach helps embed innovation into existing systems rather than treating it as a separate initiative.



“We’ve leveraged ongoing capital projects... and are integrating Nature Parks as the final step.”

Jessie Gresley-Jones, SD39: Vancouver

Different teams, shared outcomes

Panelists spoke openly about the importance of bridging roles that do not always work closely together: educators, grounds teams, maintenance staff, planners, trustees, and school communities. When these groups collaborate early, projects benefit from both educational vision and operational reality.

- Teachers bring insight into how students learn and use space.
- Operations teams understand maintenance, durability, and safety.
- Trustees help align projects with district priorities.
- Students offer direct knowledge of what spaces feel useful and welcoming.

Students improve the design

Vladimir Koscal, who supports the Garden Club at Lord Byng Secondary, spoke about students helping shape learning spaces through direct involvement. Rather than creating a garden alone, students wanted a broader learning environment that included biodiversity, creativity, and shared ownership. Different student groups became involved, including gardening and arts-focused teams, turning the project into a wider school effort.

“We wanted to build a learning space—not just a garden.”

Vladimir Koscal, SD39: Vancouver

Leadership and courage matter

Victoria Jung spoke about the realities of advancing new ideas in public systems, where competing priorities, limited resources, and public scrutiny can slow progress. She emphasized that partnerships help districts test new approaches and move innovation forward. The panel highlighted that progress requires both practical planning and leaders willing to champion change.

“Public systems move slowly... that’s why partnerships matter.”

Victoria Jung, SD39: Vancouver

What emerged

Several themes stood out:

- large systems can innovate when teams align around a shared goal
- existing capital projects can create opportunities for faster progress
- student input leads to stronger, more relevant spaces
- partnerships help districts move beyond traditional constraints
- nature-rich school grounds require both vision and operations expertise



SESSION 6

Learning by Nature spotlight: SD23 Central Okanagan

Speakers

Ben, Student, SD23: Central Okanagan

Carter, Student, SD23: Central Okanagan

Frankie, Student, SD23: Central Okanagan

Liberty, Student, SD23: Central Okanagan

Moderated by Laura Hergott, BC Parks Foundation

Student leadership in action

This session was one of the most energizing of the day, offering a powerful look at what happens when students are trusted to lead meaningful work on their own school grounds. Students from School District 23 shared the story of Aspen Grove, a new outdoor learning space at George Elliott Secondary designed through student vision, community partnership, and district support.

“We’ve centered all of our learning and building around the idea of agency.”

Student Panel, SD23: Central Okanagan

Built on identity, belonging, inquiry, and efficacy

Students explained that four themes shaped the design process:

- **Identity** – feeling valued for who you are, your ideas, and your traditions
- **Belonging** – creating a space where people feel welcome
- **Inquiry** – asking questions and learning through curiosity
- **Efficacy** – knowing you can make a difference in the world around you

Community members, local leaders, Elders, educators, and district staff were also invited into the process, helping turn student ideas into a shared vision.



Students embraced real-world constraints

The panel spoke honestly about learning through setbacks, revisions, and practical limits. Their first concept included everything from amphitheatre features to expansive ideas that exceeded what was possible. District staff helped refine the plan into something achievable. Rather than seeing this one as failure, students described it as part of the learning.

“I don’t think ‘challenges’ is the right word. They were more like opportunities to learn.”

Liberty, Student, SD23: Central Okanagan

Advice for adults: take risks

When asked what advice he would give others trying to bring this kind of work to life, Carter addressed the adults in the room directly.

“You need to take big risks. You have to be vulnerable and put the purpose ahead of your own image or status.”

Carter, Student, SD23: Central Okanagan

He was speaking to the courage it can take inside established systems: supporting new ideas, sharing power with students, and backing projects before outcomes are guaranteed. It was one of the most memorable moments of the gathering.



Connection to land changes students

Ben spoke about what it means to learn outside and connect more deeply with the land. As the only Indigenous student representing his school on the panel, he described feeling grateful for the chance to understand local history, spend more time outside, and become a role model for younger students.

“Now I’m connecting with nature every day.”

Ben, Student, SD23: Central Okanagan



What students need most

At the close of the session, students were asked what support they need now. Liberty answered immediately:

“We need belief. We need you to believe this can happen.”

Liberty, Student, SD23: Central Okanagan

The students had already seen what belief can do. Their ideas had moved from sketches to approvals to construction. They spoke with pride about seeing their plans marked out on the ground and knowing their vision was becoming real.

What emerged

Several themes stood out:

- students are ready for meaningful leadership roles
- community partnerships strengthen student ideas
- setbacks can become part of the learning process
- connection to land supports confidence and belonging
- belief and trust from adults can unlock remarkable outcomes

SESSION 7

Resilient humans – strong economy – planetary wellness

Speakers

Cohen Bradley, BC Parks Foundation

Derek Lai, Vancouver Coastal Health

Cheryl Lenardon, SD27: Cariboo

Moderated by Jennie McCaffrey, BC Parks Foundation

Why learning in nature matters far beyond the classroom

This session explored how Learning by Nature supports outcomes that reach well beyond school grounds. Panelists connected outdoor learning to student well-being, stronger communities, long-term economic resilience, and environmental stewardship.

Bringing together perspectives from health, education, and conservation, the discussion reinforced a central theme of the day: time in nature is not an extra. It supports many of the outcomes communities are already working toward.

“It serves all the other mandates and responsibilities we have.”

Cheryl Lenardon, SD27: Cariboo

Health begins upstream

Cheryl Lenardon shared how School District 27 has integrated outdoor learning into strategic planning, mental health work, and everyday practice. During COVID, the district used safe return-to-school funding to build outdoor learning structures that supported both student well-being and local tradespeople affected by economic disruption. Their mental health plan, Nurtured by Nature, includes outdoor learning, resilience, and nature-based social-emotional learning.

“We’ve gone from basically zero to very mainstream outdoor learning in just a few years.”

Cheryl Lenardon, SD27: Cariboo

Conservation is connected to education

Cohen Bradley of BC Parks Foundation spoke about Learning by Nature in the context of long-term conservation in BC. He noted that protecting ecologically important places often takes years—sometimes decades—and depends on public understanding, lasting relationships, and future leaders who value stewardship. Learning by Nature helps build that foundation early by connecting students to biodiversity, local ecosystems, and nearby parks and protected areas.

“It’s easy to focus on the present, but the students we’re working with now will be the decision-makers in the future.”

Cohen Bradley, BC Parks Foundation

What emerged

Several themes stood out:

- Nature-based learning supports health, education, and conservation together.
- Prevention and well-being begin in everyday environments.
- School districts can integrate outdoor learning quickly when priorities align.
- Students who learn close to nature may become stronger future stewards.
- One investment can create benefits across many systems.

Expanding educator capacity

Facilitators

Colin Harris, Take Me Outside
Rebecca Moon, Centre for Global Education
Kerrie Mortin, Habitat Conservation Trust Foundation

Supporting the people who make this work possible

This breakout session focused on one of the most important ingredients in Learning by Nature: educators who feel supported, confident, and equipped to bring students outside. Participants discussed what helps teachers begin, what keeps momentum going, and how systems can make nature-based learning easier to sustain over time.

A recurring theme was that many educators are more ready than they think. One barrier is the belief that teachers need specialized expertise before taking learning outdoors.

“Teachers don’t need to be experts to begin.”

Participant, Expanding Educator Capacity breakout session

What emerged

Several themes stood out:

- Many educators are ready to begin with the support they already have.
- Confidence and encouragement can matter as much as expertise.
- Peer mentorship is a powerful driver of growth.
- Small, repeatable practices often lead to lasting change.
- Systems can reduce barriers through practical support
- Students can help lead learning alongside educators.



Strengthening green skills

Facilitators

Terry Godwaldt, The College Board of Canada
Louise Pedersen, Outdoor Recreation Council of British Columbia
Simran Sarai, Metro Vancouver Regional Parks Foundation

Helping students see where learning can lead

This breakout session explored how nature-based learning can help students build practical skills, confidence, and clearer pathways into future careers. Participants discussed an important gap: many young people care about nature and community, but do not always know what careers exist in conservation, outdoor recreation, environmental leadership, or related sectors.

“Students need to see the pathway.”

Participant, Strengthening Green Skills breakout session

What emerged

Several themes stood out:

- Students need clearer visibility into green career pathways.
- Practical experiences help build transferable skills.
- Early exposure can shape future choices.
- Access to opportunities should be broad and inclusive.
- School-ground learning can spark long-term interests.
- Environmental careers depend on both technical and human skills.



Shaping what's next

Facilitators

James Bartram, IUCN Regional Councillor, North America

Jennie McCaffrey, BC Parks Foundation

Gathering ideas for the next chapter of Learning by Nature

The final breakout session invited participants to reflect on the day and share ideas for where Learning by Nature should go next. The conversation focused on what is working, what is missing, and how the growing network of educators, students, researchers, and partners can build even stronger momentum in the years ahead. What's missing? What are we not thinking about?

“Students need to see the pathway.”

Participant, Strengthening Green Skills breakout session

1. Broaden who is in the room

Participants spoke about the importance of continuing to expand representation in future gatherings and across the broader movement. Suggestions included:

- stronger geographic diversity from across BC and Canada
- more Indigenous voices and perspectives
- greater municipal and parks-sector participation
- more students from different age groups and school communities
- inviting new champions and emerging leaders into the network



2. Create more time for connection

Several participants noted that formal presentations are valuable, but relationship-building is equally important. There was interest in future gatherings that create more space for:

- dialogue and small-group discussion
- school-to-school learning
- informal networking
- outdoor walk-and-talk sessions
- opportunities to solve challenges together

“There's so much expertise in the room.”

Participant, Shaping What's Next breakout session

3. Learn from the bright spots

Another strong theme was the value of seeing projects firsthand. Participants suggested future gatherings could include site visits, school tours, or student-led walks through Learning by Nature spaces. Seeing school grounds in use—how students gather, learn, and care for them—was viewed as a powerful way to inspire action and share practical lessons.

This included interest in:

- successful partnership models
- enabling policies or leadership decisions
- student leadership examples
- practical design approaches
- strategies that can be adapted elsewhere

“What's working, and what is enabling it?”

Participant, Shaping What's Next breakout session

Growing what comes next

Across Canada, school grounds are being transformed into places that support learning, health, biodiversity, and belonging. Students are helping lead real projects. Educators are finding new ways to bring learning outdoors. Districts are embedding nature into planning, infrastructure, and daily practice.

What emerged throughout this year's gathering was clear: this work is practical, scalable, and already making a difference.

As Learning by Nature grows, the opportunity is significant. More students can experience the benefits of learning in nature. More schools can become hubs of stewardship and well-being. More communities can see young people leading meaningful change close to home.

“We need belief. We need you to believe this can happen.”

Liberty, Student, SD23: Central Okanagan

With continued partnership, leadership, and momentum, Learning by Nature can help shape a future where every student in Canada has the chance to learn with and from the natural world.





**Protect now,
enjoy forever**

