



New Logo for 2021

Spring 2021 **GICEL**

<http://www.gicel.ca>

20 Years of bringing nature experiences to all

Nurturing Our Relationship with Nature

by Desmond Berghofer, Vice-Chair

A recurring theme among those who write about the state of the world's ecosystems is concern that humanity is abusing our relationship with Nature. In December 2020, United Nations Secretary General Antonio Guterres voiced a warning to all nations when he said: "Humanity is waging war on nature. This is suicidal. Nature always strikes back—and it is already doing so with growing force and fury."

The Secretary General chose strong negative language, presumably to get attention. Another way to address the same issue would be to say that human beings have a symbiotic relationship with nature, which we must nurture if we are to move forward into a sustainable future in the 21st century.

Fostering a nurturing relationship with nature has always been central to GICEL's ecological learning programs for children. As we celebrate the 20th anniversary of our summer camps, we can do no better than reaffirm our commitment to this learning in answer to the Secretary General's grim warning.

In thinking about this issue, I was reminded of my own learning received at a GICEL Board workshop many years ago, when we were told about the underground network that links trees and plants in a forest. I



believe it is called a "mycorrhizal network" from the Greek words mykos (fungus) and riza (root). Long thin filaments of fungus intertwine with and penetrate tree roots, creating an extended root system that connects tree to tree and plant to plant. Using our imagination we can look under the forest floor and see a great mass of interconnecting threads spreading out from every living plant or tree above ground in a supportive network as complex as the neuronal system we know to exist in the human brain.

Indeed, this is why we can regard the forest as a whole to be a living system and not just a collection of individual trees and plants.

When human activity reaches into a forest and destroys this living system, we are in one sense attacking nature. If the assault is large enough and goes on long enough, we can easily see why the Secretary General would say: "Humanity is waging war on nature." And not just in the forests, but in the oceans and in the atmosphere, where other delicate interconnections have been built over billions of years of evolution.

Where this kind of learning and reflection leads me at this time in the history of GICEL is to vision a future for our small non-profit organization that brings more and more young people to a firm understanding of our responsibility to nurture our relationship with nature—and with each other. We can, indeed, see the human family as a vast interconnected system on planet Earth, where we draw our strength and resilience from connections with each other in much the same way that the forest achieves its magnificence from the underground network that supports it. In the past year of pandemic we have seen the disruption to life—and even to our own GICEL programming—that can occur suddenly when our relationship with the natural world is damaged.

In this 2021 issue of our Newsletter we are departing from our normal format of reporting on last year's summer camps, because the summer camps were cancelled in compliance with restrictions imposed because of the pandemic. Instead, we are presenting a series of essays written by Board members and staff that capture the essence of GICEL programming. We hope that you find them interesting and educational.

We look forward to a resumption of ecological learning in the forest and marine environments of the Gulf Islands as soon as possible and extend to everyone in our 20 year-old GICEL family every good wish for health and safety and wonderful relationship with Nature.



Summer Earth Education Programs: A Tradition and Treasure

*by Kelly Nordin, Coordinator Mayne
and Saturna Islands*

As we all know, the past year has had many challenges, along with a few illuminating and even perhaps inspiring experiences. For me, it has been the sense of community amongst all those involved with GICEL – campers and their families, leaders, board members, and coordinators, including both those past and current (the “elders” as I like to call us). Continued support and understanding has been shown throughout this community of people, and more profoundly, there is a shared deep respect and connection to place, the southern Gulf Islands, and all the people who have physical and emotional connections to this place.

While I'm a relatively new member of the GICEL team, I became aware of these amazing programs as part of my work within the environmental education community in BC and beyond. Working at Bamfield Marine Science Center with the public education programme, opened my young scientist's eyes to the potential life changing impact of time spent exploring and learning in – and connecting to - nature, even if for only a few days. Thus, when events came together for my young son to attend one of the camps

early in GICEL's twenty plus years and stay with his grandma on Mayne Island, my partner and I were delighted.

I'll forever remember the day when I arrived at Bennet Bay a wee bit early to pick him up one afternoon later in the week. When I realized he wasn't among the happy campers changing from their swimsuits or locating all their belongings to stuff into their backpacks, I enquired as to where he was. Jess simply pointed out towards the ocean. I looked across the grass, along the shore... and eventually spotted him standing in the middle of the bay, knee deep in the warm waters of the slowly receding tide. My initial "mom" reaction was one of alarm. "Is he OK...? What if...?" But then after a deep breath, I realized this was exactly what we had signed up for – the chance for him to be supported in connecting to nature in his own way. He was safe, as there were many eyes looking out for him. And he was immersed, literally and figuratively, in sensing the sun, the wind and the water while observing the action and the life above and below the surface of the ocean. He was connected. Oh, the stories he shared when we finally got back to the group!

When I stepped into the role of coordinator for the Mayne and Saturna GICEL camps in 2019, I re-experienced this deep sense of community and connectedness but from a different perspective. I've been fortunate to have led with many different groups of children, youth, young adults and elders over the years in an array of natural environments, yet nothing has been quite like GICEL camps. Not only is there a strong sense of community and place, there is a profound yet gentle sense of caring that permeates throughout the camps. Caring for each other, the campers and leaders alike, and caring for nature, leading to a community that is inclusive, accepting, and nourishing. And so importantly, creating a sense of wonder and joy in nature.



Around the same time last year, this same sense of caring community came through, but in a different form. After the very difficult decision to cancel in-person camps was made, our elders and leaders enthusiastically gathered together virtually to figure out how to keep the GICEL spirit alive for the broader community. Over several sessions throughout May and June, and then at a two-day virtual "leader camp" in July, we worked collectively to capture the GICEL essence and translate it to a virtual platform. The dedication of the leaders, given it was during a time of rapid, often radical, shifts in their lives and dreams, was truly inspiring. We meet in the evening, after a day where they had already spent most of their time at a computer, yet at each meeting there were their bright faces, their minds full of ideas and suggestions. By August, many of the leaders had created videos, stories, and or activities to share with potential campers and the community

via the GICEL 2020 Connections website. And six of our leaders found the time to meet virtually with a few excited campers during the three weeks of our “Connection Sessions” to explore and share discoveries made in their own home places. The sense of community extended far beyond our Gulf Islands in a new and exciting way.

At the time of writing of this piece, it is uncertain as to what lies ahead, including for the summer of 2021. Whether or not we all are able to gather in person on our beloved Gulf Islands, I trust the sense of community and connection to nature that is the core essence of GICEL will be with you. Until we do meet again, take a moment to stand outside in a field, or a forest, or perhaps even in the middle of a warm shallow bay and connect to all that is wonderful in this world.

Perspectives, Stories, and Joy-Filled Memories: GICEL through the Years

*by Michael Dunn, Co-Founder
and Program Director*

I will begin this perspective with a review of processes that I think will provide context. I have lived on Earth for 70 years which can be broken down into other measures of time as seven decades, 840 months, 3,640 weeks, 25,480 days, 611,520 hours, 36,691,200 minutes or 2,201,472,000 seconds. These are the cold hard facts of my existence up to now. Putting this another way, and giving these numbers some alternate meanings, I could also say that Earth has travelled 66,044,160,000 kilometers through the Universe and on that transit I have experienced 70 trips around the sun, 933 orbits of the moon around Earth, 140 Spring and Fall equinoxes and 140 Summer and Winter Solstices, and 25,480 each, of sunrises and sunsets. More specifically over this same time period, I have also slept for 1/3 of this time, taken 513,676,800 breaths

and blinked 623,750,400 times while my heart took 2,201,472,000 beats to distribute oxygen from my lungs, and carry carbon dioxide back to be expelled from my body. Over my lifetime, I have consumed, on average, 63,700,000 calories of food energy, breathed 280,280,000 liters of fresh air while exhaling 9,172,800 liters of carbon dioxide and drank 94,276 liters of water just to maintain my existence. Over time the numbers for such basic acts as eating, breathing and drinking through my lifetime are incredible and humbling. The sobering fact about these three – food, air (oxygen) and water is that we, and all other organisms on Earth, depend on the continued production of them to survive. There are no alternatives. In addition, the sustained availability of these three essential components requires functioning ecosystems and ecosystem processes that must persist through time. There are however, limits to Nature’s capacity to continue to provide these life sustaining benefits.

Nature is much more than this though. Our dependence on the diverse and complex processes, energy flows and the very exist-



ence of Nature for our emotional, intellectual and social development and well-being is greater than the sum of the parts. We have been, and continue to be, an integral and essential part of her complexity and diversity and this we share with all other

organisms that have co-evolved under the same conditions. That interrelationship needs to be one of reciprocity, balance, and respect in order to endure over time. GICEL's founding vision and purpose is grounded by these relationships and the core principle that we humans have an inherent connection to Nature that requires a visceral experience in or with Nature to awaken.

"The challenge now is to become aware of our own taken-for-granted culture, and to evolve new narrative traditions that represent humans as interdependent members of the larger information and food chains that make up the ecosystems." C.A. Bowers, 1991

From our Prospectus in 2001 we stated that "using the rich and diverse ecosystems of the southern Gulf Islands offers educational opportunities for people of all ages (especially school children) that will help increase awareness of their role as environmental citizens. The overall mission is to help participants increase their ecological literacy and in turn, allow them to develop the ability to integrate key lessons from Nature into their everyday decision-making."

At the time I was beginning my thinking on a nature awareness program for children, there were many incredible developments on the notion of humans and their connection to Nature. The Gaia Theory was one of those. Developed by James Lovelock and Lyn Margulis in the 1970's, it posited that all lifeforms on Earth interacted with the non-

life forms in a synergistic and self-regulating way that helped maintain and perpetuate the conditions for life on Earth.

Another work, done by renowned ecologist E.O. Wilson (1984) put forward the idea that humans possess an innate tendency to seek connections with Nature and its many forms of life – the Biophilia Hypothesis. Wilson defined this as "the urge to affiliate with other forms of life."



This work set off a vast amount of work and studies of what the environmental education of the day was providing to young people. The most influential in the development of GICEL was the work of the Institute for Earth Education (Earth Education, Steve Van Matre) which focused on demonstrating and living within the cyclical ecological processes and laws that support humans as well as all other organisms.

In order for us to understand Earth's processes to thereby

live within the carrying capacity of Earth's systems, these concepts need to be part of all children's, youth's and adult's education. The core of the techniques advocated by the Institute emphasized sharing and doing experiences—as opposed to showing and telling activities—was adopted by GICEL.

Further, a ground breaking scientific work to try to validate whether the biophilic response to other living organisms was inherent or culturally developed was undertaken by Peter Kahn in the 1990's (*The Human Relationship with Nature – Development and Culture*). As a psychologist (and

an early advocate of ecopsychology), Kahn used empirical studies of certain populations across different cultures, demographics and economic status. His findings found that even living in the constraints of an



impoverished community “cannot easily squelch these children’s diverse and rich appreciation for nature, and moral responsiveness to its preservation.”

This work, too, uncovered a key principle of why inter-generational learning is so important. Kahn reported that: “People may take the natural environment they encounter during childhood as the norm against which to measure environmental degradation later in their life. The crux here is that with each ensuing generation, the amount of environmental degradation increases, but each generation takes that amount as the norm, as the non-degraded condition. I call this environmental generational amnesia.” Kahn, 1999.

This last observation has huge implications for environmental education, future advocates for protection of ecosystems and species, and broad awareness of the actions that need to be taken to change the present trajectory of humans on the planet.

“We already know that the trend line reflecting the demands of cultures on habitats is upward, and that the trend line reflecting the sustaining capacity of natural systems is downward.” (Bowers, 1991). Our

challenge is to illuminate, demonstrate, and apply the patterns of connection: those information and energy exchanges “that constitute the life of an entire natural/social system of which the individual is a participating (*and influential*) member”.

The first pilot programs for GICEL were held on Mayne Island where we tested the activities we found, created or adapted to meet our vision and mission by addressing three questions:

1. How do the ecological systems of the earth function?
2. How are we personally tied into those systems in our lives?
3. How can we make changes (individually and collectively) in order to live in harmony with, or reduce our impact on, those systems?

We addressed these questions by designing our program activities using different forms of learning to communicate the ideas, concepts and actions to participants. By this I mean using art, music, role playing, games, natural history science and free explorations for delivering our programs. We also engaged participants by having them interact directly with the actual ecosystems they were studying—touching, tasting, listening, observing, and immersing themselves in Nature, while demonstrating how to create a minimal impact on the ecosystems being studied. Some of the feedback provided is exemplified in the following:

“Loved the simplicity of it [the camp] compared to ‘camps’ in California—low tech, using what’s around, really getting to know and understand that particular beach environment.”

—Parent about 2002 summer camp

“The best things about the camp for [my child] were the unique outdoor environment, chances to explore creatively in music, art, etc.”

—Parent about 2002 summer camp

“[The best thing about the camp was the] Exposure to concepts and living examples of ecological/environmental responsibilities and respect.”

—Parent about 2003 summer camp

With this feedback, we were able to revise, redo and evolve our programs as we gained more experience in their delivery. We knew that there was support for GICEL’s programs that would go beyond what has generally been called environmental education or outdoor education. Traditionally, outdoor education focused on recreational or challenge skills development. Environmental education tended to focus mainly on “the science” of ecosystems or environmental problems/issues, and was data dependent. The ecologically-based programming designed for GICEL and its outcomes were exclusively nature-based and experience dependent. In the early years we did annual assessments of our programs to measure their effects to ensure that we were creating experiences and not defaulting to just facts. Kahn noted this in his work: “Similarly, though environmental education must do much else as well, it must invite students to look and to see, not so as to acquire another “fact” about nature but rather to value it, through experiences lived and intimacy felt.”

“Seeing science blended creatively into an experience ...”

—Parent about 2003 summer camp.

“... less focus on scientific methodology -lessons are sometimes contrived - prefer more natural history exploration of science/nature concepts.”

—Market survey respondent

Christopher Uhl captured this beautifully in his text on *Developing Ecological Consciousness*, 2004. He describes the following:

“We receive the world through our senses. Our bodies are continually bombarded with electromagnetic waves (light), vibrations (sound), gases (odors



[sic]), and infrared radiation (heat). Our sense organs and neural processing centers translate this information into colours, sounds, objects, and sensations. Oftentimes, though, our heads interfere with our ability to directly receive Earth’s signals. For example, you may look at a sunflower and think, “There is a sunflower,” all the while failing to truly see and experience the reality of the sunflower. Instead, you might only be “seeing” a memory of “sunflower” and not the real thing before you. But suppose you really take the sunflower in. In this case, you see the honeybees foraging on the flower head, the aphids affixed to the stem, the caterpillars munching on the leaves, and the cluster of shiny insect eggs at the base of the stem. And you bring your other senses into play: gently moving your fingers back and forth over the fine hairs that adorn the stem; placing a petal on your tongue to experience its taste; listening to the rasping as the wind rattles the plant’s leaves; breathing in the subtle fragrances of the flower head, aware the molecules from the sunflower are merging with your olfactory cells—that

is, you are literally taking the sunflower into your body.”

What this experience demonstrates is that the very act of showing, telling and naming something in Nature limits the learning process. Once a participant knows or memorizes a name, you have lost the opportunity to explore further the context of the object or life form and all the other micro processes that are going on in association with it. To understand and explore the context and connections is to understand the story of the feature or life-form, which can provide a much richer and deeper understanding.

“...a night-flying, insect eating mammal is far preferable to a *Pipistrellus subflavus*, just a bat is much better than an Eastern Pipistrelle.” (Van Matre and Johnson, 1987)

Now after 20 years of program experience and observation, we can say that GICEL is providing the experiential learning in Nature that is crucial to the development of children’s well-being. Also, the structure of the programs has created, through time, a collaborative culture whereby we have participants attending every year from age 6-12 and at the older age passing on stories, information and knowledge to the new attendees. They have an attachment to place and have an intimate knowledge of many of its features and life-forms that they have discovered themselves under the guidance of our leaders. This culture has now reached beyond just our camp participants and has been embraced and continued by our young leaders. As former participants, when they age out of our program a number of them come back to be part of the leadership team. To accommodate this interest and demand, we created our current leader team structure in which in any year we can have up to 12 to 16 young teens supporting, creating and facilitating program activities. This leader structure is not only a learning opportunity for these young adults (13 to 18 year olds) but also a social opportunity to

be with like-minded peers. They are part of a culture of GICEL and have become advocates for its success and continuity.

As I mentioned in the previous newsletter, GICEL, like many other organizations providing nature based programming, has not done a good job of tracking our participants once they have left our programs. There were very few studies that tracked or assessed the influence of the programs on participants—did they think differently about or exhibit different behaviour that



demonstrated a stronger connection to the natural world, and if so, for how long after leaving the programs? Were these life-long/ changing experiences?

As a result, we did parent and participant feedback surveys with questions relating to the effects our programs may be having on their children. Anecdotally, we have been asked to write many reference letters for former participants and leaders who

are wanting to continue their learning and study of the natural world in education or work related programs; we know of some who have gone into marine sciences, others environmental law, or the Green movement, but no extensive work that really confirms that what we set out to do 20 years ago is in fact what we are doing today and that a significant proportion of our participants are deeply touched by their experiences with us. Nonetheless, we have through observation and through the continued contacts with some parents and grandparents do know that there is a positive and joyful impact from participating in our programs. The following three testaments sum up well the legacy of GICEL.

“A grandmother telling us of the special places in Bennett Bay park that her grandson regularly shows her.”

“As her grandmother, I am grateful that you would craft such an inspired program that would simultaneously have her know deeply she is safe and yet give her such confidence to push herself beyond the self she was comfortable and capable of being. The answer is she loved her new emerging self and the experience of the shift within her.” Grandmother, Saturna participant and young leader, 2015

“Next fall I plan on attending a four year University as an environmental science major. I wanted to let you know that GICEL has had a huge part in this decision and I want to continue my learning journey with GICEL in it. I wrote my common application essay just about how much this camp has shaped me as a person, and how it continues to help me every day. I’ve been inspired to become part of the climate change solution since day one at Bennet Bay, I am so thankful for this experience.” Long time GICEL youth participant and now senior leader, 2020

Let me close by saying that the success of GICEL can be measured in so many differ-

ent ways but for me it has been the absolute joyousness, excitement, hope and positive energy that GICEL programs have provided for so many young people in such troubling times. The young adults who have been with us since they were children continue to hold this legacy. We are in good hands and hopeful for the future of GICEL and its important work in this complex world.

Plans for the 2021 Summer Earth Education and Seedlings Programs

by Michael Dunn, Programs Director

After a very tough 2020, where we had to cancel all our programs for the first time in 20 years, we began in early 2021 to plan for how we could plan for an in-person (limited) 2021 SEE Program. Last year, the requirement for an almost complete closing of our island community coupled with all our park spaces we used for our programs being closed to any gatherings, made it impossible for us to hold any outdoor programs. We did develop a set of online activities and gatherings in lieu of the outdoor program, but understandably we had very little participation. Our programs are all about getting youth outside, immersing in nature and being given experiences that would last for a lifetime. To try and replicate these experiences in an on-line environment is just not possible.

For 2021, we are working toward again having in-person program offerings, but with the necessary restrictions and precautions required by prevailing health orders and the park managers of the spaces we hope to use. In that, we have received our permit to operate in the Gulf Islands National Park properties, but at this time have not been given permission to hold a group event there. The Park staff is indicating that a limited opening for groups might occur for this year. This year as well, we are looking at community park spaces as well as, the

St. John Point Regional Park as new spaces from which to hold our summer programs, including the Seedlings Program.

At this time, and for both of these organizations, we are required to have a COVID safety plan in place as part of the application. A draft plan has been developed using the requirements of the current Public Health Order with emphasis on requirements for structured outdoor education programs for children and youth, Work-SafeBC workplace and employee safety protocols and guidance from the BC Centre for Disease Control for day camps for children and youth. We also will be sending the GICEL COVID safety plan to the Vancouver Island Health Agency (VIHA) for review for compliance to the health order. We will then proceed with applications to the Mayne Island Parks and Recreation Commission and the Capital Regional District Parks to permit us to run our programs in these public spaces. As part of this plan, our leaders' team has had to review all our program activities and structures for the purpose of either removing them or adapting them to meet our COVID safety plan requirements.

With respect to the programs, we will be accepting fewer applications capping the number for each week to 20 participants per week of program. This is well below our usual intake but is in line with the current expectations for children's and youth day programs. We will be still applying the same themes by focusing on marine and forest ecosystems.

At time of this writing, we are still on an essential-travel only restriction and the public spaces are still closed to group gatherings. Both of these factors have impacts on our ability to run programs for 2021.

Please continue to monitor our website for updates on the status of our programs at www.gicel.ca.

Report from GICEL Board Chair

For January – December, 2020

by Michael Hoebel, Chair

GICEL operations were very different in 2020, our 20th year of existence, as a result of the COVID pandemic. Our children's summer programs had to be shifted to online (virtual) delivery, and after board members met face to face in March, 2020, subsequent GICEL board meetings were held by ZOOM teleconference. A planned 20th anniversary celebration in late summer 2020 also had to be postponed. Looking forward, we are hopeful that in-person summer programs can be resumed in 2021, with appropriate pandemic protocols in place.

Board Membership

Members of the GICEL Board of Directors for 2020 were: Michael Hoebel (Chair), Desmond Berghofer (Vice-Chair), Tina Farmilo (Secretary), Michael Dunn (Programs), Shelly Johnson, Scott Benwell, Jesse Guy, and Sky Losier.

Board Meetings

Meetings of the Board were held on March 6, April 30, June 19, and September 25, 2020. The 2020 Annual General Meeting of the Society was held on June 19, 2020.

Plans for our 20th Anniversary

We are going to celebrate our 20 years with as many of you as we can, if we can, this coming summer sometime in late August on Mayne Island. So please mark your calendars. Also please monitor our website for more information on whether such a gathering will be allowed and travel restrictions are eased.

The Importance of Nature Based Play in the Early Years

"A truly human intimacy with the earth and with the entire natural world is needed. Our children should be properly introduced to the world in which they live."

(Thomas Berry, "Human Presence," in *The Dream of the Earth*, 13)

by Tina Farmilo, Coordinator Seedlings Program

Photos 2014–2019: Tina Farmilo, Annette Witteman, Steffani McBurney, Mila Sina



Every summer at *Seedlings*, the GICEL program for the Early Years, we have the wonderful experience of being with young children for a week-long day camp, a half-day program in a beautiful natural setting on Mayne Island. This allows us first-hand the chance to see the blossoming of the latest generation of ecologically oriented children let free to run and play and explore and create in the meadow and forest.

What happens when kids have plenty of time to play and explore outdoors? Many good things.

Play in nature is embodied experience. Children have opportunity for physical development and appropriate, self-directed risk-taking. Children discover and test their own capacities through physical exploration of the world, as they walk, run, balance, leap, swing, roll, dig, carry, push, pull, hang, and tumble. Co-ordination and core strength are improved as a result of these activities.





As someone said of Adventure Playgrounds: "Children learn how to fall by falling." When physical activity skills are fostered early on, children are more successful in sports, and in academics as well, not to mention they are healthier in mind and spirit.

Healthy children are innately curious and courageous, impelled to grow and learn, to test their own capacities, the boundaries of their own skin, the overlapping energies of other beings... to acquire mastery.



*"...**Nature-deficit disorder** contributes to a diminished use of the senses, attention difficulties, conditions of obesity, and higher rates of emotional and physical illnesses. Research also suggests that the nature-deficit weakens ecological literacy and stewardship of the natural world. These problems are linked more broadly to what health care experts call the "epidemic of inactivity," and to a devaluing of independent play." Richard Louv*





Nature-based play gives children the opportunity to find out about themselves and the world directly and joyfully, through their senses: through scent, texture, taste, sight, sound and emotion.



Measuring one's self

against gravity, the weather, the elemental qualities of the natural environment: trees, seeds, wind, water, mud, paint, sunshine, rain, spiders, fir-cones, rocks, branches, running downhill, climbing uphill, swinging, running, rolling, crawling, hiding, finding, listening, smelling, tasting, looking & seeing...



Nature is full of open-ended materials, and encourages increased creativity. Children playing in nature are constantly invited to engage with their sensual world in an open-ended environment where inquiry is richly rewarded with sensory and other information about self, other beings, and the world. Children have an opportunity to problem solve, whether making their way along a hiking trail or building a fort in the woods. They grow and learn through direct physical contact with their environment.

Children need freedom to play. They need time to themselves and with peers. Studies show that anxiety, depression, and even ADD are reduced when children spend more time in nature. Time in nature offers great opportunities to help kids regain some control of their childhood.

"Rachel Carson often said that a child's positive connection to nature depends on two things: special places and special people. As parents and educators, we can spend more time with children in nature. We can go there with them." Richard Louv



When we give children a chance to engage deeply with the natural world on a regular basis, we encourage their understanding of the importance and meaningfulness of the nature connection. We are supporting the healthy growth and development of future stewards of the earth.





Throughout the world awareness is spreading that people must form a new relationship with the Earth—one that will allow civilization to prosper rather than flounder in global conditions hostile to life. The key to building this new relationship is ecological learning.

For twenty years GICEL has championed the new learning programs that must one day be taught to all children. We are honoured to have your support.

In celebration of our 20th anniversary, we are making GICEL Memberships free for the rest of 2020. By becoming a member, you'll be the first to know about any new programs we are offering.

To become a member, please visit <http://www.gicel.ca/about/become-a-member/>, or fill out the attached form and sent it to us via email or mail. If you have any questions, please contact us at membership@gicel.ca.

GICEL Membership Form

Name _____

Address _____

Phone _____

E-mail _____

Individual Membership Family Membership Corporate Membership

Normally GICEL Memberships cost \$25 a year, if you are able we would be grateful if you consider donating in addition to signing up for a membership.

Please make your cheque payable to:
Gulf Islands Centre for Ecological Learning
171 Georgina Point Road
Mayne Island, BC
V0N 2J1