



Methodological Steps Towards Ecological and Emotional Education and Research Fostering Multipotentiality

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and Laura Vita*

Abstract This contribution presents a systematic overview of the steps followed in co-creating the learning and research resource Follow Your Heart: The School for Multipotentialites for children, educators, and researchers. This resource promotes ecological and emotional research and education for sustainability by cultivating values and behaviours consistent with how nature makes us feel connected and nurtured. Built upon the intersection of ecological literacy and socio-emotional learning,

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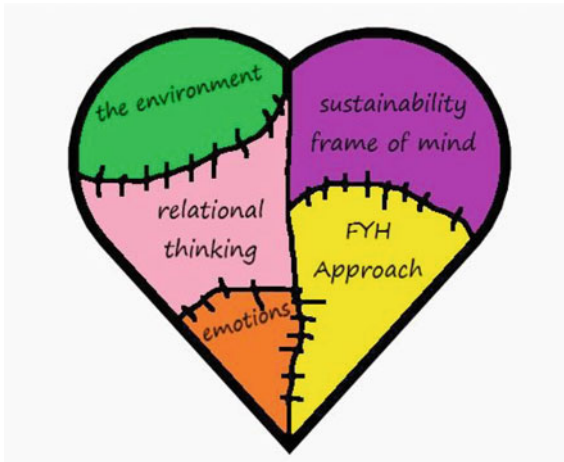
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grounded in sustainability and relational thinking, the steps in developing this project from book to educational movement are outlined. The steps include educational workshops, book launches, translation into different cultural contexts and languages, an accompanying online platform, and international research collaborations. This work concludes by outlining the transition from a single resource into an educational movement and strategies for sustaining forward progress.

Graphical Abstract



The methodological approach as a stitched heart, vision of Laura Vita, 2023.

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1 INTRODUCTION

1.1 *Introductory Remarks and Chapter Structure*

This contribution presents a comprehensive analysis of the methodological steps involved in the co-creation process of Follow Your Heart: The School for Multipotentialites (hereinafter referred to as FYH).¹ This endeavour is achieved by formulating a robust theoretical framework that investigates the intricate interconnections between sustainability, as delineated in the United Nations’ 2030 Agenda for Sustainable Development (hereinafter Agenda 2030)² and emotional education (Sects. 1, 1.2–1.4). Subsequently, this chapter expounds upon the co-created and iterative process undertaken by the co-authors and contributing educators in the genesis of the book FYH, as outlined in Sect. 2. In Sect. 3, the analysis highlights how the book FYH has continued to develop as a research and education tool “in-action”, through academic lectures, interactive workshops, and outreach activities, adopting a multilingual approach to improve accessibility and expand the educational reach of the Follow Your Heart teaching philosophy and concepts (Sect. 4). Then, the chapter narrows in on the work conducted by health education and global health practitioner Laura Vita (Sect. 5) on the need for emotional education in primary and secondary classrooms in Ontario, Canada, and the educator feedback initiative currently underway. In Sect. 6, the study shifts its focus to the forthcoming phase, encompassing the establishment of a digital education and research platform and an exploration of the long-term prospects for the FYH initiative both in research and education. This new phase aims to extend the initiative’s reach and influence, propelling the promotion of ecological and emotional research

¹ Murray, E. M., Russo, V., & Poto, M. P. (2022). Follow Your Heart. The School for Multipotentialites, La Bussola.

² The 2030 Agenda for Sustainable Development was adopted by the United Nations General Assembly (UNGA) on 25 September 2015, available on the official website: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/89/PDF/N1529189.pdf?OpenElement>, last access 3 October 2023.

and education for sustainability. Additionally, it seeks to cultivate values that resonate with our innate connection, contentment, and nurturing experiences with nature.

1.2 The First Building Block of the FYH Approach: The Intersectional Element of Ecological Literacy (EL) and Socio-Emotional Learning (SEL)

The research constituting the theoretical framework of the multi-step process followed by the implementation of the FYH book activities and the subsequent evolution into a movement responds to the need for ecological literacy (EL) as a domain of inquiry aimed at expanding nature-protection-oriented knowledge and practices. The same research also intersects socio-emotional learning (SEL) as the process through which individuals develop essential skills, attitudes, and behaviours that enable them to understand and manage emotions, establish positive relationships, make responsible decisions, and effectively navigate social interactions. In this section, the two educational concepts will be analysed separately, and then commonalities will be underscored to demonstrate how both are vital components of a theoretical and practical research and education framework aiming to address sustainability challenges. This contribution will also highlight how FYH is developing as a movement that encompasses both EL and SEL competencies and their interactions.

EL is a concept dating back to the 1960s that has become a topical subject of investigation in recent years as the awareness of climate change education and achieving global sustainability within the Agenda 2030 has increased.³ Environmental education programmes promote ecological literacy among individuals of all ages and enhance awareness, knowledge, and understanding of sustainability challenges. Thus, EL leads to the development of environmentally conscious behaviours, responsible

³ Borsari, B., & Kunas, J. (2022). Historical memory and eco-centric education: Looking at the past to move forward with the 2030 agenda for sustainable development. In *Handbook of sustainability science in the future: Policies, technologies and education by 2050* (pp. 1–15). Cham: Springer International Publishing. Goodwin, T. (2016). Educating for ecological literacy. *The American Biology Teacher*, 78(4), 287–291; Cardelús, C., & Middendorf, G. (2013). Ecological literacy: The educational foundation necessary for informed public decision making. *Frontiers in Ecology and the Environment*, 11(6), 330–331.

citizenship, and a collective commitment to sustainable practices.⁴ In this sense, EL is a foundational element of environmental education that goes beyond simply transferring knowledge about environmental systems and processes. By deepening our understanding of ecological systems and their intricate connections, we can make informed decisions, develop sustainable practices, and contribute to the preservation of ecosystems, biodiversity conservation, climate change mitigation and adaptation, sustainable resource management, eco-conscious urban planning, ecological restoration, and environmental education and awareness. This type of literacy encompasses a broad array of competencies that connect to an overall improved comprehension of environmental issues; a holistic understanding and cultivation of the relationship between humans and the natural environment; critical thinking skills; and strengthening emotional and social intelligence to embody environmentally responsible behaviours.⁵

Alongside the need for focusing on the environment and creating a more sustainable society, the past few decades have seen increased awareness and funding initiatives towards SEL programmes within traditional educational curricula⁶ to raise children with the confidence to perceive, understand, and express their emotions while developing healthy relationships with their peers. On top of improving academic performance, individuals with strong emotional and social skills also have greater well-being and social awareness and are known to make more responsible decisions.⁷ In the face of society's complex environmental and socio-economic challenges, acquiring knowledge and technical skills are no

⁴ Berkowitz, A. R., Ford, M. E., & Brewer, C. A. (2005). A framework for integrating ecological literacy, civics literacy, and environmental citizenship in environmental education. *Environmental Education and Advocacy: Changing Perspectives of Ecology and Education*, 227, 66.

⁵ The literature on environmental literacy is vast. For a comprehensive study, see McBride, B. B., Brewer, C. A., Berkowitz, A. R., & Borrie, W. T. (2013). Environmental literacy, ecological literacy, ecoliteracy: What do we mean and how did we get here? *Ecosphere*, 4(5): 1–20, cit.; Rowe, D. (2002). Environmental literacy and sustainability as core requirements: Success stories and models. *Teaching sustainability at universities*, 79–103.

⁶ Mira-Galvañ, M., & Gilar-Corbi, R. (2020). Design, implementation, and evaluation of an emotional education program: Effects on academic performance. *Frontiers in Psychology*, 11, 1100. 10.3389/fpsyg.2020.01100.

⁷ Borsari, B., & Kunnas, J. (2022). Historical memory and eco-centric education: Looking at the past to move forward with the 2030 agenda for sustainable development.

longer sufficient; thus, higher education institutions have also recognised the importance of developing emotional intelligence as a core competency.⁸ Solid emotional intelligence goes beyond simply understanding one's emotions; it gives people the strength and perseverance to tackle challenges in both personal and professional domains. The ability to regulate emotions and cultivate an understanding of the emotions of others uniquely equips upcoming generations to navigate the ongoing and forthcoming impacts of the climate crisis on their lives. An integrated emotional education pedagogy, which FYH aims to be, is one that:

[...] help[s] to identify responsibilities, improve coping potential, and improve the future outlook. They [emotional educational pedagogies] can be characterized as caring (involving listening, dialogue, critical thinking, and meaningful connections between the student, their life, and the world), using knowledge for action, and as involving authentic experiences such as co-creation, authentic research, and outdoor education.⁹

Bringing emotional education and the environment into the same sphere, although their complementarity may not seem evident initially, is a reasonably novel topic in the Western world. As Dunlop and Rushton argue, “attending to the emotions in education is crucial in supporting constructive responses to climate change”¹⁰ and “the design of appropriate, emotionally-engaged pedagogies may be considered one dimension of ‘generational responsibility’ whereby teachers play a role in ensuring that the next generation is left with at least as good a planet as the previous one”.¹¹ An education or upbringing that teaches about the environment in small units across various traditional school subjects, without

In *Handbook of sustainability science in the future: Policies, technologies and education by 2050* (pp. 1–15), cit.

⁸ Gilar-Corbi, R., Pozo-Rico, T., Sánchez, B., & Castejón, J. L. (2018). Can Emotional intelligence be taught in higher education? A randomized experimental study of emotional intelligence training program using a multimethodological approach. *Frontiers in Psychology*, 9, 1039. 10.3389/fpsyg.2018.01039.

⁹ Dunlop, L., & Rushton, E. A. (2022). Education for environmental sustainability and the emotions: Implications for educational practice. *Sustainability*, 14(8), 4441. p. 14.

¹⁰ Dunlop, L., & Rushton, E. A. (2022). Education for environmental sustainability and the emotions: Implications for educational practice. *Sustainability*, 14(8), 4441. p. 2.

¹¹ Ibid. (see footnote 10).

instilling the notions of empathy, compassion, and care, will not create the connection to the natural world that warrants sustainable decisions.

Although the consciousness around instilling knowledge and skills in relation to the environment and emotions is a more recent endeavour, this approach is deeply rooted in the diverse histories of Indigenous communities and an integral component of their value and belief system, emphasising the importance of developing a sense of responsibility for the seventh generation.¹² Ecological literacy, the understanding of ecological systems and their interconnections, plays a vital role in promoting responsible environmental stewardship and sustainable practices. The principle of responsibility to the seventh generation is one such concept that highlights the profound relationship between ecological literacy and sustainable decision-making. This principle, rooted in Indigenous wisdom and worldview, emphasises the interconnectedness of all life forms and the importance of considering the long-term consequences of our actions on future generations. At the core of Indigenous worldviews is the understanding that humans are not separate from nature but an integral part of it. This perspective fosters a deep sense of responsibility and stewardship towards the environment, grounded in the recognition that our actions have far-reaching consequences for those who come after us. The principle of responsibility to the seventh generation emphasises the importance of considering the well-being and sustainability of future communities when making decisions in the present. EL, when influenced by Indigenous views, encompasses not only scientific knowledge but also an understanding of the ethical and spiritual dimensions of our relationship with the natural world. It involves recognising and valuing the interconnectedness of all living beings and the importance of living in balance and harmony with nature. By embracing Indigenous perspectives in EL, we gain a more holistic understanding of environmental issues and solutions, enabling a broader approach to environmental education and decision-making. Overall, it fosters a deeper appreciation for the diversity of knowledge systems and cultural practices that have sustained sustainable societies for centuries.

As reported by Linda Clarkson, Vern Morrisette, and Gabriel Regallet, the vision of sustainable development through the eyes and experience

¹² Clarkson, L., Morrisette, V., & Régallet, G. (1992). Our responsibility to the seventh generation: Indigenous peoples and sustainable development (p. 63). Winnipeg: International Institute for Sustainable Development.

of Indigenous peoples encompasses the need to acknowledge that we include women, elders, and children into consideration: “the prophecy tells us that what we do today will affect the seventh generation and we must bear in mind our responsibility to them today and always”.¹³ Indigenous knowledge and worldviews that integrate a holistic view of peoples, past and present, and the planet, can significantly impact the development of sustainable educational pedagogies.¹⁴

As a sustainable educational pedagogy, FYH is built around the many intersections between EL and SEL by fostering a deeper connection between individuals and the natural world while promoting empathy, environmental stewardship, sustainability, and a sense of responsibility towards nature and all living beings. One way in which these two types of literacy intersect is the connection between empathy and perspective-taking: EL encourages individuals to develop empathy towards the natural world and recognise the interdependence between human societies and ecosystems. This understanding nurtures a sense of compassion and empathy for living beings, promoting perspective-taking and considering the needs and experiences of other species and future generations. The second interaction deals with responsible decision-making, where EL empowers individuals to make responsible decisions that consider the ecological impacts and long-term consequences from their personal lives to their professional careers. SEL complements this process by enhancing critical thinking, problem-solving, and decision-making skills, enabling individuals to assess the ethical implications of their choices and align them with sustainability goals.

The third way EL and SEL interact is through the development of collaborative approaches to research and education. An individual with strong ecological literacy often finds solutions to sustainability challenges through collaborative approaches, which requires SEL skills such as communication, cooperation, and teamwork. These skills are vital in facilitating effective collaboration among diverse stakeholders and fostering shared responsibility and collective action towards environmental sustainability. Fourth, studying ecological systems and recognising environmental challenges can evoke a range of emotions, including concern,

¹³ Ibid. (see footnote 12).

¹⁴ Napoleon, V., & Friedland, H. (2016). An inside job: Engaging with Indigenous legal traditions through stories. *McGill Law Journal*, 61(4), 725–754.

frustration, or hope.¹⁵ SEL supports the development of emotional regulation skills, helping individuals understand and manage their emotions in response to ecological issues. Emotional intelligence enables individuals to engage constructively in sustainability efforts and take appropriate action, rather than feeling emotionally overwhelmed by feelings sometimes summarised as “climate anxiety”.¹⁶ Fifth, the interaction contributes to building a sense of purpose and agency.¹⁷ Ecological literacy combined with SEL helps individuals develop a sense of purpose and agency in addressing sustainability challenges.¹⁸ By understanding their connection to the natural world and recognising their ability to make a positive impact, individuals feel empowered to take action and contribute to environmental well-being.¹⁹ Last is environmental stewardship.²⁰ Ecological literacy fosters a sense of responsibility and stewardship towards the environment, and SEL complements this by nurturing a sense of personal and social responsibility, ethical decision-making, and a commitment to sustainable behaviours. Together, these elements encourage individuals to become active environmental stewards, advocating for sustainable practices and inspiring others to do the same.

¹⁵ Russel, C. & Oakley, J. (2016). Editorial: Engaging the emotional dimensions of environmental education. *Canadian Journal of Environmental Education*, 21, 13–22.

¹⁶ Dunlop, L. & Rushton, E. A. C. (2022). Education for environmental sustainability and the emotions: Implications for educational practice. *Sustainability*, 14, 4441. <https://doi.org/10.3390/su14084441>.

¹⁷ McBride, B. B., Brewer, C. A., Berkowitz, A. R., & Borrie, W. T. (2013). Environmental literacy, ecological literacy, ecoliteracy: What do we mean and how did we get here? *Ecosphere*, 4(5), 1–20.

¹⁸ Collado-Ruano, J. (2018). Cosmodern education: Emotional, spiritual, and ecological literacy to develop a sustainability mindset. In *Developing a Sustainability Mindset in Management Education* (pp. 133–157). Routledge.

¹⁹ Khadim, M., Tahira, S. S., & Naz, B. (2023). Emerging trends and research developments in education for sustainable development: Shaping conceptions for a sustainable future. *Annals of Human and Social Sciences*, 4(2), 499–512.

²⁰ Tidball, K. G., & Krasny, M. E. (2011). Toward an ecology of environmental education and learning. *Ecosphere*, 2(2), 1–17.

By promoting empathy, responsible decision-making, collaboration, emotional regulation, a sense of purpose, and environmental stewardship, this intersection contributes to the holistic development of individuals who are knowledgeable about ecological systems and equipped with the social and emotional skills necessary to create a sustainable future.

Building off the importance of bridging emotions and the environment in education and research, we argue that developing ecological literacy with a strong focus on the emotional component should start well before post-secondary education.²¹ FYH, as an integrated intergenerational educational pedagogy, focuses on the connectedness between the self, others, and the natural world, and instills sustainability as a frame of mind grounded in both the environment and emotions.

1.3 The Second Building Block: A Sustainability Frame of Mind

Education and research, in the quest to achieve sustainability and find solutions to complex societal and environmental challenges, are deeply interconnected.²² In the twenty-first century, the overall outcomes and outputs of most fields of research are connected to sustainability, just as a common goal of the education system is to prepare children and adults with the knowledge and skills to work in different environments and create a prosperous life for themselves, the people, and the planet around

²¹ Elias, M. J., Zins, J. E., & Weissberg, R. P. (1997). Promoting social and emotional learning: Guidelines for educators. Ascd.

²² Maina-Okori, N. M., Koushik, J. R., & Wilson, A. (2018). Reimagining intersectionality in environmental and sustainability education: A critical literature review. *The Journal of Environmental Education*, 49(4), 286–296.

them.²³ In the words of Michael Bonnett,²⁴ instilling sustainability as “a frame of mind” is a way to link education and research as an integrated process that helps to answer the questions: “What constitutes a right relationship with nature?” and “What should our basic stance towards the natural environment be?”. The educational philosophy and movement around FYH builds upon this idea, focusing on emotional intelligence and ecological literacy as crucial components of a sustainable future.

A “sustainability frame of mind” encourages learners to approach topics in a cohesive and integrated manner, which simultaneously works in favour towards achieving national and global sustainability frameworks, such as the 17 integrated Sustainable Development Goals (SDGs) as outlined by the Agenda 2030. The interconnectedness of the 17 SDGs seeks to address sustainable development across economic, social, and environmental dimensions,²⁵ impacting most (if not all) aspects of life

²³ Here are some references on twenty-first-century studies on sustainability: “Our Common Future: Report of the World Commission on Environment and Development” by the Brundtland Commission (1987); “The Limits to Growth: The 30-Year Update” by Donella H. Meadows, Jorgen Randers, and Dennis L. Meadows (2004); “Planetary Boundaries: Exploring the Safe Operating Space for Humanity” by Johan Rockström et al. (2009)—This paper defines a framework of nine planetary boundaries, including climate change, biodiversity loss, and freshwater use, within which humanity can safely operate to maintain a stable Earth system; “The Natural Step for Business: Wealth, Ecology, and the Evolutionary Corporation” by Brian Nattrass and Mary Altomare (1999)—This book offers insights into how businesses can integrate sustainability principles into their operations, emphasising the importance of systems thinking and long-term planning; “The Economics of Ecosystems and Biodiversity: Ecological and Economic Foundations” edited by Pushpam Kumar (2010)—This publication examines the interdependence between economic systems and ecosystems, emphasising the need to incorporate ecosystem services into economic decision-making for sustainable development; “Sustainable Development Goals: Their Impacts on Forests and People” edited by Pia Katila et al. (2018); “Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist” by Kate Raworth (2017); “The IPCC Special Report on Global Warming of 1.5 °C” by the Intergovernmental Panel on Climate Change (2018). These references cover a wide range of topics related to sustainability in the twenty-first century, including sustainable development, planetary boundaries, business sustainability, ecosystem services, the Sustainable Development Goals, alternative economic frameworks, and climate change mitigation.

²⁴ Bonnett, M. (2002). Education for sustainability as a frame of mind. *Environmental Education Research*, 8(1), 9–20.

²⁵ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development*, 21 October 2015, A/RES/70/1, available at: <https://www.refworld.org/docid/57b6e3e44.html>, last access December 2023.

on this planet; thus, implementing a sustainability mindset in early education becomes imperative. Education and research are interwoven among the different goals and targets, and the scientific and academic communities are even recognised as key players in achieving a sustainable society by 2030. Under SDG 4 *Quality Education*, there also lies a deep connection between adopting a sustainability frame of mind and promoting life-long learning; as the planet and society are constantly changing, instilling sustainability through education enables flexible thinking and equips learners to handle challenges in their future professional lives. More specifically, target 4.7 outlines the expectation that students at all levels of education should acquire the knowledge and skills to promote “sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity”,²⁶ which all contribute to achieving the overall goal of *Quality Education*. Perhaps the basis of this knowledge and skillset is applying the appropriate state of mind, and education is the most important tool in encouraging a sustainability frame of mind.

However, despite the scholarship supporting the need to embed sustainability into academic curricula and the role education plays in achieving the SDGs, policies and programmes do not reflect these aspirations.²⁷ It is a complex task to develop sustainable educational approaches that combine the appropriate interdisciplinary knowledge, skills, and values and then implement them in a rigid academic system.²⁸ One scholar who has led his career promoting culture for sustainability, Paul Shrivastava, developed a holistic approach that combines physical and emotional learning in line with traditional educational pedagogies called “embodied learning”. Furthermore, scholars such as David W. Orr argue that the concept of sustainability itself “implies a radical change in the institutions and patterns that we’ve come to accept as normal”,²⁹ hinting towards the necessity for a shift in education and research that place

²⁶ Ibid. (see footnote 25).

²⁷ Dunlop, L. & Rushton, E. A. C. (2022). Education for environmental sustainability and the emotions: Implications for educational practice. *Sustainability*, 14, 4441. <https://doi.org/10.3390/su14084441>.

²⁸ Orr, D. W. (1990). Environmental education and ecological literacy. *Education Digest*, 55(9), 49–53.

²⁹ Orr, D. W. (1990). Environmental education and ecological literacy. *Education Digest*, 55(9), 49–53.

sustainability at the centre of their purpose. Raising children and teaching students (from primary to higher education) and researchers to feel connected to the natural environment and their own emotions fosters future generations who make decisions grounded in sustainability and environmental stewardship, with an awareness of how their actions affect both people and the planet.

1.4 *The Third Building Block: Relational Thinking*

An integrated approach to education that embodies emotional intelligence, ecological literacy, and sustainability, such as FYH, can be situated in a relational thinking framework; a thought process that treats systems as being made up of complex networks and relationships of living and non-living beings. Indigenous scholars, anthropologists, and geographers, among other emerging research fields, promote this systematic, relational approach that targets relationships when attempting to solve environmental and socioeconomic challenges.³⁰ Relational thinking, inherently linked to sustainability as a frame of mind, recognises that humans cannot be separated from nature while encouraging mindfulness, reciprocity, and care internally (the self) and externally (others and the planet). Furthermore, relational thinking can be found at the intersection between EL and SEL, where an awareness of the relationships between living organisms and their physical environment is supported by an emotional understanding of how one's actions impact the systems to which one belongs.

In terms of rethinking education and bringing this underlying principle of relational thinking into classrooms—supported through emotional and ecological literacy programmes and policies—focusing on relationality from an early age is critical to ensure that children grow up and maintain a sense of connectedness to the world around them. Naturally, humans are relational beings and have an innate capacity to empathise, care, and

³⁰ Eyster, H. N., Satterfield, T., & Chan, K. M. A. (2023). Empirical examples demonstrate how relational thinking might enrich science and practice. *People and Nature*, 1–15. <https://doi.org/10.1002/pan3.10453>.

draw connections; however, as children move through the Western education system, intuitive skills are often overridden by cognitive skills,³¹ on top of spending more time in their classroom as opposed to being outdoors. As supported by the underlying FYH and other Early Childhood Education (ECE) research,³² creativity and imagination must be sufficiently nurtured to support this relational, sustainable outlook on life. Developing a strong awareness of one's own emotions and sense of purpose leads to the capacity to relate and connect to other beings, and when those other "beings" go beyond human form, the natural world becomes an essential relationship to respect and maintain. Bringing EL, SEL, and sustainability into the same integrated education and research approach can be visualised as a three-dimensional concept (Fig. 1) in which the self, others, and environment interact through elements such as co-creation, participation, integral ecology, relationships, responsibility, and emotions. FYH, as an educational philosophy and research framework, focuses on these dimensions across several target audiences—an ambitious yet necessary approach to building a more sustainable, caring future.

2 MATERIAL AND METHODS: FOLLOW YOUR HEART THE BOOK (FIRST STEP)

The theoretical foundations of FYH's educational philosophy were laid in the book *Follow Your Heart: The School for Multipotentialites*,³³ an educational resource targeting children, educators, and researchers. The original idea, a school for multipotential children who have the freedom to create, imagine, and express as an integral part of their formal education, was envisioned by the book's illustrator, Valentina Russo. Moving from the original idea, the authors developed the manuscript into a tripartite book with (1) an embedded illustrated story for children, (2) evidence-based

³¹ Wels, A. E. J. (2017). Sustainability by default: Co-creating care and relationality through early childhood education. *International Journal of Early Childhood*, 49, 155–164. <https://doi.org/10.1007/s13158-017-0193-5>.

³² Davis, J. (2009). Revealing the research 'hole' of early childhood education for sustainability: A preliminary survey of the literature. *Environmental Education Research*, 15(2), 227–241.

³³ Murray, E. M., Russo, V., & Poto, M. P. (2022). *Follow Your Heart. The School for Multipotentialites*, La Bussola, cit.

Fig. 1 The three dimensions of education and research for sustainability ideated by Emily Murray and illustrated by Valentina Russo (2022)



research supporting the FYH educational philosophy for both educators and researchers, and (3) a chapter of co-created activities written by and intended for educators.

The embedded children’s story, *The Story of Cora*,³⁴ presents the concept of multipotentiality and the anxieties linked to the question, “What do you want to be when you grow up?”.³⁵ A multipotential person, as reported by Emilie Wapnick, has “many interests and creative pursuits”³⁶ and excels across a multitude of disciplines, yet is also someone who struggles with finding balance or meaning in their work because of the need to fulfil all of their passions. Multipotentiality, although it may be perceived or feel like a disadvantage because of the “specialist” and “linear” mindset our capitalistic society promotes, is a

³⁴ Original idea of and written by Emily Murray and illustrated by Valentina Russo.

³⁵ For an analysis of the Story of Cora, see Ali, S., *Exploring the origins of cora from follow your heart*, July 3, 2023, blogpost published in https://en.uit.no/project/ecocare/blogg/innlegg?sub_id=816760, last access July 4, 2023.

³⁶ Wapnick, E., & Buford, M. V. (2023). The rise of multipotentiality in a new landscape of work. In *Mapping the Future of Undergraduate Career Education* (pp. 155–166). Routledge.

core characteristic that—if nurtured—can be advantageous for making the world a better, more sustainable place.³⁷

The second part of FYH establishes the knowledge foundations essential for grounding research on ecological and emotional education and exploring the concept of multipotentiality. Dedicated to researchers and educators engaged in emotional and ecological education research, this section maintains an element of playfulness that can effectively captivate and involve students as well. By intertwining scholarly rigour with interactive elements, this section serves as a valuable resource for researchers and educators seeking to deepen their understanding of the subject matter while fostering an engaging learning experience for students.

The concluding segment of the comprehensive educational resource, *Follow Your Heart*, embodies a participatory and co-creative approach. This chapter, specifically designed for teachers and their pupils, encompasses a range of activities that aim to cultivate emotional literacy, foster relational thinking, and nurture the development of multiple talents. Drawing upon a collaborative process, the authors worked closely with educators from Italy and Canada to co-create these engaging activities. The result is a diverse collection of lessons and exercises reflecting the insights and expertise of the authors and educators involved. Through this participatory approach, the activities are finely tuned to meet the needs and interests of students, ensuring a dynamic and interactive learning experience.³⁸

Within this final part of FYH, readers and teachers find a wealth of valuable suggestions and practical guidance for seamlessly integrating these activities into their curriculum. Each activity is thoughtfully designed to promote emotional awareness, encourage critical thinking, and foster creativity. By embracing the spirit of participation and co-creation, this chapter empowers teachers and students to actively engage in the educational process, fostering a sense of ownership and collaborative learning.

³⁷ Wapnick, E. (2017). *How to be everything: A guide for those who (still) don't know what they want to be when they grow up*. HarperOne; see also Murray, E. M., Russo, V., & Poto, M. P. (2022). *Follow Your Heart. The School for Multipotentialities*, La Bussola, cit., 39 and ff.

³⁸ Murray, E. M., & Poto, M. P. (2023) *Co-creation of educational spaces and curricula to develop an ecology of participation: an example from Follow Your Heart in Lohse*, E. J., & Poto, M. P., *Coproduction of knowledge in Climate Governance*, Berliner Wissenschafts-Verlag, 2022, ISBN 978-3-8305-5538-4.

Moving beyond the physical book, *Follow Your Heart* is an integrated form of education, and has developed into an educational movement, taking shape through workshops³⁹ and outreach activities, as outlined in the following section.⁴⁰

3 FOLLOW YOUR HEART IN ACTION (SECOND STEP)

3.1 *Three Educational Workshops Developing the Book Activities*

Following the publication of the book, three book launches were organised, accompanied by a series of diverse activities and workshops each purposefully centred around the core values of ecological education, emotional intelligence, and the nurturing of multipotentiality.⁴¹ The book launches have served as a vibrant platform to introduce the publication, bringing together individuals who share a deep appreciation for the interconnectedness of ecological and emotional education. Through the events hosted thus far (in the UK, Italy, and France), attendees were immersed in a captivating atmosphere that fostered an exchange of ideas, experiences, and insights. Moreover, several activities and workshops were thoughtfully curated to delve into the values at the heart of the book. Participants actively engaged in interactive sessions and hands-on experiences, all designed to promote a holistic understanding of ecological principles, emotional intelligence, and the cultivation of multiple talents. These gatherings provided a unique opportunity for participants to explore and deepen their knowledge in these critical areas in a safe, welcoming space open to out-of-the-box thinking. The activities and workshops encouraged reflection and the development of practical skills and sparked meaningful discussions around the transformative power of ecological education, emotional intelligence, and embracing one's

³⁹ Poto, M. P., Murray, E. M., Russo, V., & Vita, L. (2023). Third Book Launch, Workshop and Next Steps “Follow Your Heart. The School for Multipotentialites”. *Septentrio Reports*, (1). <https://doi.org/10.7557/7.7101>; Poto, M. P., Murray, E. M., Russo, V., & Green, J. (2023). Second Book Launch and Creative Bilingual Workshop “Follow Your Heart. The School for Multipotentialites”. *Septentrio Reports*, (1). <https://doi.org/10.7557/7.7037>; Poto, M. P., Murray, E. M., & Russo, V. (2023). Book Launch and Scientific Workshop “Follow Your Heart. The School for Multipotentialites”. *Septentrio Reports*, (1). <https://doi.org/10.7557/7.6986>.

⁴⁰ *Ibid.* (see footnote 38).

⁴¹ See reports cited in the footnote above.

multipotentiality. By combining the excitement of book launches with purposeful activities and workshops, these events became catalysts for building a community of like-minded individuals passionate about integrating ecological values, emotional intelligence and celebrating diverse talents into their personal and professional lives. Among the activities organised in the last workshop, we developed the reading of *The Story of Cora*; the development of the banner, co-created by all participants, around the theme of “What does Follow Your Heart mean to you?”; and the collection of books that constitute a multilingual library, meant to be expanded with a further study on resources connected to ecological and emotional education, as well as multipotentiality.

3.2 *FYH as a Learning Resource for University Students*

The FYH book has also been adopted as a valuable learning resource for the bachelor course programme in Business and Management at the University of Torino (Unito, Department of Management, University of Turin, academic year 2022–2023).⁴² Its inclusion in the curriculum has proven to be instrumental in inspiring and guiding students towards success in their academic and professional pursuits and has been particularly influential in the context of student-led creative projects centred around the Agenda 2030. As part of their coursework, students have utilised FYH as an inspirational tool to delve into the challenges and opportunities associated with the global sustainable development goals outlined by Agenda 2030.⁴³ By reading the book and exploring its themes, students have gained valuable insights and perspectives on how individuals and organisations can contribute to a more sustainable and inclusive future through emotional and ecological education and by fostering multipotentiality from an early age. One of the notable outcomes of incorporating FYH into the curriculum has been the development of engaging roundtable discussions based on book reviews. After reading the book, students have been encouraged to critically analyse

⁴² Inspired by FYH as a learning resource, the students developed their own projects along the lines of sustainability education within the Agenda 2030. For testimonies on their projects, refer to <https://en.uit.no/project/ecocare/blogg>, last access July 2023.

⁴³ See, for example, Mohammad Abniki, *Italiran: The story of inspiration*, July 7, 2023, in https://en.uit.no/project/ecocare/blogg/innlegg?sub_id=817034, last access July 2023.

its content, themes, and key messages, which have been followed by roundtable sessions where they have shared their insights and engaged in thoughtful discussions with their peers and faculty members. These roundtable discussions have provided a platform for students to articulate their opinions, exchange ideas, and deepen their understanding of the book's concepts. Through these interactive sessions, students have gained a broader perspective on the significance of following one's passion and incorporating legal and ethical considerations into future business endeavours.

The integration of FYH into the Business and Management curriculum at Unito has fostered a holistic approach to education, emphasising the importance of personal growth, value-driven decision-making, and sustainable development. By utilising the book as a learning resource, students have expanded their knowledge and critical thinking skills and been inspired to become agents of positive change within their communities and beyond. In conclusion, FYH has become an essential component of the bachelor course programme in Business and Management at Unito, enriching students' learning experiences, providing them with valuable insights, inspiring their creative projects related to Agenda 2030, and encouraging meaningful discussions through roundtable sessions. By embracing the messages and themes of the book, students have gained a deeper understanding of their role in shaping a sustainable and socially responsible future.

3.3 Outreach Activities with Primary School Pupils: The Experience Offered by the Initiative “Bambine and Bambini. Un giorno all’Università” (University of Turin, April 2023)

In April 2023, as part of the “Bambine and Bambini. Un giorno all’Università” initiative at the University of Turin, an impactful outreach activity was organised involving primary school pupils. Margherita Poto, Arianna Porrone, and Xhesika Nikolli facilitated this endeavour, utilising the resources provided by the book FYH to lead a thought-provoking session centred around fostering an emotional connection with the planet.⁴⁴ During this engaging activity, the children were encouraged to

⁴⁴ See https://en.uit.no/project/ecocare/nyheter/artikkel?sub_id=810378, last access July 4, 2023.

explore their creativity and imagination. Drawing inspiration from Indigenous traditions of the Arctic, they collectively constructed their own unique story that emphasised the significance of preserving and nurturing our planet. By incorporating elements from FYH, the children delved into the importance of following their passions and cultivating a deep connection with the environment. To further enhance their experience, the children collaborated to compose a song that captured the essence of their story. This process fostered teamwork and cooperation while allowing them to express their thoughts and emotions through music in a creative manner. Through the composition of the song, the children were able to develop a deeper understanding of the interconnectedness between individuals, the environment, and the need to take responsible actions. In addition to storytelling and song creation, the children also had the opportunity to showcase their artistic talents by creating their illustrations. By creating a visual representation of their ideas and concepts, they could portray their interpretations of the themes discussed during the activity through another mode of expression. This artistic aspect of the experience further reinforced the importance of nurturing individual talents and embracing creativity to foster a deeper connection with one another and the planet.

Overall, the outreach activity with primary school pupils proved to be a very formative experience; through their participation, the children gained a profound understanding of the significance of nurturing their talents, fostering positive relationships with others, and cultivating a deep and emotional connection with our planet. The integration of FYH resources into the activity provided a framework for exploration and reflection, giving the children the flexibility and freedom to invent their own stories, song, and illustrations, all while empowering them to become active agents of positive change in their communities and instilling in them a sense of responsibility towards the environment. From the teachers' feedback, the take-home message that emerged was that, through experiences like these, the seeds of awareness and compassion are surely planted, paving the way for a future generation committed to safeguarding our planet and promoting sustainable practices.

4 EXPANDING REACH AND IMPROVING ACCESSIBILITY THROUGH TRANSLATION AND AN ONLINE PLATFORM (THIRD STEP)

Building on the knowledge and experience gained from the book launches, lectures, and outreach activities, the Follow Your Heart project team is expanding by focusing on the message of Cora and developing evidence-based research to support the need for an integrated emotional and ecological education. Through community interactions with the book, Cora has been well-received by all ages and has been identified as a central component to the Follow Your Heart project. *The Story of Cora* resonates with individuals in search of a meaningful career and life that makes space for their multiple talents and interests while simultaneously promoting the teaching resource Follow Your Heart. To reach a wider audience, *The Story of Cora* has been translated and contextually adapted into Chinese and Farsi by university students as part of research internships. Including personal touches and input from university students with varying educational backgrounds and skills has further contributed to the co-created, community-based approach that the Follow Your Heart team aims to embody in their work.

To further expand the reach of the book and development of the FYH project, the team has developed a website⁴⁵ to showcase the educational resource and create an online space that brings together ecological and emotional educational resources. As highlighted by Haleem et al. (2022), digital resources improve access to a wide variety of learning tools that enhance the educational experience for students and educators.⁴⁶ Incorporating digital learning into the classroom can foster creativity, giving students a sense of success and encouraging non-traditional ways of thinking. Digital classrooms are also accessible and interactive, offer flexible and personalised learning, help students develop teamwork and communication skills, and often provide collaboration opportunities for

⁴⁵ See <https://www.followyourhearteducation.org/>, last access February 2024.

⁴⁶ Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3(3), 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>. Haleem, A., Javaid, M., & Singh, R. P. (2022). An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 2(4), 100089.

educators and students. The website will act as a resource hub for students, educators, and researchers with both original resources—crash-course style videos and a podcast series—and a curated collection of books, podcasts, videos, research publications, and other tools that align with Follow Your Heart and the educational philosophy.

Continuing to translate the themes and teachings of FYH into various forms of media (website, children’s books, podcasts, short videos) will help to grow and strengthen the education and research community, integrating competencies of emotional and ecological literacy into the education system. The development of FYH, beyond a physical book, supports educational pedagogies that call for holistic, well-rounded teaching approaches that yield complex thinkers who will have the skills, knowledge, and confidence to address future challenges.

5 APPLICATION OF RESULTS IN ONTARIO’S SCHOOLS: A CASE STUDY (FOURTH STEP)

Following a community-based, co-created approach to education and research, the book Follow Your Heart and future developments of this educational space involve international collaboration through diverse educator input and university student research internship programmes. Since the state of educational policies and programmes enforcing emotional and ecological-based learning themes and skills vary across the globe, and in most cases are absent or severely lacking, it is important to collaborate with students, educators, and researchers from various contextual settings to gain better insight to understand what is needed and how educational spaces and resources like Follow Your Heart can fill such gaps.

Despite the many intersections of SEL and EL, there are very few instances of these educational topics converging in the same policies and programmes and are usually conceptualised in silos. Through her experience as a public health nurse working to support elementary schools in Ontario, Canada, Laura Vita became aware of the gap in emotional education resources and training for educators. Following the COVID-19 global pandemic, teachers and school administrators highlighted mental health and well-being as key issues that needed to be addressed to support their students better. Many educational staff sought to obtain evidence-informed tools to promote social-emotional learning within their classrooms, in response to the challenges their students were experiencing. Fostering and strengthening social and emotional skills became

an area of importance because of its positive impact on mental well-being and its focus on developing tools to build resiliency. In Ontario, Canada, emotional education—in the form of social-emotional learning (SEL) skills—and environmental education are addressed differently in the Ontario Ministry of Education Curricula and treated as separate concepts, despite how interconnected they have proven to be. In 2009, the Ontario Ministry of Education published the “Acting Today, Shaping Tomorrow” policy framework for environmental education in Ontario schools, citing the critical need to help students understand the nature and complexity of environmental challenges and the knowledge and skills to take action. Additionally, they denote environmental education as a “cross-curricular and integrated learning” skill, indicating, through resource documents, that environmental education should be taught across all subject areas and grades because of the learning opportunities it presents to students. The resource documents for grades 1–8 and 9–12 outline lesson plans and activities that give educators inspiration for integrating environmental topics in subjects such as The Arts, French as a Second Language, French Immersion, Health and Physical Education, Language, Mathematics, Native Languages, Science and Technology, and Social Studies. However, the content of the resource guides is merely knowledge-based and does not suggest lessons and themes that would instil environmental responsibility and notions of caring and empathy which foster a sense of appreciation and connection to the natural environment.

Similarly to the way environmental education is addressed in Ontario, emotional education (in the form of SEL) is promoted as developing “cross-curricular and integrated learning” skills for both primary and secondary pupils; however, the scope of SEL is limited and mostly focuses on individual mental and physical well-being and building the capacity to learn and flourish.⁴⁷ These topics are lightly addressed in Ontario school curricula under the “Health and Physical Education in Grades 1–8” and suggest a few ways to integrate SEL skills into learning across three subjects: Active Living, Movement Competence, and Healthy Living. Currently, there is not yet a resource document from the Ministry of Education to support educators in implementing SEL in their classrooms,

⁴⁷ Ontario Ministry of Education. (2019). Social-Emotional Learning (SEL) Skills. Ontario.ca; Government of Ontario. <https://www.ontario.ca/document/health-and-physical-education-grades-1-8/social-emotional-learning-sel-skills>, last access July 4, 2023.

though the ministry website does promote School Mental Health Ontario as a resource. As outlined, there have been steps taken by the Government of Ontario through the Ontario Ministry of Education to promote both environmental education and emotional education; however, alongside this effort, it is imperative to support educators who bring the curriculum to life each day with their students by providing tools that support the implementation of ecological and emotional education.

From an international policy perspective, the Agenda 2030 for Sustainable Development states that the SDG goals and targets are “integrated and indivisible, global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and procedures”⁴⁸; thus, the tools and implementation strategies to address these goals and targets should also be universal in nature and applicable across multiple contexts (in contexts such as Ontario, Canada, and beyond). Systematic changes and creating a sustainable and healthy future can be supported through the intersection of SEL and EL programmes and policies, and further research should focus on how to better integrate these practical and life skills across traditional primary and secondary education curricula as a whole. FYH, as a physical book, educational philosophy, and movement, is a tool that aims to change the status quo by integrating these two very important topics in education. With the assistance of educational models such as the FYH approach, we can begin to change the education system to support both curriculum goals and broader societal goals such as the 17 SDGs, educating from a sustainability mindset and integrating different forms of knowledge. The Follow Your Heart book, philosophy, and movement apply co-creation principles to their research and development to support the creation of educational materials applicable across multiple contexts. As previously addressed, the FYH approach integrates emotional and ecological education to support students in developing into whole persons with the capacity for sustainable action. Integrating multiple intelligences and valuing the multiple potentials of every student is also a hallmark of the FYH approach.

⁴⁸ United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development United Nations. In United Nations Department of Economic and Social Affairs. United Nations. <https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>, cit., last access July 4, 2023.

To build upon the evidence-based research supporting Follow Your Heart, the project team has initiated a feedback initiative with educators in Ontario, Canada, to gain perspective from inside the classroom, specifically from those responsible for implementing the curriculum outlined above. For this feedback initiative, primary school educators have been provided with a copy (physical or PDF) of *Follow Your Heart: The School for Multipotentialites* and have been asked to review the content, apply it within the classroom with students, and share their experiences and activity ideas. Educators have been asked to identify strengths or areas of growth within the book and to provide an activity they have previously used to promote ecological or emotional education in their classrooms. Seeking this feedback is another step in further developing Follow Your Heart, allowing for the opportunity to integrate information from front-line educators to inform further developments in making this tool applicable across learning contexts. Additionally, the global research team assisting in developing the Follow Your Heart Project is an integral part of developing a programme that can be adapted and made applicable across different cultural contexts. The approach to the Follow Your Heart movement embodies relational thinking, teaching with an integrated instead of siloed approach supporting the growth of a whole child and a whole heart. *Follow Your Heart: The School for Multipotentialites* stands at the intersection of addressing local-level curricular needs and Agenda 2030 goals and targets; this type of tool epitomises the adage “think global, act local” and acts as an example for future education projects that support sustainable education.

6 CONCLUSIONS AND WAY FORWARD

The systematic overview presented in this article highlights how FYH has evolved into an educational movement that promotes ecological and emotional research and education for sustainability. With the original intention of publishing the book as an open-access tool for pupils in low-resource settings with a need for more English teaching materials, the subsequent development of resources and interactive, in-person community events were not originally planned but have been strongly supported by students, researchers, and educators and are fuelling the quite novel research. As discussed, the interconnections between research and education in sustainability, emotional education, and the relevance of encouraging multipotentiality in individuals of all ages constitute the

core of *Follow Your Heart: The School for Multipotentialites* and support a type of integrated educational philosophy. In particular, this chapter establishes a theoretical framework demonstrating the inherent linkages between sustainability and emotional education, as outlined in Agenda 2030. By fostering values and behaviours aligned with our connection to nature, emotional education can empower researchers, educators, and learners to contribute to developing an educational and research framework for sustainability literacy with ecological education and emotional and multipotentiality empowerment at its core.

Building off the foundational elements of emotional education, ecological literacy, sustainability, and relational thinking, this chapter describes the co-creative process applied at all stages of FYH, involving the collaboration between authors and contributing educators, underscoring the importance of cross-disciplinary and intersectional approaches and diverse perspectives. The continuous development and application of FYH as a research and education tool through academic lectures, workshops, and outreach activities have greatly expanded its reach and impact, generating feedback which enables the refinement and adaptation of Follow Your Heart teaching philosophy and concepts. This iterative process ensures the richness and effectiveness of the research and educational resource.

Additionally, FYH promotes the adoption of multilingualism in education and research. Multilingualism serves as a pivotal element in an educational approach that embraces and nurtures multipotentiality. By embracing multiple languages, pupils are equipped with holistic learning experience, expanding their perspectives, enhancing cognitive abilities, and fostering a profound appreciation for diverse cultures.⁴⁹ Multilingualism improves accessibility and expands the educational reach of FYH, demonstrating a commitment to inclusivity. The initial idea to promote multilingualism in an educational context has developed into the translation of the book into many languages (as of today: Chinese and Farsi)⁵⁰ to reach a broader audience by providing educational resources in multiple languages and cultural contexts, enabling individuals from diverse backgrounds to benefit from the Follow Your Heart teachings. Lastly, this multistep process from book to educational movement has

⁴⁹ See Murray E. M., Russo V., & Poto, M. P. (2022) *Follow Your Heart*, cit., p. 53.

⁵⁰ For the version in Farsi developed by Mohammad Abniki, see https://en.uit.no/Content/816869/cache=20230507133423/Follow_your_heart.pdf, last access July 2023.

highlighted the need for integrated emotional and environmental education in primary and secondary classrooms. In particular, the work of global health practitioner Laura Vita and the ongoing feedback initiative in Ontario, Canada underlines the importance of co-creating new tools and supports for educators who have the confidence and motivation to bring important novel topics into their traditional teaching routine and curricula. Integrating emotional intelligence and well-being into educational settings aligns with the principles and concepts promoted by FYH, fostering a nurturing and connected learning environment.

In conclusion, the insights gained from the study of the preliminary results of this research present promising avenues for the progression of the FYH initiative and its overarching support for emotional and ecological education. The integration of emotional and ecological learning represents a compelling opportunity to foster more holistic and sustainable educational approaches. The following key steps have emerged as potential ways forward for the success of the FYH initiative.

Firstly, continued research and development should remain a primary focus for the FYH initiative. Collaborative efforts with educators, researchers, and sustainability experts can enrich and refine the educational resources offered by FYH. Through the creation of these resources, a robust evidence base at the intersection of emotional and ecological education will be developed, which will be essential for advocacy efforts for policies and programmes that embrace more comprehensive, sustainable learning models. Secondly, the establishment of strong partnerships with educational institutions, organisations, and communities is critical for expanding the reach and impact of FYH. Engaging in alliances with like-minded entities can garner support, facilitate knowledge sharing, and leverage additional resources to enhance the influence and dissemination of the Follow Your Heart philosophy.

Thirdly, the creation of a digital education and research network, as discussed in Sect. 4, offers an exciting opportunity to improve the accessibility and scalability of FYH. This digital platform can serve as a centralised hub for educational resources, research materials, and interactive tools, enabling individuals worldwide to access and engage with the FYH initiative. Moreover, advocating for the integration of emotional education and sustainability principles into formal education systems is vital. Engaging policymakers, educators, and relevant stakeholders will be instrumental in driving the adoption of emotional education practices and sustainability initiatives within curricula, policies, and educational

frameworks. Lastly, ongoing monitoring and assessment of the long-term outcomes and impact of the FYH initiative are imperative. Rigorous evaluations, data collection, and obtaining feedback from educators, students, and participants will provide invaluable insights into the effectiveness of the initiative, fostering continuous improvement and refinement.

By embracing and implementing these strategies, the FYH initiative can realise its vision of nurturing emotionally aware and ecologically conscious citizens. Emphasising the symbiotic relationship between emotional intelligence and environmental consciousness, the FYH initiative seeks to contribute to the advancement of a more interconnected and sustainable society. As the movement progresses, its significance will resonate not only within primary schools in Ontario but also as a potential model for fostering more holistic and responsible educational practices worldwide.

In the face of worsening climate change and its far-reaching consequences, as well as the alarming increase in mental health issues among youth, including eco-anxiety, depression, and feelings of hopelessness, there is an urgent need for comprehensive and innovative approaches to address these complex challenges. Building upon and integrating resources such as FYH can help prepare the current and future generations for overcoming challenges in both their personal and professional lives. In the twenty-first century, shifting towards sustainable practices and making eco-conscious decisions is relevant across every sector, thus it is imperative that children value emotional and ecological health to develop into whole beings who protect the planet. By implementing these ways forward, the FYH initiative can further its mission of promoting ecological and emotional research and education for sustainability, fostering values and behaviours that align with our innate connection to nature.

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