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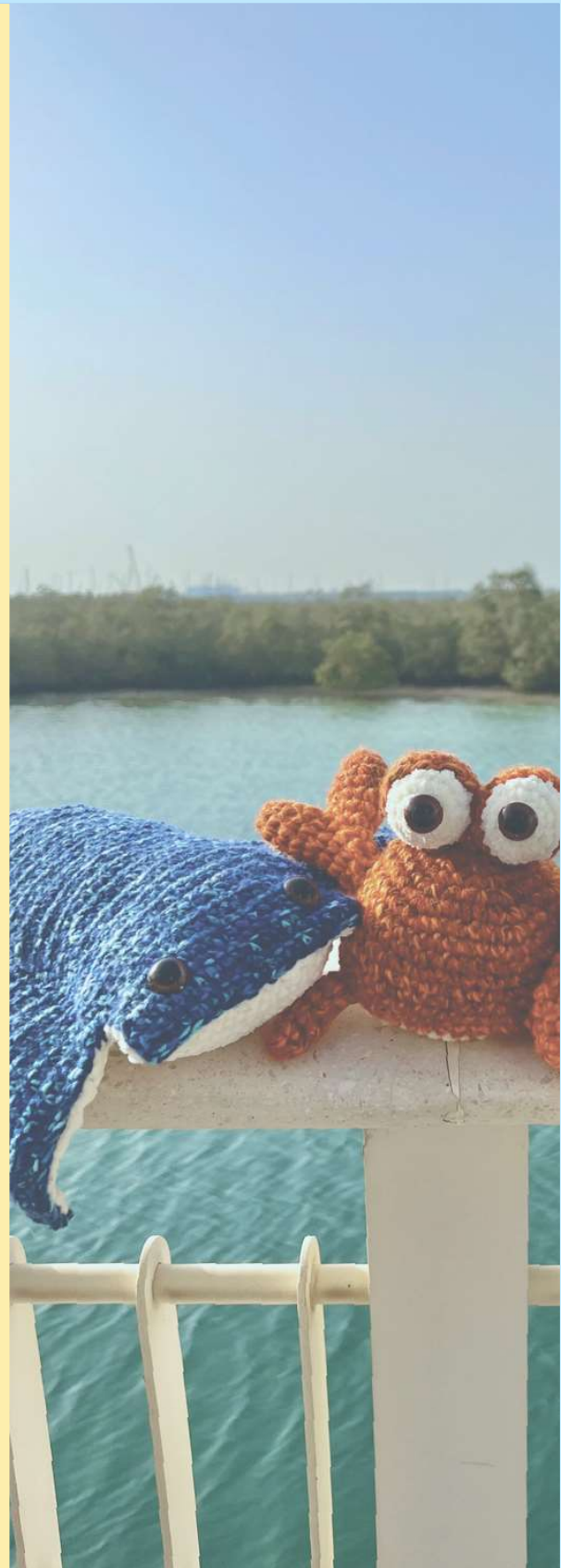
Beyond Borders Syllabus

July 2025



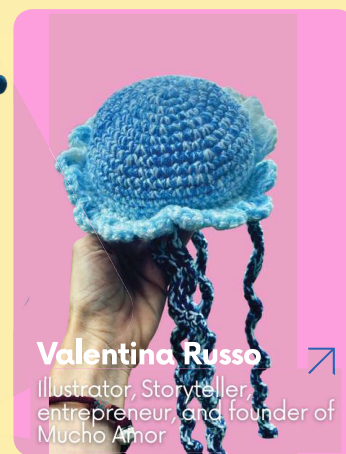
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Who Are We?

Meet Our Team



In collaboration with: the teachers and children from Nyerere Kindergarten (Songea), students and pupils from Tanzania, the Habiba Community in Sinai; Emily Murray and Laura Vita (Follow Your Heart); Faezeh Karimpour (intern at Ecocare, Spring 2025); Romina Bazrgar (University of Turin); Youna McGowan (practicum student Ecocare, Summer 2025); the EUGLOH Students from the JUR-1005 Course at the Faculty of Law, UiT the Arctic University of Norway; Giulia Parola (Project coordinator Ecocare Brazil, 2025).

What is Beyond Borders?

Across borders, languages, and landscapes, a shared vision is taking root, a vision to nurture the emotional and ecological wisdom of young minds. How do we foster environmental understanding if we do not first nurture an emotional connection to it? Inspired by Camilla Haule, and deeply aligned with the mission of ECO CARE, the Beyond Borders initiative represents the next step in a growing movement: cultivating education that connects the mind, the heart, and the natural world.

This 10-day project in Songea, Tanzania, is a collaborative effort, partially funded by Wells Cathedral School and supported by dedicated educators and compassionate thinkers, including Margherita Paola Poto, Camilla Haule, Agnes Haule, Carolina Sarti, Pietro Parola, Dana Ahmed, Faraja Haule, and Igor Peftiyev. Together, we seek to engage young learners through activities that build emotional literacy, ecological understanding, and creative expression, intersecting these three teaching pillars, all while bridging cultures and sowing little seeds of inspiration and change.

Beyond Borders is a reverberation of the ground-breaking idea of a variety of projects. It is an offspring of ECO CARE, and the result of the educational pioneer, Follow Your Heart – The School for Multipotentialities. This project is rooted in the belief that education systems should cultivate not only academic skills but also pay equal attention to instructing children on emotional intelligence, fostering creativity, and exploring multiple talents. Moving beyond the constricting, linear expectation of "choosing one future," we embrace a model that encourages children to explore as many interests and possibilities as their young minds push them towards, thus laying a solid foundation for innovation, resilience, and sustainable thinking.

In this spirit, the Beyond Borders project offers an alternative to standardized educational systems, which often emphasize rote learning over emotional and imaginative development. By introducing creative teaching methods — music, storytelling, puppetry, art, and movement — we strive to provide students with richer, more holistic learning experiences that they can connect to. We believe that by nurturing multiple potentials and strengthening emotional awareness, children can grow into thoughtful caretakers of themselves, their communities, and the environment.

The syllabus that follows is not simply a curriculum; it is an invitation to imagine education differently — we wanted to create a guide to build a space where feelings matter, creativity leads, and learning is a joyful journey into the heart of life itself.

Course Description

Beyond Borders: Emotional and Ecological Literacy for Young Learners

Our Purpose

Beyond Borders invites children and learners of all ages and abilities to embark on a meaningful journey, taking them inward and outward simultaneously, connecting their inner emotional world with the living environment around them. Through creative, hands-on activities such as storytelling, music, puppet theater, art-making, and movement, children will learn to recognize, understand, and express their emotions in healthy and imaginative ways. At the same time, they will cultivate a sense of wonder, responsibility, and empathy toward nature and all living beings.

At its core, Beyond Borders is a radically inclusive project, one that is not only transcultural but also transgenerational, through its audiences and its team. It creates no boundaries and invites everyone in. It embraces diversity by involving local children from the Nyerere kindergarten, including children with disabilities, and neurodivergent children from the Asfour initiative. It also brings in students from nearby vocational schools and connects instructors, educators, and community members in a shared space of learning. Accessibility is not an afterthought — it is a foundational pillar of the project, reflected in the co-creation of multisensory, flexible learning tools and techniques that meet a wide range of learning needs and communication styles.

This course goes beyond conventional early childhood education by weaving together emotional and ecological literacy into a single, integrated experience. It is based on the belief that emotional well-being and environmental stewardship are deeply interconnected, and that nurturing both from an early age builds the foundations for more compassionate, resilient, and imaginative individuals.

Our Mission

Drawing inspiration from the Beyond Borders project, the ECOCARE mission, and the principles of Follow Your Heart – The School for Multipotentialities, Beyond Borders introduces an alternative model of education. Rather than focusing narrowly on standardized academic outcomes, this course encourages children to explore multiple interests and talents ("multipotentialities"), to develop strong social-emotional skills, and to imagine many possible futures for themselves and their communities.

Through this approach, children are empowered to see learning not as a rigid path but as an open, creative landscape — one where they can dream, create, and care for the world around them.

We strive to see
Beyond Borders as
something more than a
course — we see it as
a beginning: a
nurturing space where
seeds of emotional
intelligence,
ecological awareness,
accessibility, and
creative learning are
planted for a lifetime.

Course Objectives

By the end of this course, children will have:

1

Built a basic level of emotional literacy: identifying, naming, and expressing basic emotions (e.g. but not limited to: happiness, sadness, anger, fear, calmness, excitement).

2

Engaged with simple strategies to express and manage feelings (talking, drawing, movement).

3

Developed a basic level of ecological literacy: understanding basic relationships between people, animals, plants, and the Earth.

4

Understood basic environmental concepts (plants, animals, earth care, seasons).

5

Developed empathy toward both people and nature.

6

Strengthened empathy, creativity, and collaborative skills.

7

Gained confidence in using multiple forms of expression: verbal, artistic, musical, and bodily.

Our Target Audience

Children from Nyenere Kindergarten

Our primary audience are the 56 children that attend the kindergarten.

- 18 of them are between the ages 1.5 - 3,
- 26 between the ages 3.5 - 4,
- 12 between ages 4.5 - 6.
- Some of these children come from extreme poverty and their families cannot manage the schooling expenses, including uniforms or fees.

Through this approach, children are empowered to see learning not as a rigid path but as an open, creative landscape — one where they can dream, create, and care for the world around them.

Vocational School Students from the Ruvuma region

Vocational School Students in Ruvuma Region will Receive the materials to crochet marine dolls filled with ocean plastics, as inspired by the Asfour Project which the children in Songea will then be able to utilise as learning materials.

Instructors

Trainers/Instructors are a fundamental target audience of our project, because we crafted the project to be repeatable. This project strengthens the educational capacity of local schools by training educators to use our teaching toolkit effectively, ensuring that emotional and ecological literacy are integrated into teaching practices. Schools and educators thus gain access to innovative teaching materials that enrich their curriculum and promote holistic development.

Our Modules

In Beyond Borders, we walk along two interconnected learning paths: Emotional Literacy and Ecological Literacy. Each path nurtures different skills, understandings, and ways of being in the world — yet they are inseparable, weaving together to form a foundation for a more sustainable, creative, and caring future.

PATH 1	PATH 2	PATH 3
Emotional Literacy	Ecological Literacy	Intersecting Paths
Listening to Our Hearts	Listening to our (H)Earth	Building the Heart of Sustainability
<p>The first path leads inward: helping children recognize, understand, and express their own emotions. Through playful, creative activities like storytelling, music, art, and role-play, children learn the language of basic feelings — joy, sadness, anger, fear, love — and develop the confidence to express and voice them in healthy ways. Emotional literacy is the root of strong social relationships, self-awareness, empathy, and resilience. It empowers children to know themselves, trust their emotions, and build meaningful connections with others. Strengthening emotional intelligence from an early age lays the groundwork for compassion, an essential quality for individuals to build sustainable communities and a flourishing planet.</p>	<p>The second path leads outward: awakening children's sense of wonder, responsibility, and kinship with the natural world. Through crafted puppet shows, eco-art projects, storytelling, and singing about animals and plants, children begin to see themselves as part of a living, interconnected ecosystem. Ecological literacy is not simply knowledge about the environment; it is a way of seeing the world relationally — understanding that the health of people, animals, and the Earth are bound together. Nurturing ecological consciousness from an early age encourages care, stewardship, and a deep sense of belonging to the web of life.</p>	<p>In Beyond Borders, these two learning paths are not separate lanes but intertwining roads — each enriching the other. A child who understands their own emotions builds the empathy and self-confidence needed to care for others and nature. A child who sees the Earth as alive and interconnected strengthens their emotional bonds to the world around them.</p> <p>Rooted in the values of Follow Your Heart — The School for Multipotentialities and informed by a relational thinking approach (Eyster & Chan, 2023), Beyond Borders believes that sustainable education must nurture both the inner world and the outer world. True sustainability is not only about preserving ecosystems; it is about growing people who are imaginative, emotionally intelligent, and proud of their many gifts. Children who are supported in exploring their multiple talents — rather than being narrowed into a single "career path" — are more likely to become creative problem-solvers who can tackle the social, environmental, and health challenges of the future.</p> <p>By walking both paths — emotional and ecological — children are equipped to live fully, care deeply, and imagine new ways to build a thriving, sustainable world.</p>

Teaching Methods

How We Will Play and Learn



Music and Songs:

Singing about emotions and nature, while simultaneously strengthening their access to the English language.



Puppet Shows and Storytelling:

Bringing emotions and earth creatures to life.



Coloring, Drawing, and Crafting:

Expressing ideas through hands-on art in colouring books.



Role-Playing Games:

Practicing emotional and ecological situations.



Nature immersive experiences, walks and Outdoor Time:

Observing feelings and nature firsthand.

Note: Activities are designed to require minimal materials and encourage using available natural resources like leaves, stones, and recycled items. All the learning materials that are not borrowed from nature have been lovingly carved, made, crocheted and donated by our sponsors, collaborators and donors.

Lessons Plans and Schedule

The lesson plans and schedules in this section are the result of a collaborative, co-creative process involving team members of different ages, backgrounds, and countries. Together, we have designed an inclusive learning experience that speaks to multiple target audiences — the children, the vocational school students, and the instructors themselves. Every activity has been carefully planned in harmony with the existing daily rhythm of the kindergarten to ensure a smooth integration without disrupting the children's routine. We have also paid special attention to language accessibility: teaching will be conducted in both English and Kiswahili, in close collaboration with local teachers, and selected elements will be offered in Arabic thanks to the generous support of Dana Ahmed. All materials and teaching methods embrace multisensory approaches to learning, with additional one-to-one support where needed, to ensure that children of all learning abilities can fully participate and thrive.

Project Schedule

DAY 1

(Wednesday 09.07)
Arrive in Songea, depending on
time we can introduce ourselves
to the children and instructors

DAY 2

(Thursday 10.07)
Teaching Day 1 with Kids –
introduction

DAY 3

(Friday 11.07)
Teaching Day 2 with Kids

DAY 4

(Saturday 12.07)
Instructor Training +
Kindergarten Repair

DAY 5

(Sunday 13.07)
Brunch + Kindergarten Repair

DAY 6

(Monday 14.07)
Teaching Day 3 with Kids

DAY 7

(Tuesday 15.07)
Teaching Day 4 with Kids

DAY 8

(Wednesday 16.07)
Last Teaching Day 5 with Kids

General Daily Timetable (for Teaching Days)

Time	Activity
8:00 – 8:30	Kids arrive + Assembly
8:30 – 9:00	Lesson 1
9:00 – 10:00	Lesson 2
10:00 – 11:00	Teatime
11:00 – 12:00	Lesson 3
12:00 – 13:00	Lunch time
13:00 – 14:45	Sleeping – setting up activities for afternoon
15:00 – 16:00	Lesson 4
16:00 – 16:30	Quick End-of-Day Instructor Debrief

Sample Teaching Day Rotation Schedule

Time	Group A	Group B	Group C
8:00–8:30	Kids arrive + Assembly		
8:30–9:00	Introduction to project and group members (day 1). ^{**}		
9:00–10:00	Activity X	Activity Y	Activity Z
10:00–11:00	Tea Time + Free Play		
11:00–12:00	Activity Z	Activity X	Activity Y
12:00–13:00	Lunch		
13:00–14:45	Kids nap / Instructors set up materials & prep next session		
15:00–16:00	Activity Y	Activity Z	Activity X
16:00–16:30	Ending of day full circle (within groups)		

*Groups can later be named with sea animal names

** In the upcoming days, we can split this time between storytelling, reflecting on the day before, etc. We can also split into 3 groups, and half of us are with the kids and the other half instructs the teachers on the day's activity ahead.

Things to Note:



There are 3 teaching slots every day (9:00–10:00, 11:00–12:00, 15:00–16:00).



Each group completes all three activities by the end of the day, guided by different instructors each time



The groups are title after 3 sea animals (Turtle, Stingray and Crab) and each will have their own puppet mascot (see Appendix 1).



The lessons will be taught by 2 instructors (e.g. Cami and Pietro, Igor and Marghe, Caro and Vale). Every day, they will teach one activity, and the groups of children will rotate. (Taking inspiration from Dana's experience, there can be one main instructor and one "observer" that helps out on the side, but instructors are free to teaching however they like).



Every day we can kick off with a short assembly and instruct the teachers there, and we close off every day with a full circle reflection.



During "Tea Time" (10:00–11:00), children will have the opportunity to relax, enjoy their meal and engage with the materials, with the help and assistance of the teachers.

Each day of the program will center around a key emotional or ecological theme — Love, Empathy, Curiosity, Fear, and Care (for self, others, and the Planet). These daily themes serve as guiding intentions that shape the tone and focus of our learning journey. Children will rotate through three core activities — art, storytelling, and music — each tailored to reflect and deepen the theme of the day. While both emotional and ecological learning are woven throughout the week, this thematic approach allows children to engage with core values in a meaningful and sensory-rich way. The project will culminate in a puppet show and a co-creation of the logo that celebrates and brings together the ideas, emotions, and creativity explored throughout the experience.

A collage of various papers, drawings, and cutouts on a wooden floor. The papers include a large sheet with a drawing of two children, a smaller sheet with a drawing of a jellyfish, and several other sheets with text and illustrations. There are also cutouts of a colorful patterned bag, a green and white checkered bag, and a brown animal head. The text "Learning Materials" is overlaid in a large, yellow, serif font. In the bottom right corner, there is a small pink number "8".

Learning Materials

8

Musical instruments:

Maracas: 5	Jingle bells: 6
Egg shakers: 3 pairs	Triangle: 2
Rhythm sticks: 2	Claves with bells: 1
Castanets (Nacchere): 4	Wooden whistles: 3
Wooden guiro: 2	Recorder (flauto): 1
Tambourine (with jingles): 4	Harmonica: 1
Tambourine (without jingles): 2	Xylophone: 1
Finger cymbals: 1	Music stands: 2
Bell: 2	

Total: 40 instruments

Materials for students of the vocational school:

- Fabric for up to 50 hygienic pads
- Yarn for crocheting sea animals

School Materials:

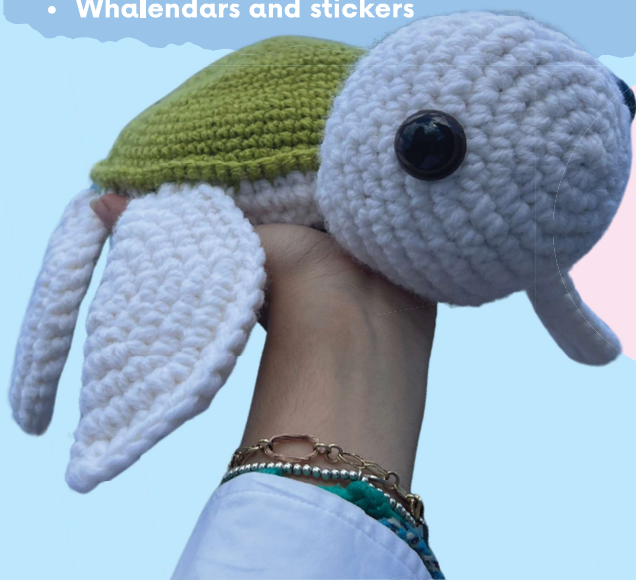
- Boxes of wax crayons (12 crayons each): 9
- Boxes of felt-tip pens "Giotto" (36 pens): 2
- Box of felt-tip pens "MP" (24 pens): 1
- Box of crayons "Giotto" (24 crayons): 2
- Box of double-ended crayons (12 crayons): 5
- Packs of modelling clay: 24
- Box of "Pongo" (28 pcs): 1
- Packs of moulds: 6
- Packs of moulds (24 moulds): 1
- Boxes of 3 decorative tapes: 4
- Watercolour boxes with brush: 4
- Sets of brushes (3 brushes each): 2
- Box of coloured chalks: 1
- Books for children up to 3 years old: 7
- Notebooks and paper sheets (to be bought in Tanzania): up to 30
- Whalendars and stickers

Puppets and Dolls:

- Soft finger puppets from A Story About Knowledge
- Up to 30 crocheted animals (dolls and puppets) made by Dana Ahmed in collaboration with the Asfour Initiative

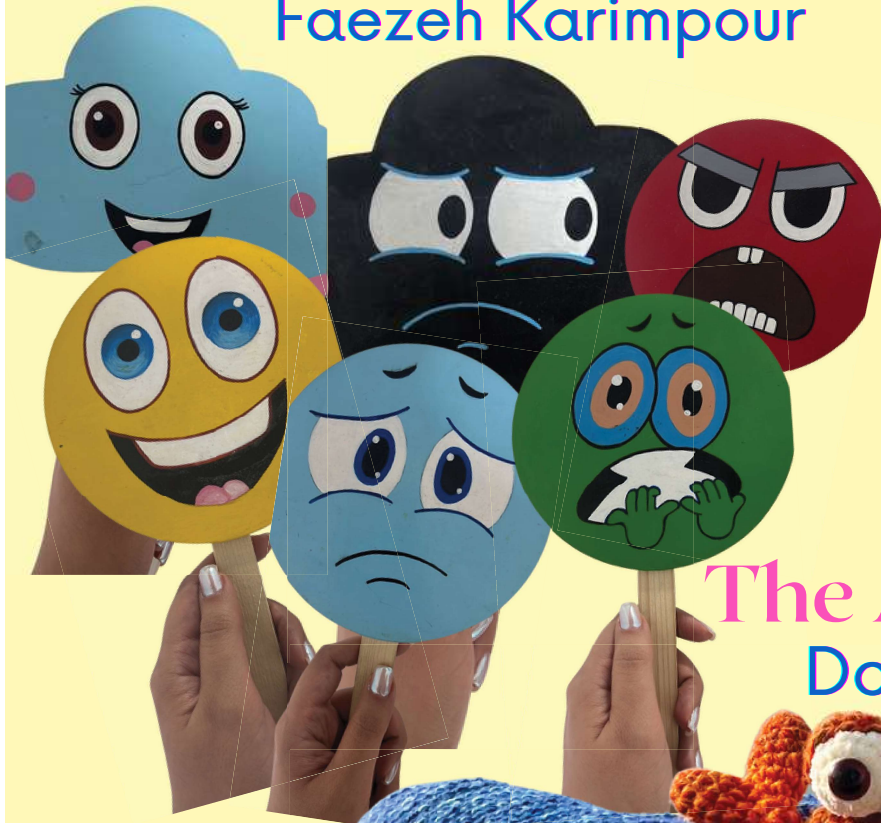
Books:

- 5 copies of n. 1 illustrated book by Valentina Russo My heart knows (the printout will be used as a prototype of a publication that will follow)
- 2 copies of Follow Your Heart. The School for Multipotentialities both for teachers and pupils (Murray, Russo, Poto)
- 1 copy of the illustrated version of A Story About Knowledge (Porrone, Poto, Russo)
- Up to 12 copies of the Book "Oh Hamza?!" (In French, Arabic and English) for children with different abilities



Together, We Grow. A Journey of Emotional Growth and Environmental Care

Faezeh Karimpour



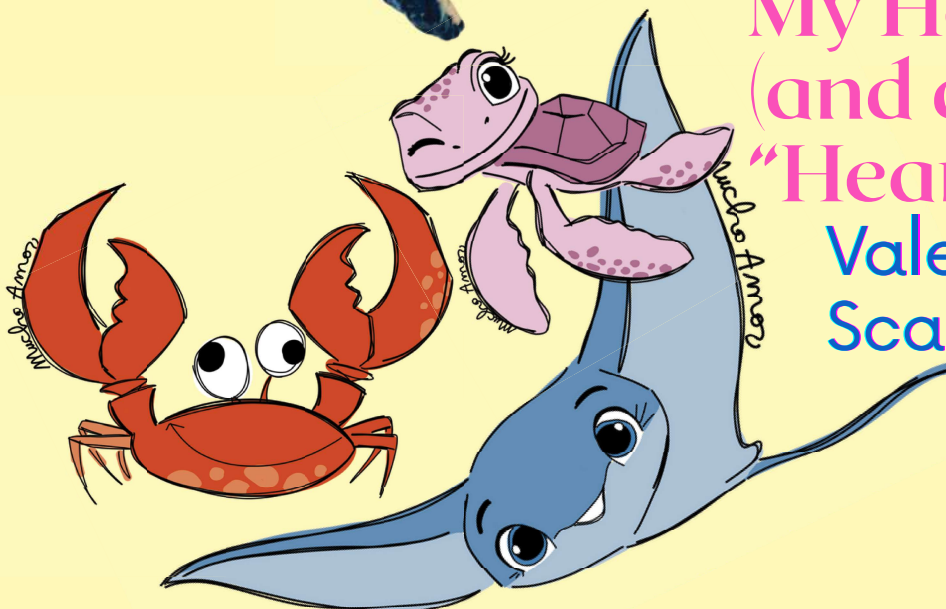
The Asfour Initiative

Dana Ahmed



My Heart Knows (and additional “Heart-activity”)

Valentina Russo and
Scarlett



Example of weekly schedule created by Claudia D'Andrea

weekly schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8.00 - 9.00							
9.00 - 10.00							
10.00 - 11.00							
11.00 - 12.00							
12.00 - 13.00							
13.00 - 14.00							
14.00 - 15.00							
15.00 - 16.00							
16.00 - 17.00							

The schedule is decorated with various sea creatures and elements. On the left side, there is a large blue whale at the top and a small orange fish at the bottom. On the right side, there is a pink jellyfish at the top, a blue fish at the bottom, and a variety of other sea creatures including a crab, a squid, a starfish, and a shark. The days of the week are labeled in colored boxes at the top of each column: Monday (yellow), Tuesday (orange), Wednesday (pink), Thursday (purple), Friday (blue), Saturday (teal), and Sunday (green).

Example of weekly schedule created by Claudia D'Andrea



July

MON TUE WED THUR FRI SAT SUN

●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●



goals & dreams



JELLYFISH

Jellyfish have no brain, heart or bones. With their tentacles they can paralyse prey before eating them!



EMOTIONS ARE LIKE COLOURS, THEY MAKE LIFE BEAUTIFUL!

LOVE

DRAW SOMEONE OR SOMETHING YOU LOVE ♥

HOW CAN YOU SHOW LOVE ?

HOW DOES LOVE MAKE YOU FEEL ?

EMOTIONS ARE LIKE COLOURS, THEY MAKE LIFE BEAUTIFUL!

CARE

DRAW SOMEONE OR SOMETHING YOU CARE ABOUT

HOW DO YOU CARE FOR IT?

TODAY, DO A SMALL ACT OF KINDNESS 

EMOTIONS ARE LIKE COLOURS, THEY MAKE LIFE BEAUTIFUL!

CURIOSITY

DRAW SOMETHING YOU ARE CURIOUS ABOUT

WHAT CAN YOU DO TO LEARN MORE ABOUT IT?

DO SOMETHING TO FOLLOW YOUR
CURIOSITY TODAY!

EMOTIONS ARE LIKE COLOURS, THEY MAKE LIFE BEAUTIFUL!

EMPATHY

DRAW WHAT EMPATHY MEANS TO YOU

WHAT CAN YOU DO TO IMAGINE HOW OTHERS FEEL?

LOOK AT YOUR FRIEND, WHAT EMOTION
ARE THEY FEELING?

EMOTIONS ARE LIKE COLOURS, THEY MAKE LIFE BEAUTIFUL!

FEAR

DRAW SOMETHING YOU ARE AFRAID OF

WHAT CAN YOU DO TO FEEL BRAVE?

WHAT HAPPENS WHEN YOU CONFRONT
YOUR FEARS?



ABC SONG



A B C D E F G,
H I J K L M N O P,
Q R S T U V,
W X Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

A B C D E F G,
H I J K L M N O P,
Q R S T U V,
W X Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

A B C D E F G,
H I J K L M N O P,
Q R S T U V,
W X Y and Z.

Now I know my ABCs.

Next time won't you sing with me?

Next time won't you sing with me?





Bingo (B - I - N - G - O)

1. There was a farmer had a dog, And Bingo was his name-o.

B- I- N-G-O ! B- I- N-G-O !

B- I- N-G-O ! And Bingo was his name-o !

2. There was a farmer had a dog, And Bingo was his name-o.

(Clap)- I- N-G-O ! (Clap) -I- N-G-O !

(Clap) -I- N-G-O! And Bingo was his name-o !

3. There was a farmer had a dog, And Bingo was his name-o.

(Clap, clap)-N-G-O ! (Clap, clap)-N-G-O !

(Clap, clap)-N-G-O ! And Bingo was his name-o !

4. There was a farmer had a dog, And Bingo was his name-o.

(Clap, clap, clap)-G-O ! (Clap, clap, clap)-G-O !

(Clap, clap, clap)-G-O ! And Bingo was his name-o !

5. There was a farmer had a dog, And Bingo was his name-o.


(Clap, clap, clap, clap)-O ! (Clap, clap, clap, clap)-O !

(Clap, clap, clap, clap)-O! And Bingo was his name-o !

6. There was a farmer had a dog, And Bingo was his name-o.


(Clap, clap, clap, clap, clap) (Clap, clap, clap, clap, clap)

(Clap, clap, clap, clap, clap) And Bingo was his name-o!





Wheels on the Bus



The wheels on the bus go round and round,
round and round, round and round,
the wheels on the bus go round and round,
all through the town.

The wipers on the bus go swish, swish, swish...

The horn on the bus goes beep, beep, beep...

The doors on the bus go open and shut...
The babies on the bus go wah, wah,

The mommies on the bus says "shhh,shhh,shhh"

The people on the bus go up and down

The signals on the bus go blink, blink, blink

The wheels on the bus go round and round





The Fish in the Sea

The fish in the sea go swish swish swish,
swish swish swish, swish swish swish,

The fish in the sea go swish swish swish,
all day long.

Verses

The dolphins in the sea swim round and round...

The jellies in the sea go wiggle, wiggle, wiggle...

The sharks in the sea go chomp, chomp, chomp...

The crabs in the sea go pinch, pinch, pinch...

The sand in the sea drifts down, down, down...

The waves on the sea go up and down...



Resources

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