



Primary School  
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SLOVENIA

# Learning through movement to achieve sustainable development goals for children age 6 - 10

*Usvajanje ciljev trajnostnega razvoja preko giba  
za učence na razredni stopnji*

## Violeta Husu

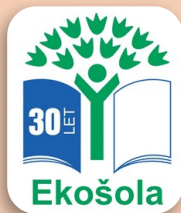
Kostanjevica na Krki, Slovenia

30<sup>TH</sup> May, 2026

# INTRODUCTION

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GREENING OUR CURRICULUM - GREENING OUR SCHOOLS



★ TEACHING WITH MOVEMENT

★ SDGs

Using prepared materials  
(Greece)

★ RAISING AWARENESS

★ YOUNG LEARNERS

01

02

03

**Why?**

Their values, habits, and attitudes toward the world are being formed at this age.

**Move and learn!**

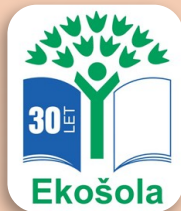
Instead of passive listening, children actively participate.

**10 lesson plans**

Testing various didactic games that include movement in teaching SDGs.

# GOALS

GREENING OUR CURRICULUM - GREENING OUR SCHOOLS



- integrating Sustainable Development Goals (SDGs) content into lessons,
- incorporating movement-based activities into teaching to facilitate the understanding of SDGs,
- reviewing prepared lesson plans for teaching SDGs in English classes during the first and second educational periods of primary school – Greening our curriculum.



# TEACHING AND RAISING AWARENESS WHY?

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Through simple, relatable, and understandable content, children learn what it means to care for the environment, for people and for the future.

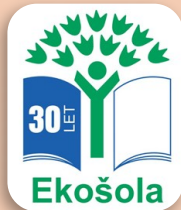
# MOVE AND LEARN!

- Learning through movement,
- a very effective approach for children aged 6 to 10,
- it combines learning, play and physical activity,
- children understand the world best through experience,
- movement helps make abstract ideas concrete and easier to understand,
- movement increases motivation for learning.



# 10 LESSON PLANS

GREENING OUR CURRICULUM - GREENING OUR SCHOOLS





## LESSON TITLE:

### **FULL TUMMIES, HAPPY HEARTS**

YouTube song : “Are you hungry?” - Super Simple Songs

Acting out in groups using pictures: Lina has an apple, bread and milk. Let's share!

- Understand that everyone needs food to grow and stay healthy.
- Recognize that some people do not have enough food.

**SDG2**



## LESSON TITLE:

### HAPPY HEALTHY ME!

song by Sesame Street - H is for  
Healthy Food  
the Food Survey (booklet)  
Playing charades – healthy habits  
*Healty food shopping* - acting out

- Recognize basic healthy habits that help them stay safe and strong,
- begin to show a positive attitude toward taking care of their bodies and well-being.

SDG3



## LESSON TITLE:

### TOGETHER WE SHINE

Group game *We are all special*

Make the same move like me, if you are special like me:

“I have blue eyes”, “I have blond hair”, “I have freckles” ...

- Understand that people can look different, be good at different things, love different things but they are all the same/equal.

SDG5



## LESSON TITLE:

### **SPLISH-SPLASH! SAFE WATER!**

Classic children's game Simon Says. The teacher becomes Sandy the Seagull. The students stand and face Sandy. Sandy gives actions for the students to perform (e.g., "Sandy says, brush your teeth" or "Sandy says, wash your hands").

- Recognize and name common water bodies such as rivers, lakes, and oceans,
- Identify simple actions that help conserve water at home.

**SDG6**



**LESSON TITLE:**

**ALL ABOUT JOBS**

Guess my job – charades

Matching pairs (waiter –  
restaurant):

a game with pictures

- Identify/recognize different jobs (e.g. teacher, doctor, nurse, dentist, vet, chef, farmer, policeman, firefighter)
- Name several workplaces (e.g. school, hospital, pet clinic, police station, fire station, restaurant, farm, indoors, outdoors)

**SDG8**



## LESSON TITLE:

### SPOT IT, FIX IT, IMAGINE IT!

#### Act possible solutions:

“There is a village between two rivers but there is no bridge. Children cannot go to school. How can we help them?”

“Someone wants to make a phone call but there is no electricity/internet/signal/the wire is cut. How can we help them?”

“Students want to have a lesson with their teacher but their school has been destroyed. How can we help them?”

- Understand the idea of building things (roads, bridges, schools, internet) that help people live better.
- Promote teamwork, creativity, and problem-solving.

# SDG9



## LESSON TITLE:

### **EVERYONE IS IMPORTANT**

Using the chant „Who took the cookie?“ to distribute cookies to everyone.

Pantomime Vocabulary Game with pictures

- Explore what fairness and inclusion mean and how they connect to SDG 10.
- Identify how people’s differences make them unique.

# SDG10



## LESSON TITLE:

# FROM MY BEDROOM TO THE FOREST, A JOURNEY OF CARE

**TPR Mini-Check:** Call out the vocabulary, and the students need to do the right move:

“Teddy!” → Students pretend to hold a teddy.

“Shoe!” → Touch feet

“Shampoo!” → Pretend to wash hair

“Chocolate!” → Pretend to eat

“Plant!” → Make a tree shape

“Orangutan!” → Swing arms

- Recognize that animals need homes and forests to live.
- Share ideas and raise awareness with others about helping animals and nature.
- Learn to make responsible choices about what we use and consume to help protect the environment.

# SDG12



## LESSON TITLE:

# LOVE OUR LAND, PROTECT OUR PLANET

*Let's grow a tree: my body is a tree that grows (mime a growing tree).*

Show the pictures of different kinds of fruit trees. Encourage children to name other fruit trees.

Find matching pictures all over the classroom.

- To develop awareness of the importance of protecting life on land.
- To learn about keeping our plants and animals safe.

SDG15



## LESSON TITLE:

### **WE ARE ALL ON THE SAME BOAT**

Music for movement activity

Vocabulary Activity – “Say It, Show It!”

Introduce the words: help, share, together, team, friend and ask the students:

- to repeat words.

- to do mimic actions in pairs (help = pretend lifting, share = pretend giving)

students act out one word; classmates guess.

- Understand that working together helps us solve problems.

SDG17

17



Partnerships  
for the Goals

# CONCLUSIONS

*The Erasmus+ project Greening the Curriculum contributed to the development of **EXCELLENT LESSON PLANS** that help us pursue sustainable development goals in the classroom.*



Children who develop an **AWARENESS** of the importance of sustainable behavior at an **EARLY AGE** are more likely, as adults, to make **RESPONSIBLE DECISIONS** and **ACTIVELY PARTICIPATE** in **SOLVING GLOBAL CHALLENGES**.

# Thank you!



Children want  
the same things  
we want. To laugh,  
to be challenged,  
to be entertained,  
and delighted.

DR. SEUSS



# RESOURCES

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# Thanks!

Do you have any questions?

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