



**International Conference: FROM IDEA TO ACTION –  
HOW KINDERGARTENS AND SCHOOLS CREATE  
SUSTAINABLE STORIES**



# **DIDACTIC BRICKS**

**– a Teaching Tool for a Sustainable Future and  
Integrating the Sustainable Development Goals (SDGs)**

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# INTRODUCTION



- Education for sustainable development

→ values, skills and a willingness to act

↓ → responsibility towards future generations and the balance of environmental, social and economic aspects of development

primary school


- students' fundamental values, attitudes and behavioural patterns are formed

-Teaching English

- cross-curricular integration
- the development of sustainable competences
- language objectives
- discussion of current global issues
- development of critical thinking
- promotion of active citizenship

# THE DIDACTIC BRICKS PROJECT



- the concept originated in Denmark
- Erasmus+ programme  partners from Denmark, the Netherlands and Slovenia
- **aim of the project** - to develop an innovative didactic tool that would help in teaching topics related to sustainable development

## DIDACTIC BRICKS:

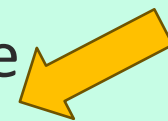
- a teaching tool intended for teachers teaching learners aged 10 to 15
- with a focus on three climate and sustainability topics:  
**Food and beverages, Textiles and fashion, Nature and biodiversity**
- a new adaptable and tailorable teaching tool designed to make lesson planning for Education for Sustainable Development (ESD) more



accessible



flexible



impactful



# THE DIDACTIC BRICKS PROJECT



Quality criteria for activities:



Quality criteria for didactic resources  
– materials as a whole:

- Activating
- Self- and co-determination
- Creativity
- Cooperative
- Safety
- Mastery
- Curiosity

- Accessibility
- Adaptability
- Diversity
- Motivational
- Hopeful
- Immersion
- Practicality
- Development
- Authenticity



# THE DIDACTIC BRICKS PROJECT



The methods - generic step-by-step guides

- tagged according to 4 phases: Engage, Investigate, Create and Act
- from cooperative learning, project based learning and innovation

didactics



The resources - authentic materials:

texts

images

audio

video

links to websites

interactive

tools



The activities - combine methods and resources

- consist of step-by-step descriptions of the process and didactic tips
- colour-coded

# EXAMPLE OF GOOD PRACTICE

- 7<sup>th</sup> grade students (12 years old)
- the topic of Food and beverages
- created my own learning unit - The Value of Breakfast
- objectives for the learning unit:
  - \*students will understand the importance of a daily breakfast for good health and learning
  - \*students will recognize healthy and nutritious foods
  - \* students will develop a positive attitude towards healthy food choices
  - \* students will learn about food additives in processed foods
  - \* students will look for solutions to reduce food waste
  - \* students will think about personal responsibility for healthy eating habits



# EXAMPLE OF GOOD PRACTICE

- **Sustainable Development Goals (SDGs)**  
(linked with my learning unit)



😊 Goal 2 – ZERO HUNGER (also food security, improved nutrition and sustainable agriculture)

😊 Goal 3 - GOOD HEALTH AND WELL-BEING (main goal is to ensure healthy lives and promote general well-being at all stages of life)

😊 Goal 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION (we also discussed the nutritional value of foods, the value of local ingredients, the shortest possible path of food from production to plate and the reduction of food waste in the context of the importance of breakfast)

😊 Goal 13 - CLIMATE ACTION (in learning about the carbon footprint of food and organic production of ingredients)

# EXAMPLE OF GOOD PRACTICE



Ranking typical breakfasts by country



Watching videos about dietary supplements



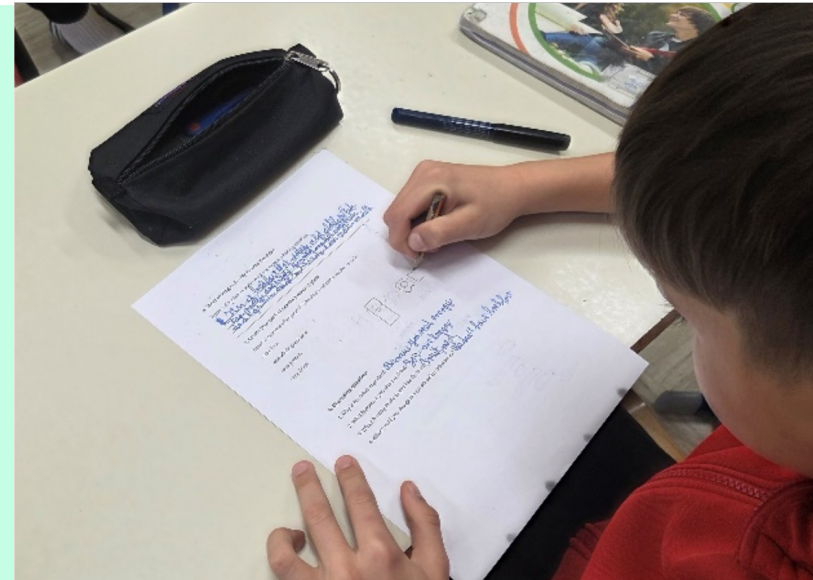
Discussion about food ingredients

# EXAMPLE OF GOOD PRACTICE

Using playing cards in planning healthy meals



Making their own game about healthy meals



the  
breakfast  
sheet

# WORK ANALYSIS

- less time preparing activities
- various forms and methods of work
- active methods that encourage communication, critical thinking and student independence
- students used the English language in meaningful and real-life contexts
- encourages students to think sustainably, think critically and act responsibly



# CONCLUSION

- English lessons - numerous opportunities for cross-curricular integration and the development of sustainable competences

authentic language use  
collaborative learning  
connecting knowledge with real-life situations



- Didactic Bricks → intended for teachers who want to include sustainability topics in their lessons in an interesting, interactive and practical way

→ a number of ready-made learning activities and materials

→ the aim of educating for a sustainable future