

# BRICKS

METHODOLOGIES FOR BUILDING TEACHING BRICKS FOR PRIMARY SCHOOLS  
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## PRESENTATION OF THE BRICKS PARTNERSHIP

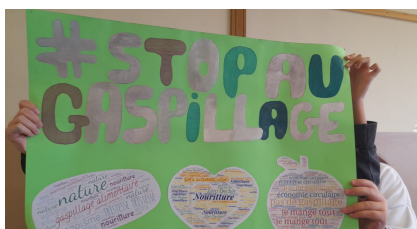
### &LEARNING

&LEARNING is a social impact company founded in 2014 in Copenhagen, Denmark, with the aim to make teaching and learning in schools more creative, engaging, and meaningful. The company lead educational development projects, facilitate action learning programs, develops learning / teaching materials, and produce articles, publications, and videos to share good teaching practices. &LEARNING has completed tasks and assignments in Denmark, Greenland, The Nordic region, and East Africa.

### CSCI

CSCI is a regional training agency set up in 1999 in Novara with the aim of establishing connections and ongoing relations between schools, public administration, and corporate world. Consortium members include universities, secondary schools, companies, associations, private training organisations and municipalities in the province of Novara. We are moved by the desire to contribute to the growth of the cultural and economic reality of the territory.

### Students involved in the project



## BRICKS IN SHORT

BRICKS is a development project supported by Erasmus+. In the project, &LEARNING from Denmark and CSCI from Italy works together and involves teachers in developing so-called 'didactic bricks' - flexible learning activities that can be used by teachers to engage pupils in working creatively with the SDGs. The focus is on primary and middle school – and knowledge and knowhow from the school subjects at these levels will be included. We have chosen 'BRICKS' as the title to highlight that we will explore and gain insights on how to develop flexible and valuable learning activities that can be chosen, combined, and adapted according to the teachers' own didactic wishes and needs. The ambition is to develop an engaging and inclusive learning tool. In the project, we will identify and describe inspiring cases, conduct focus groups and a survey to include teacher's viewpoints - and not least involve teachers in developing and testing concrete learning activities. The BRICKS project is a preliminary study for a longer development work that has only just begun.

## GENERAL OBJECTIVES

- ❖ Increase the skills of teaching staff in respect to the use of inclusive, differentiated and varied methodologies for learning;
- ❖ Increase the inclusion of pupils (6-13 years old), both those with special educational needs and all other pupils, through their active and explorative participation in their own learning pathway;
- ❖ Support teachers in using teaching activities, methods etc., where pupils are engaged in exploring and solving real world problems related to environment and climate (SDGs), while they apply and acquire knowledge from school subjects and grow their 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking).

## SPECIFIC OBJECTIVES

- ❖ Support teachers in primary and lower secondary schools through easy access to and combined use of delimited, creative, and clear structured activities, methods etc. (didactic bricks) developed, gathered, composed, tested, and communicated by teachers;
- ❖ Increase pupils' engagement, co-determination, inclusion, and active involvement supported by didactic bricks;
- ❖ Increase the internationalization capacity of the partnership, thanks to comparisons and cooperatively constructed research, in order to achieve European result.

## RESULTS FROM TESTING THE BRICKS

In recent years, the world of education, and Primary education in particular, has experienced major shocks due to profound social changes. This is undeniable. Increased migration has led to the creation of increasingly multicultural classrooms; digitization has changed not only the way children learn (less in-depth and faster), but has also affected the way teaching must be delivered to adapt and adjust to the new reality.

A survey of teacher needs at the European level, published by Indire, identifies that among the five areas where teachers expressed the highest level of needs, in first place was teaching students with special educational needs (+4% BES per year in the EU, according to Eurostat 2019 data). Research also indicates that variation in activities, methods, etc. used by teachers have a positive effect on pupils' learning.

According to Nordah et al. (Uligheder og variation. Rapport til Skolens Rejsehold. 2010) and Hattie (Visible Learning for Teachers. Taylor & Francis Ltd., 2011), good teaching is characterized by both clear structure and variation. Teachers should continuously adapt teaching methods to the content and pupils, and thus use a variety of teaching methods, and this is to be able to successfully meet the challenges they face daily.

BUILD BRICKS aims to support teachers in working with clear structures and varying their teaching practice with the support of teaching building blocks, designed to meet the needs of more inclusive, creative, and differentiated approaches to teaching and learning.

## THE BRICKS

All the bricks have been produced by the 2 teams of teachers. Each of the two teams chose a concrete challenge within the Sustainable Development Goals (SDGs). The Italian team chose Gender Equality (SDG 5) and the Danish team chose Responsible consumption and production (SDG 12) with a specific focus on the challenges in relation to food waste. In total 23 bricks have been developed. They are available in English on the following websites: <https://andlearning.com> and <https://www.csciformazione.eu/scuola/build-bricks/> – and in the Facebook group of the project <https://www.facebook.com/groups/2901103966853854>.

### SDG 5: GENDER EQUALITY

These Bricks were created by the CSCI Novara Italian teachers with the purpose of conveying the importance of fighting stereotypes to achieve gender equality, eliminating thus all forms of discrimination against women and girls. At the same time, they aim at supporting their full success in education and work, promoting their full participation in public and economic life, and recognizing their legal rights. It means encouraging a full sharing of responsibilities in the family and valuing unpaid work necessary for the maintenance of the family home and eliminating all forms of violence against women and eradicating practices that infringe on their freedom, such as early marriages.

- GENDER EQUALITY – The overturning of genders in children’s literature part 1-FABLES NATALIE PORTMAN-Andrea Pizzighello
- GENDER EQUALITY – The overturning of genders children’s literature part 2 -FABLES NATALIE PORTMAN- Andrea Pizzighello
- GENDER EQUALITY -The overturning of genders in children’s literature- comments -FABLES NATALIE PORTMAN-Andrea Pizzighello
- GENDER EQUALITY – What do you want to be when you grow up? – Katia Tomasi
- GENDER EQUALITY- Talking about gender equality – Katia Tomasi

- GENDER EQUALITY – Break Time Colors Challenge Katia Tomasi
- GENDER EQUALITY – Right or Wrong- Letizia Gulli
- GENDER EQUALITY – If it were – Letizia Gulli
- GENDER EQUALITY – Looks: Can you describe yourself? – Moia Marianna
- GENDER EQUALITY – Jobs. Who does what- Moia Marianna
- GENDER EQUALITY- Tips – Moia Marianna

## **SDG 2: DEFEAT HUNGER + SDG 12.3: RESPONSIBLE CONSUMPTION AND PRODUCTION - Halve Global Per Capita Food Waste**

These bricks were created by the Danish &LEARNING teachers, and they relate to two SDGs: SDG 2 to defeat hunger - and SDG 12.3 relating to reduce food waste. The SDG 2 includes the education on promoting sustainable agriculture, improving nutrition, food quality and the conscious use of food, avoiding waste. It is important to invite students to reflect on the fact that one in nine people in the world do not have enough to eat and one in three is malnourished; on the contrary, in industrialised countries many people are overweight, with consequences for health and health systems. Moreover, nowadays significant quantities of food end up in the waste stream.

- FOOD WASTE – FoodDatabases – Anette Vestergaard
- FOOD WASTE – Flipflap – Anette Vestergaard
- FOOD WASTE – Nutrients Notebook – Anette Vestergaard
- FOOD WASTE – Recycling – Kasper Bo Andersen
- FOOD WASTE – Re-cultivation – Kasper Bo Andersen
- GENERIC WASTE – Alternative Uses – Kasper Bo Andersen
- FOOD WASTE – Blogging – Mette-Maria Rydén
- FOOD WASTE – Brainstorm – Words in mind – Mette-Maria Rydén
- FOOD WASTE – Keyboard graffiti – Mette-Maria Rydén
- FOOD WASTE – Calculate your CO2 footprint – Sarah Kirstein
- FOOD WASTE – Explore with Maths – Sarah Kirstein
- FOOD WASTE – Keywords and Concepts – Sarah Kirstein

## **HOW TO FOLLOW THE PROJECT**

If you want to follow the BRICKS project and stay connected, you can apply for membership of the project's Facebook Group using this link: <https://www.facebook.com/groups/2901103966853854>



**&LEARNING**

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