

Food bank

Building a Famine-Free Future

Key words:

Lego, Food Bank, Solidarity, Sustainability, Collaboration, Nutrition

Target group:

primary school pupils
(ages 6-11)

Objectives:

This LEGO-based activity helps children understand food banks and their crucial role in addressing food insecurity within communities. Through hands-on construction, participants will develop fine motor skills while creatively designing their own food bank models. The project stimulates imagination and raises awareness about hunger issues, while fostering values of solidarity and teamwork as children collaborate to build solutions for this important social challenge.



General Guideline on Time Allocation:

The duration needed to carry out this activity may vary depending on the specific group of children. Teachers are encouraged to adapt the implementation according to the needs, interests, and dynamics of the group.

In the preparatory phase, teachers may use a variety of activities to introduce and contextualize the chosen topic. These can include discussions, videos, drawings, storytelling, or even a field trip, depending on the age and background knowledge of the children.

The main construction phase, during which children plan and build their urban element using LEGO bricks, should typically not exceed 45 to 60 minutes. However, this phase often stimulates further curiosity and questions among the children, potentially leading to extended engagement or follow-up activities. For more detailed instructions and pedagogical support on how to implement activities of INNO-kids project, please download the Teacher's Methodological Guide.



Materials and Resources Needed:

- Legos of different shapes and sizes Images of food banks and non-perishable foods Paper sheets and colored pencils.
- Small puppets or Lego figures.
- Factsheets on the importance of food banks and hunger in the world.
- Bags or other propaganda objects used in the food bank.

Introduction:

Explain to children that a food bank is an organization that collects non-perishable food and distributes it to vulnerable people. Highlight the importance of helping those experiencing food difficulties and how solidarity can make a difference in the lives of many families. Solidarity is the key to building a fairer and happier world for all. Explain how the process of collecting food and separating it until it is distributed to the most deprived families works. Give real-life examples of food collection from the food bank.

Procedure:

Preparation

Divide the children into small groups of 3 to 4 participants.

Each group should discuss and plan what their miniature food bank will look like. They can draw a sketch on paper to guide them in construction.

Construction

Using Legos, groups begin building their food bank, including shelves, non-perishable foods, donation boxes, and volunteers.

Details

After construction, children can decorate their food bank with additional pieces and small Lego figures representing people in a situation of help and solidarity.

Discussion

After the construction, discuss with the children about the importance of solidarity and how each can contribute to helping others.

Presentation

Each group introduces their food bank to the rest of the class, explaining what they have built and learned about the importance of solidarity and fighting hunger.



Tips:

- Encourage children to research the history of food banks, how they work, and what impact they have on the community.
- Show videos and photos that illustrate the work of food banks and the impact they have on people's lives.
- Organise classroom debates on topics such as world hunger, poverty and the importance of social action.
- Encourage children to create solidarity cards with messages of support and affection for people who receive help from food banks.
- Ask the children to write songs or poetry about the importance of solidarity and fighting hunger.

Additional Considerations:

Differentiation:

Provide additional support or simplified instructions for pupils who may require extra assistance. For advanced pupils, offer extension tasks such as researching further sustainable practices or designing more complex models.

Assessment:

Assess pupils based on their participation and engagement during discussions and hands-on activities. Evaluate the creativity, effort, collaboration, depth of understanding demonstrated in their models, critical thinking, ability to provide constructive feedback and presentation skills.

Curriculum Connections:


This activity integrates:

Citizenship Education (solidarity, social responsibility, support for vulnerable communities)

Environmental Studies (awareness of social issues like food insecurity, role of social organisations)

Language (oral and written communication, project presentation)

Mathematics (counting, sorting, organisation of resources for the food bank)





SDG Connections:

- **SDG 1:** Eradication of poverty – Contribute to the reduction of poverty and hunger through food distribution.
- **SDG 2:** Zero Hunger and Sustainable Agriculture – Promoting food security and access to nutritious food for all.
- **SDG 12:** Responsible Consumption and Production – Reduce food waste and promote equitable distribution of resources.
- **SDG 17:** Partnerships and Means of Implementation – Encouraging collaboration between institutions, communities and individuals to combat hunger and poverty.

