

# Bank

Designing a Sustainable Bank for Our Community

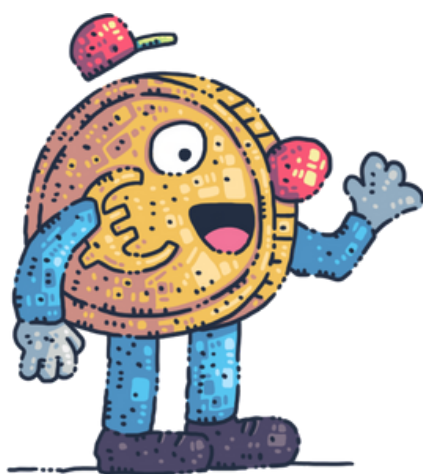
## Keywords:

sustainability, urban planning, community, bank, green building

## Target group:

primary school pupils (ages 6-11)

## Objectives:



This activity introduces pupils to the concept of a bank as both a financial institution and a community service that can contribute to a sustainable city. Pupils will explore how a green bank building can serve the needs of people while minimising environmental impact through smart design and eco-friendly features. They will learn about energy efficiency, green spaces, and community-focused services.

## 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:

- Cardboard boxes or recycled packaging
- Paper, markers, coloured pencils, glue, scissors, and tape
- Bottle caps, fabric scraps, or other craft and natural materials (to simulate furniture, plants, solar panels, or signage)
- LEGO pieces or similar building blocks (for creating interior/exterior features like ATMs, counters, or pathways)
- Pictures or examples of modern bank buildings and green architecture

*Note: Encourage pupils to use their imagination and repurpose available materials in creative and functional ways. If LEGO bricks are not available, pupils may draw, cut, and construct using paper and craft supplies.*

## Introduction:

Start by asking pupils what they know about banks. What services do they provide? Who uses them, and why? Explain that banks are important parts of every community — not only for saving and lending money, but also for offering support and advice. Then introduce the idea that banks can also care for the environment through sustainable building design.


## Procedure:

### Preparation:

Begin with a short discussion about what people do at a bank — deposit money, ask for a loan, get advice, or withdraw cash. Talk about who visits banks: parents, elderly people, business owners. Then shift to the idea of sustainable design. Show images of bank buildings that include solar panels, large windows for natural light, plants inside and outside, bike parking, eco-friendly materials, and digital services. Ask: How can a bank serve people and still protect the environment?

### Construction:

Divide pupils into small groups and provide craft materials, recycled items, or LEGO bricks. Each group should:

- Plan the layout of the bank (entrance, counters, waiting area, staff area, ATM, meeting room)
  - Think about who uses the bank and how to make it accessible and inclusive
  - Add sustainable features like solar panels, green roofs, natural lighting, or energy-efficient systems
  - Consider community services (e.g. partnerships with local businesses, support for community events, recycling point, tree planting fund)
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## Details

Guide pupils in refining their models by asking: How do people feel when they enter your bank? How do you save energy? How does the bank help the community? Support them in adding signs, labels, and small features like seating areas, potted plants, digital service stations, or learning corners.

## Stories:

Ask pupils to create a short story that takes place in their sustainable bank. The story could follow a visitor opening their first savings account, someone learning about eco-investments, or a family using a bike-friendly ATM on a sunny day. It might also feature a bank employee helping customers with digital tools or organising a tree-planting event sponsored by the bank.

## Presentation:

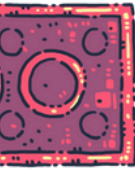
Invite each group to present their sustainable bank model and share the story they created. Pupils should walk their classmates through the key parts of their design — explaining where people go, how the bank provides services, and what sustainable features are included. Encourage them to highlight how their bank supports the local community and protects the environment. After each group presents, open the floor for peer questions or feedback.

## Tips:

- Encourage pupils to think of a bank as more than a building — it's a place that serves people and can shape a greener future.
- Support brainstorming by asking open-ended questions like "What makes your bank feel welcoming?" or "How do you save energy inside your bank?"
- Use real-world examples to show that even financial institutions can lead by example in sustainability.

## 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.





### Extension Activities:

- Invite a local bank employee or architect to discuss real-world examples of sustainable banking.
- Organise a class project to design a green “finance corner” at school, where pupils can share tips on saving energy or money.
- Pupils can also create posters promoting eco-friendly banking habits, such as going paperless or supporting green initiatives.

### Curriculum Connections:

This activity integrates:

**Science** (*renewable energy sources, energy efficiency, sustainable materials*)

**Social Studies** (*financial services, economics*)

**Art** (*design, creativity, construction*)

**Language** (*oral communication, storytelling, and listening skills*)

### SDG Connections:

- **SDG 8:** Decent Work and Economic Growth – Pupils explore how banks support financial inclusion and local development.
- **SDG 11:** Sustainable Cities and Communities – Focus on accessible and eco-friendly building design in urban areas.
- **SDG 12:** Responsible Consumption and Production – Pupils reflect on how institutions can reduce their environmental footprint.
- **SDG 13:** Climate Action – Emphasis on energy-saving, smart infrastructure, and sustainable practices in the banking sector.