



No Hunger – Food Inequity

Objectives

- To enable pupils to think critically, discuss and debate the issues around food inequity
- To empower pupils, equipping them with the skills and resources to lead their own campaign
- To enable pupils to become active citizens in their local community, working in partnership with a local food bank
- To nurture political literacy
- To increase self confidence and a sense of being able to participate positively in their community and wider society

Impact

Parents and wider community engaged/involved

Raised attainment in core literacy skills

Children as advocates for Food Equity

Increased engagement and motivation

Increased levels of participation in and contribution to community

Increased sense of empowerment

Awareness of inequality and injustice

Increased confidence

Contact:



Critical and Higher Order Thinking

What are the real causes of hunger? globally and locally

Why do we need foodbanks?

Should food banks exist in the 8th richest country in the world?

Participation/Contribution to local community

Partnership with West Dunbartonshire Community Food Share (WDCFS)

Development of political literacy skills

Analysis of powerful speeches (Martin Luther King, Malala) and identification of rhetorical devices

Writing powerful speeches supported by S1 and S6 pupils from local High school

Delivery of speeches via megaphones at local community bandstand with invited audience (families, Community members)

Formal debate: Should food banks exist in the 8th richest country in the world?

Parental Feedback

I feel that I finally get to contribute to society
Liam

I am inspired by Malala and Martin Luther King because they were determined, passionate and strong people and when we are delivering our speeches I am going to be as passionate as they were.
Jaya

Pupil Feedback

'I am excited to go to parliament to let people know about food inequality, I'm glad I'm using my voice to help make a change.'
Kerry

'Daniel has developed an awareness of why people face poverty and hunger and an empathy for those facing these issues. This empathy is driving the children to display more pro social behaviours, ultimately helping others and creating positive change in society.' Mrs Koroma