

YOUR GUIDE TO OERS

Food Drive

Organising a community food drive — a project-based pathway to civic engagement, social integration and shared purpose.

www.foodincludes.eu



What's inside this OER

Part A · About

- How to use this OER
- Module description
- Alignment with Kolb
- Objectives & best practice
- Case study: FoodCloud
- Learning outcomes
- Audience & prerequisites

Part B · The Activity

- Five steps overview
- Step 1 · Partner
- Step 2 · Logistics
- Step 3 · Set a goal
- Step 4 · Promote
- Step 5 · Thank contributors
- Timeline

Part C · Facilitator Toolkit

- Required resources
- Pre-event checklist
- Roles & responsibilities
- Sample promotional copy
- Accessibility & inclusion
- Risk & safeguarding
- Communication plan

Part D · Reflection & Reference

- Objective Key Results
- Expected impact
- Learner reflection prompts
- Assessment & evidence
- Facilitator reflection
- Continuous development
- Glossary · Licensing · Further reading

How to use this resource

This Open Educational Resource is designed to be used flexibly. Facilitators can run the full module, extract individual activities, or adapt the materials to their own context. There is no single right way.



Read end-to-end

Use the deck as a complete facilitator guide before running a food drive with a group of learners.



Cherry-pick activities

Lift individual sections — the 5 steps, the timeline, the reflection prompts — into your own programme.



Adapt to context

Translate, localise, or rework the materials. Acknowledge the source under the CC BY-SA licence (see final slide).



Learning outcomes

By the end of this module, learners will be able to do the following — mapped to the European LifeComp, EntreComp and DigComp frameworks.



Collaborate effectively
LifeComp · Social

Plan, divide and complete tasks with peers in a project team.



Communicate clearly
LifeComp · Personal

Explain the food drive to partners, donors and the local press.



Plan & deliver a project
EntreComp · Into action

Define a goal, set a timeline and follow through to completion.



Engage civically
LifeComp · Social

Build relationships with charities, businesses and community.



Use digital tools
DigComp · Communication

Promote the event through social media, flyers and email.



Reflect & improve
LifeComp · Learning

Review what worked, what didn't, and what to change next time.

Audience & prerequisites

WHO IS THIS FOR?

Adult educators running community-based learning programmes.

Community workers supporting integration of migrants and vulnerable groups.

Volunteer coordinators training volunteers for charity or campaign work.

Youth-work practitioners designing project-based experiences with young adults.

NGO / charity staff looking to involve service-users in active programmes.

PREREQUISITES

For facilitators:

- Comfort with group facilitation and discussion.
- Basic project-management skills.
- Willingness to liaise with a local food bank or charity.

For learners:

- No prior qualifications needed — designed to be inclusive.
- Conversational level of the language of delivery is helpful.
- Willingness to work with others and reflect on the experience.

01



SECTION

Module Description

What it does and who it's for

This module is a project-based learning guide that promotes civic engagement and social integration through group work. It guides facilitators in the organisation, implementation and management of a community food drive.

The module positively appraises local food collection programmes that foster a sense of shared purpose and build strong community relationships. Participants gain practical skills to improve key competences, and the module serves as an accessible pathway to further education and upskilling.



How this aligns with the Food Includes approach

This module adopts a practical learning framework that lets learners build knowledge through real-world application. Our methodology aligns with Kolb's (1984) experiential learning theory, which reinforces experience and reflection as the engine of learning — reducing barriers to education and reframing learning as a mindset and lifestyle.

01

Concrete experience

Doing — taking part in the food drive itself.

02

Reflective observation

Reviewing what happened and what it felt like.

03

Abstract conceptualisation

Drawing lessons and connecting to ideas.

04

Active experimentation

Applying insights to the next event or context.

Source: Kolb, D.A. (1984). Experiential Learning. Prentice-Hall.

02



SECTION

Objectives

What learners will gain

Three core objectives sit at the heart of this module — all met through the act of planning and running a real food drive together.



Soft skills

Teach participants valuable soft skills such as teamwork, organisation and communication through hands-on, project-based learning.



Self-esteem

Increase self-esteem among disadvantaged communities, vulnerable groups and migrants through visible, practice-based achievement.



Inclusion

Promote social inclusion in education through engaging, food-based activities that welcome everyone to contribute and lead.

Best practices and expectations

Food drives offer numerous benefits. They foster inclusion by bringing people together around a shared goal, support the wider community by feeding those in need, and help reduce food waste.

Before getting into organisational detail, the next slide examines the food drive initiative run by FoodCloud in collaboration with Cope Galway and Tesco — establishing what good practice looks like and what to aim for within the Food Includes project.



Inclusion

People work side-by-side toward a shared goal.



Solidarity

Food reaches those in the community who need it.



Less waste

Surplus stock becomes useful donation, not landfill.

FoodCloud, Cope Galway and Tesco

FoodCloud uses technology to connect businesses with surplus food to communities in need. Founded in 2013 by two young entrepreneurs, it works with major partners including Tesco, Lidl and Waitrose across the UK and Ireland. By 2017, FoodCloud had facilitated the donation of 2,528 tonnes of food to more than 1,100 charities.

Cope Galway is a local charity offering homeless, domestic-abuse and elderly-support services. As one of the first to sign up with Tesco through FoodCloud, Cope's volunteer-run rescue programme distributes donations to its residential units and the Meals on Wheels service for older people in Galway.

Beyond preventing hunger, the initiative has had a strong social impact — encouraging engagement, making people feel supported and enabling Cope to employ a coordinator, in turn supporting community employment.

Sources: tescoireland.ie · food.cloud · copegalway.ie

CASE STUDY

FoodCloud + Cope Galway + Tesco

2,528

tonnes of food donated by 2017

1,100+

charities supported across UK and Ireland

03



SECTION

Development

Organise a food drive — five steps

The next slides break each step into practical detail. Use this as a roadmap for your group activity.

01



Partner

Connect with your local food bank. Introduce your project and ask what products they need most.

02



Plan logistics

Decide when, where and how. Choose a venue, set a timeframe, plan collection, storage and delivery.

03



Set a goal

Set clear objectives — number of meals supplied, number of items, or a focused community outcome.

04



Promote

Use flyers, social media, local press and word-of-mouth. Be clear on what's needed and where to drop it.

05



Thank contributors

Acknowledge your community with messages, photos and posts — and keep the network alive for next time.

Step 1 · Partner · Step 2 · Logistics

01 · Partner with your food bank

Research

Look up local food banks or distribution centres. Example: Shining Light Galway — a voluntary organisation supporting minority groups and people affected by poverty through food distribution.

Get in touch

Email the food bank to introduce your group, share your intention, ask if they would collaborate and find out which items they need most so your effort aligns with their needs.

02 · Make a logistics plan

When

One-day event, multi-day, or a full week? Set a timeframe that works for everyone in the group.

Where

Choose a community hub — community centre, gym, market or supermarket forecourt.

How

Approach the venue manager. Ask if they would partner with you to host the collection.

Step 3 · Set a goal · Step 4 · Promote

03 · Set a goal

Objective

Set clear, agreed objectives. These can be quantitative (number of items collected, meals provided) or qualitative (raising awareness of food rescue, building a community network).

Make the goal visible. Post it in the planning space, on shared documents and in promo material — a shared target gives everyone something concrete to organise around.

04 · Promote your event

Social media

Post on your preferred channels with date, time, location and suggested items. Tag your local food bank for visibility.

Flyers

Engaging flyers on community notice boards. Approach local cafés and restaurants for display support.

Step 5 · Thank your contributors

A well-thanked community will turn up for you again. Wrap up your food drive by closing the loop with everyone who helped — donors, partners and venue hosts.



Social media post

After the event, post on your channels thanking the community. Share the result — meals provided, items collected, support given to the food bank.



Personalised email or card

Write to your local food bank, community centre and contributing cafés or stores. Build durable links for the next event.



04



SECTION

Timeline

Suggested duration for each activity

01



Define roles & responsibilities

1–3 days

02



Make a logistics plan

1 week

03



Promote the event

1–2 weeks

04



Contact contributors / collect

1–2 weeks

05



Implement the food drive

1–3 days

06



Thank your contributors

1–3 days

Total recommended span: 4–7 weeks end-to-end.

05



SECTION

Required Resources

People, places and tools you'll need



Project Coordinator

Oversees project management, implementation and organisation.



Facilitators

Additional staff who support the coordinator and guide participants.



Digital design & IT

Helpers for social media campaign and eye-catching promo flyers.



Teamwork & group effort

Shared responsibility, commitment and active participation.



External contributors

Local food bank, restaurants, cafés and distribution centres.



Venues

Meeting room and food collection venue — booked and confirmed.



Transport

Arranged to deliver collected food to your partner food bank.



Printed flyers

Informative material to promote the drive in the community.



Social media channels

Channels to promote, post photos and share results.

Pre-event checklist

Use this two-week countdown to keep preparation on track. Print or share digitally for the team.

TWO WEEKS OUT

- Confirm partner food bank and target items
- Lock venue and timeframe
- Define team roles and responsibilities
- Draft promotional copy and visuals

ONE WEEK OUT

- Distribute flyers in the community
- Post on social media and tag partners
- Confirm transport arrangements
- Brief all volunteers on their role

DAY BEFORE

- Re-check venue access and signage
- Prepare collection boxes and labels
- Reminder post on social media
- Charge phones for photos and contact

Day-of roles & responsibilities

Assign these roles before the event. One person can hold two roles in a small team, but every role should have an owner.



Coordinator

Owens the day. Resolves issues, makes decisions, keeps the team focused on the goal.



Donor greeter

Welcomes contributors at the door, explains the cause, thanks donors as they leave.



Sorter

Receives donations and sorts items into categories agreed with the food bank.



Recorder

Logs items and counts as donations come in. Holds the running total for the goal.



Photographer

Takes consent-aware photos of the event, the team and the volume collected.



Social media lead

Posts live updates, replies to questions, shares thanks at the end of the day.



Logistics

Coordinates with the food bank and arranges transport for collected items.



Floater

Steps in wherever needed — breaks, surges, unexpected gaps.

Sample promotional copy

Starter templates to adapt for your channels. Replace details in [brackets].

SOCIAL POST

We're running a food drive for [Food Bank] on [date] at [venue]! Drop off non-perishable items between [time]. Most needed: [items]. Every donation supports families in our community.
#FoodDrive #FoodIncludes

EMAIL TO BUSINESSES

Subject: Support a community food drive — [date]

Hi [name],

We're partnering with [Food Bank] to run a food drive in [neighbourhood]. Would [business] consider displaying our flyer, donating surplus stock, or letting us set up a collection point? Even small support makes a real difference.

*Thanks,
[Your team]*

FLYER HEADLINE + CTA

Help us fill the shelves.

[Food Bank] needs your help. On [date], drop off pasta, rice, tinned goods and toiletries at [venue]. Any time between [time]. Together we can support [N] local families. — Organised by [your group].

Accessibility & inclusion

The food drive is itself an act of inclusion. Apply the same standard to how you run it — so that everyone can participate.



Physical access

Choose a step-free venue with accessible toilets. Confirm wheelchair-friendly routes to the collection point. Allow seating breaks for sorting roles.



Communication access

Provide promo material in plain language. Offer translated versions for community languages. Use captions on social media video. Read instructions aloud.



Cultural sensitivity

Respect dietary requirements (halal, kosher, vegetarian) when soliciting donations. Ask partners about culturally relevant staples. Avoid alcohol-based items unless requested.



Participation equity

Match roles to confidence and skill. Pair quieter learners with experienced volunteers. Make speaking-to-press optional. Validate behind-the-scenes work as much as front-of-house.

Risk & safeguarding

Run a brief risk review with the team a week before the event. Use the prompts below as a starting point — add risks specific to your venue and group.

FOOD SAFETY	Accept non-perishable items only unless your partner can cold-chain. Check expiry dates as items come in.
MANUAL HANDLING	Provide gloves and trolleys. Brief volunteers on safe lifting. Rotate the heavier sorting tasks.
CONSENT & PHOTOS	Ask before photographing individuals. Have a no-photo lanyard or sticker for opt-outs. Never name minors without parental consent.
DATA & CONTACTS	Store partner contact details securely. Don't post personal information in public channels. Delete drafts that contain names after the event.
VULNERABLE PEOPLE	If working with at-risk groups, follow your organisation's safeguarding policy. Have a named lead and a clear escalation route.

06



SECTION

Objective Key Results

Aim & measurable outcomes



AIM

Develop an accessible, project-based OER that improves civic engagement, social integration and key competences through a real-world food drive activity.

50+

downloads

Engagement & Reach

Achieve at least 50 downloads within the first 6 months.

90%

rate it useful

Impact on Learning

of learners, teaching staff and stakeholders consider the OER useful and relevant.



self-esteem

Impact on Inclusion

Increased self-esteem, civic engagement and social integration among participants.

07



SECTION

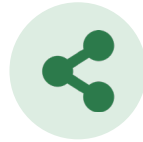
Communication Plan

How to reach your community



Develop core messages

Highlight the purpose of the drive, who it benefits, and how people can help. Keep it short, concrete and human.



Choose channels

Use emails, flyers, social media, newsletters and in-person announcements to reach all your target groups.



Create a timeline

Announce in advance, send reminders as the event nears, and provide updates and thanks during and after the campaign.

PRIMARY CHANNELS

Email

Flyers

Social media

Newsletter

In-person

08



SECTION

Expected Impact

Goals and outcomes of this workshop

Three aligned outcomes — each one connects practical action to a wider social benefit.



Support a good cause

Take actionable steps to reduce food waste and help redistribute surplus where it's needed.



Civic engagement

Redistribute food to those who need it most and strengthen ties with local charity partners.



Social impact

Engage with the local community through inclusive activities that benefit everyone involved.

09



SECTION

Lessons Learned

Reflections on the learning experience

Participants are encouraged to reflect on their learning journey — the experiences, challenges and achievements gained through the food drive. Reflection consolidates lessons such as teamwork, effective organisation and clear communication, and surfaces specific areas for growth.

In the spirit of continuous improvement, learners are also invited to name improvements they would make next time — confidence in community engagement, leadership and coordination skills, or more dynamic content for social media outreach. Through this reflective process, learners deepen their understanding and reinforce the module's commitment to experiential learning.



MY LEARNING JOURNEY

- What was the most enjoyable part?
- What was the most challenging?
- Did I connect with my peers?
- Would I take part next time?
- What would I do differently?

Jot down your thoughts.

Evidence of learning

This OER takes a formative, evidence-based view of learning — focused on what learners can show, not what they can recite. Choose two or three indicators that suit your group.

COMPETENCE	WHAT LEARNERS DO	HOW TO CAPTURE IT
Teamwork	Take on a clear role; support peers; resolve a small conflict.	<i>Peer feedback + facilitator observation.</i>
Communication	Speak to a donor, write a post, explain the cause to a stranger.	<i>Saved social post + a 1-min spoken summary.</i>
Planning	Help shape the logistics plan and adjust it when things change.	<i>Shared plan document with version notes.</i>
Civic engagement	Build a relationship with a charity partner or local business.	<i>Email thread or short reflective journal entry.</i>
Reflection	Articulate one lesson learned and one thing to change next time.	<i>Short written or recorded answer to prompts.</i>

Facilitator reflection prompts

After the event, take 20 minutes alone or with a co-facilitator. The point isn't a perfect debrief — it's to surface what to adjust before doing this again.



What worked

- Which moment felt like the strongest learning?
- Which learner surprised you most — positively?
- What part of the plan did you not need to touch?



What I'd change

- What did I underestimate in terms of time or effort?
- Where did I do work that should have gone to a learner?
- What single change would most improve the next run?



What about the partnership

- Was our partner food bank visibly supported?
- Did any community business want to be more involved?
- Did I close the loop with everyone who helped?

10



SECTION

Continuous Development

Keeping the project alive over time

Once the project is underway, ongoing development is essential — to adapt to change and keep improving activities. Three loops keep the work moving:

01



Continuous evaluation

Review the project's progress on a regular cycle and adjust the plan as needed to ensure success.

02



Resource optimisation

Identify opportunities to improve efficiency in how time, materials and people are deployed.

03



Strategy updating

Adjust the approach based on stakeholder feedback and shifts in the wider project environment.

Glossary of key terms

Shared vocabulary for facilitators and learners. Translate or adapt for your local context.

Food drive

A community-led collection of donated food items, usually for redistribution by a partner charity or food bank.

Food rescue

Recovering edible surplus food from businesses and redirecting it to people, rather than to landfill.

Civic engagement

Active participation in the life of a community, often through volunteering, advocacy or collective action.

Soft skills

Transferable abilities such as teamwork, communication and problem-solving — sometimes called transversal skills.

Food bank

An organisation that collects, sorts and redistributes food (often surplus) to people in need.

OER

Open Educational Resource — teaching material that is openly licensed for reuse, adaptation and redistribution.

Experiential learning

Learning by doing and reflecting on that experience — the model articulated by David Kolb.

Social inclusion

Ensuring that people, especially from marginalised groups, can take part fully in social, civic and economic life.

Further Reading

FURTHER READING & SOURCES

- **Kolb, D.A. (1984).** *Experiential Learning: Experience as the Source of Learning and Development.* Prentice-Hall.
- **FoodCloud.** [food.cloud](https://www.foodcloud.org/) — surplus food technology platform.
- **Cope Galway.** [copegalway.ie](https://www.copegalway.ie/) — local charity case study.
- **Tesco Ireland (2025).** Surplus food donations programme — partnership reference.
- **European Commission.** LifeComp, EntreComp and DigComp competence frameworks (Joint Research Centre).
- **UNESCO (2019).** Recommendation on Open Educational Resources.