



Flags of the World

Age Range: Grades 5-7

Subject: Social Studies & Geography

Developed by the WFP Youth Outreach Team

Overview

Map skills, coordinates, relative and absolute location, critical thinking, research, writing to inform

Through research and the application of mapping skills, students will gain an understanding of the problems of hunger and poverty around the world, the strategies being employed to combat the effects of these problems, and the efforts being made to create sustainable solutions.

This research-themed activity uses the Flags of the World subject on Freerice. Students will complete a profile of a country where WFP operates, choosing from the first 10 flags they correctly identify while playing Flags of the World. Once the country profile is complete, students will write a report about the country, the reasons food assistance is needed, and detail the ways WFP is helping the country.

Aims & Objectives

- To inform students of the absolute and relative locations of countries
- To raise awareness of hunger issues, and reinforce the point that hunger is a global problem
- To inform about the economic profiles of countries around the world, and encourage comparisons

Preparation

- Make copies of the Flags of the World activity sheets (2 total)
- Markers, crayons, or colored pencils
- Access to the Internet and Freerice.com

Instructions

Day 1:

1. Have students play the Flags of the World subject on Freerice. <http://freerice.com/#/flags-world/>
2. Let students make a list of the first ten country flags they correctly identify. Of their ten countries, have them choose one that requires WFP presence. Use the WFP Countries page to identify in which countries WFP is present. <http://www.wfp.org/countries>
3. Pass out the activity sheets. Allow students time to fill in the profile activity sheet and the discussions activity sheet. Use the WFP website, www.wfp.org, and the UNDP website, www.undp.org, to find the correct information.
4. Have students write a one page report on their country, looking at why food assistance is needed, the ways humanitarian agencies like WFP operate in their country, and how they make a difference.

Day 2:

5. Let students present their country reports to the class.
6. Finish with a discussion of the issues that are effecting the countries and brainstorm ways you can make a difference as a class.



Name: _____

Complete the fact sheet for your country using WFP's website and other online resources.

| | |
|-----------------|---------|
| Name of Country | Capital |
| | |

| | |
|------------|-------------------|
| Population | Official Language |
| | |

| | | |
|------------|---------|-----------|
| Government | Climate | Religions |
| | | |

| | | | |
|-----|-----------------|---------------------|------------------------|
| GDP | Life Expectancy | Global Hunger Index | Percent Undernourished |
| | | | |

| |
|------------------------|
| Draw & Color Your Flag |
| |

| |
|--------------------------|
| Threats to food security |
| |

| |
|--|
| Absolute Location |
| Latitude: _____ |
| Longitude: _____ |
| Relative Location |
| My hometown: _____ |
| My chosen country is _____ from my hometown. |

| |
|----------------|
| WFP Activities |
| |

| |
|---------------|
| Chief Exports |
| |



Name: _____

Answer the following questions based on the country you are researching.

1. Which countries share boundaries with your country? Give relative locations.

2. How does the Global Hunger Index of the neighboring countries compare to your country?

3. Does WFP have active programmes in the neighboring countries? If yes, what are the programmes?

4. Choose one WFP programme to describe. What are its desired outcomes? What would it take to reach those outcomes?
