

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

This research-themed activity uses the Flags of the World subject on Freerice. Through this activity students will complete a profile of a country with WFP operations chosen from the first 10 flags they correctly identify while playing Freerice. Once the country profile is complete, write a report about the country, the reasons WFP's assistance is needed, and what WFP is doing to help the country.

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.

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 teach about the economic profiles of countries around the world, and encourage comparisons

Preparation

- Use the WFP presentation to introduce your class to WFP, hunger and hunger-related issues (LINK)
- Make copies of the Flags of the World activity sheets (2 total)
- Markers, crayons, or colored pencils
- Access to the internet

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 the ten countries, have them choose one that has WFP presence. Use the Countries Page of [wfp.org](http://www.wfp.org/countries) to identify what countries WFP is present in. <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 county, WFP's operations in the country, and how WFP is making 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.



Students and Teachers

Freerice - Rice Up Against Hunger

www.freerice.com | www.twitter.com/freerice



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 programs in the neighboring countries? If yes, what are the programs?

