



Why Walk the World?

Since 2003, Walk the World has taken place across all 24 time zones of the globe, beginning in Australia and ending in Samoa, taking in more than 70 countries.

This year, thousands of people will take to the streets in locations from the Philippines to Malawi, Portugal to the Netherlands. For the first time this year, a walk is also taking place in Iraq.

Get your virtual walk started at the [Walk the World Wall Against Hunger](#) - or join the video walk...



And...check out the website on Sunday 6th June to get updates on the different walks which have taken place around the world.

Soccer legend and WFP Ambassador Against Hunger Kaka' is supporting Walk the World and has called attention to world hunger from South Africa as he prepares for the FIFA World Cup.

“What if the world’s next soccer star never makes it to the pitch, because hunger weakened his body and stole his future?” Kaka asks. “I believe that hunger is unacceptable - that’s why I support WFP.”

Ending hunger

Hunger and malnutrition are the biggest threats to global health worldwide, causing one third of all deaths of children under the age of five in developing countries. WFP and its partners are passionate about taking action on this important issue and believe that everyone can help by joining Walk the World to take a first step towards ending hunger.

It costs WFP just 20 Euro cents (USD 25¢) to provide a nutritious meal to a child at school. School feeding programmes also give parents an extra incentive to keep their children in school, and help to lay a healthy foundation for a better future for the young.

We're fighting hunger, worldwide - Join us!



Teachers and Students
The World Food Programme - Fighting Hunger Worldwide

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Walking the World - Central America

“Fighting hunger - one step at a time”

Age Range: Grades 5-7

SUBJECT: SOCIAL STUDIES

Developed by the WFP Youth Outreach Team

Overview

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

There are 1.02 billion undernourished people in the world today. That means one in nearly six people do not get enough food to be healthy and lead an active life. Hunger and malnutrition are in fact the number one risk to the health worldwide — greater than AIDS, malaria and tuberculosis combined.

So what can be done? By taking action to raise awareness, everybody can make a difference. Walk the World is aimed at doing just that.

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

- Make copies of the Walk the World activity sheets (3 total)
- Markers, crayons, or colored pencils
- Access to the internet

Instructions

1. Pass out activity sheets. Allow students time to fill in the map.
2. Using information found on the “Walk the World” web site (<http://walktheworld.wfp.org>), ask students to color the countries where there is a walk
3. Assign each student a country where Walk the World is taking place, and have them complete the country fact sheet
4. Have each student answer the question sheet, then write a one page profile of their country and present it to the class.



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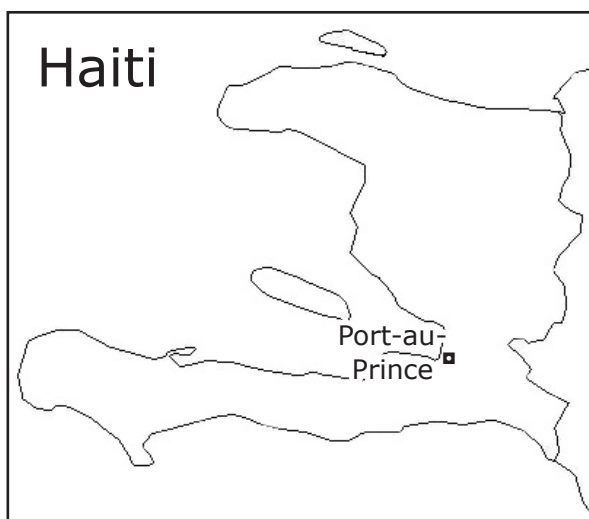
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Answer Key:



Countries with a WFP presence:

- Cuba
- El Salvador
- Guatemala
- Haiti
- Honduras
- Nicaragua



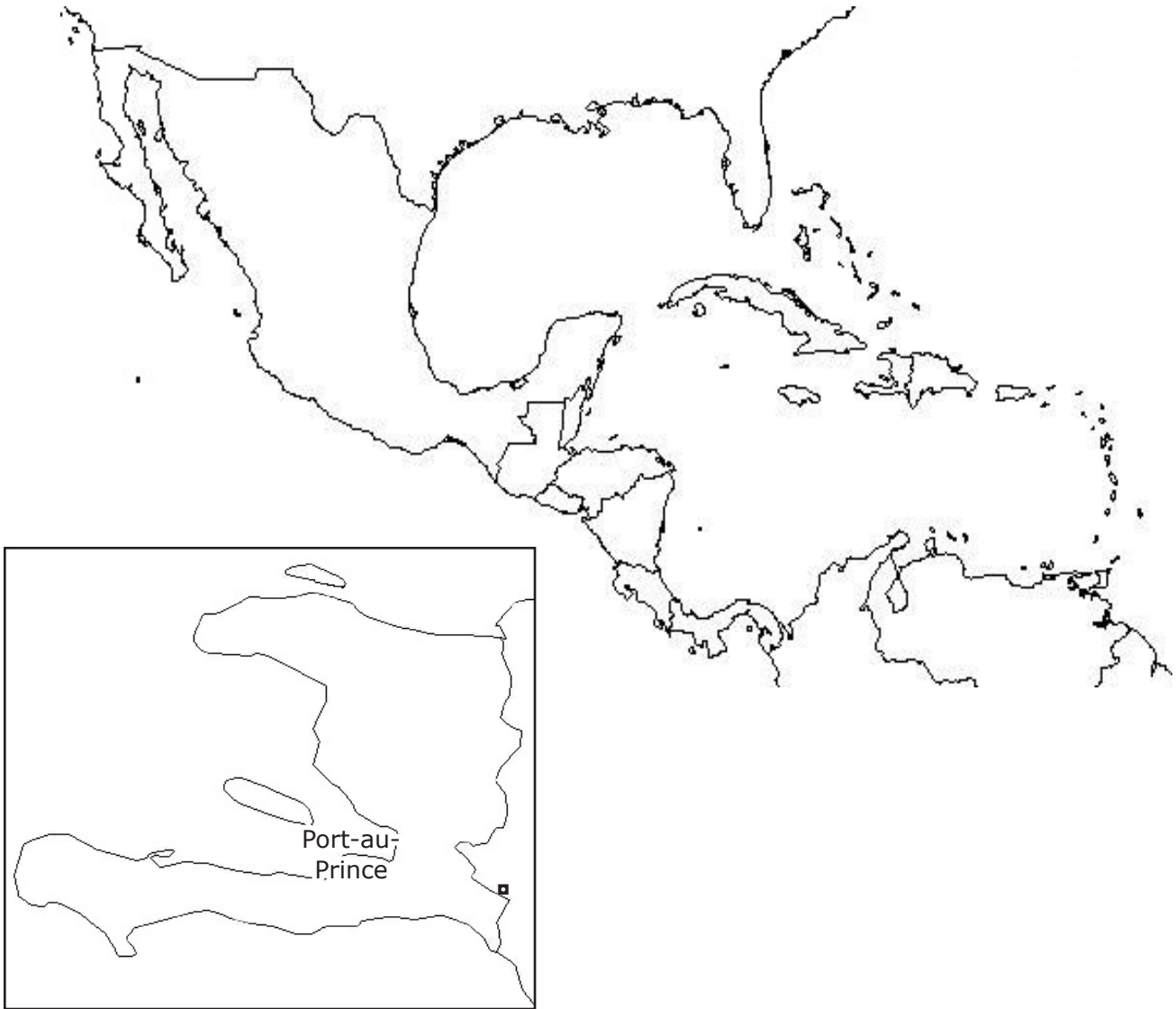


Walking the World - Central America

Work Sheet

Name: _____

Label the map using the list of countries. Then, color the countries where WFP has active programs.



- | | |
|--------------------|-----------|
| Belize | Haiti |
| Costa Rica | Honduras |
| Cuba | Jamica |
| Dominican Republic | Mexico |
| El Salvador | Nicaragua |
| Guatemala | Panama |



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Walking the World - Fact Sheet

Activity Sheet

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 |
| | | | |



Threats to food security

Absolute Location

Latitude: _____

Longitude: _____

Relative Location

My hometown: _____

My chosen country is _____ from my hometown.

WFP Activities



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Walking the World - Questions

Activity Sheet

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?

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



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