

Good Flag, Bad Flag

Name: _____ Class: _____ Date: _____

Part 1 • Play ten rounds

Open the classroom link your teacher gives you. For each round write the country, the guess on which you got it (1–6, or X if you ran out), and which clue helped you most (continent, capital, population, neighbours, area, or "the flag itself").

ROUND	COUNTRY	GUESS NO.	WHICH CLUE HELPED?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Part 2 • What does the data say?

1. Which two flags did the class recognise fastest? What do they have in common?

2. Which two flags took the longest? Give a different reason for each.

3. Chad and Romania are both simple three-stripe flags. Why was "simple" not enough?

4. Write a rule of your own that would explain the class table. Start with "A good flag should..."

5. After the talk: which of the five official principles did your rule match?

Part 3 • Design your flag

Brief. Design a flag for your school, this class, your town, or a club or team. Rules: two or three basic colours · no words, no seals, no logos · a child could draw it from memory · not a copy of an existing flag (unless you mean it).

Step 1 • The one-inch test

Sketch three different ideas, each inside a small box. If an idea does not fit or is not clear at this size, it will not work on a flagpole either.



Idea A



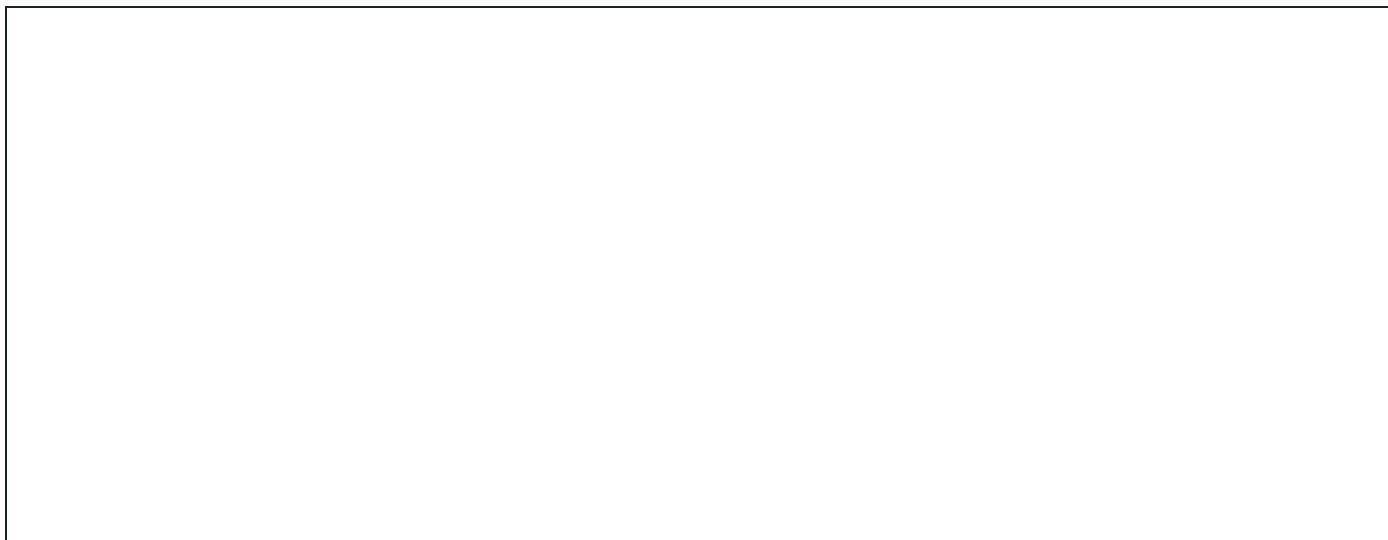
Idea B



Idea C

Step 2 • Final flag

Choose your best idea and draw it large. Fill shapes solidly with colour.



Step 3 • Symbolism

Write three sentences: what each colour means, what each shape means, and why they are arranged this way.

Step 4 • Pixel test

When your flag is shown from the back of the room or shrunk on the projector, how many classmates recognised it?

_____ out of _____

Check the five principles for your own flag: ☐ Simple ☐ Meaningful symbolism ☐ 2-3 basic colours ☐ No lettering or seals
☐ Distinctive (or related on purpose)