

Design a Flag



Select a design brief where information about a fictional country is given. Now, design an attractive flag for that fictional country by following a few simple rules given below.

Design briefs (for class 4 to 9)

- A country inhabited only by insects or scientists or aliens.
- A country inhabited only by plants and trees.
- A country inhabited only by people who can fly.
- A coastal country where fishing is the main occupation.
- A secret country about which nothing is known.

Rules for the Flag Design Challenge

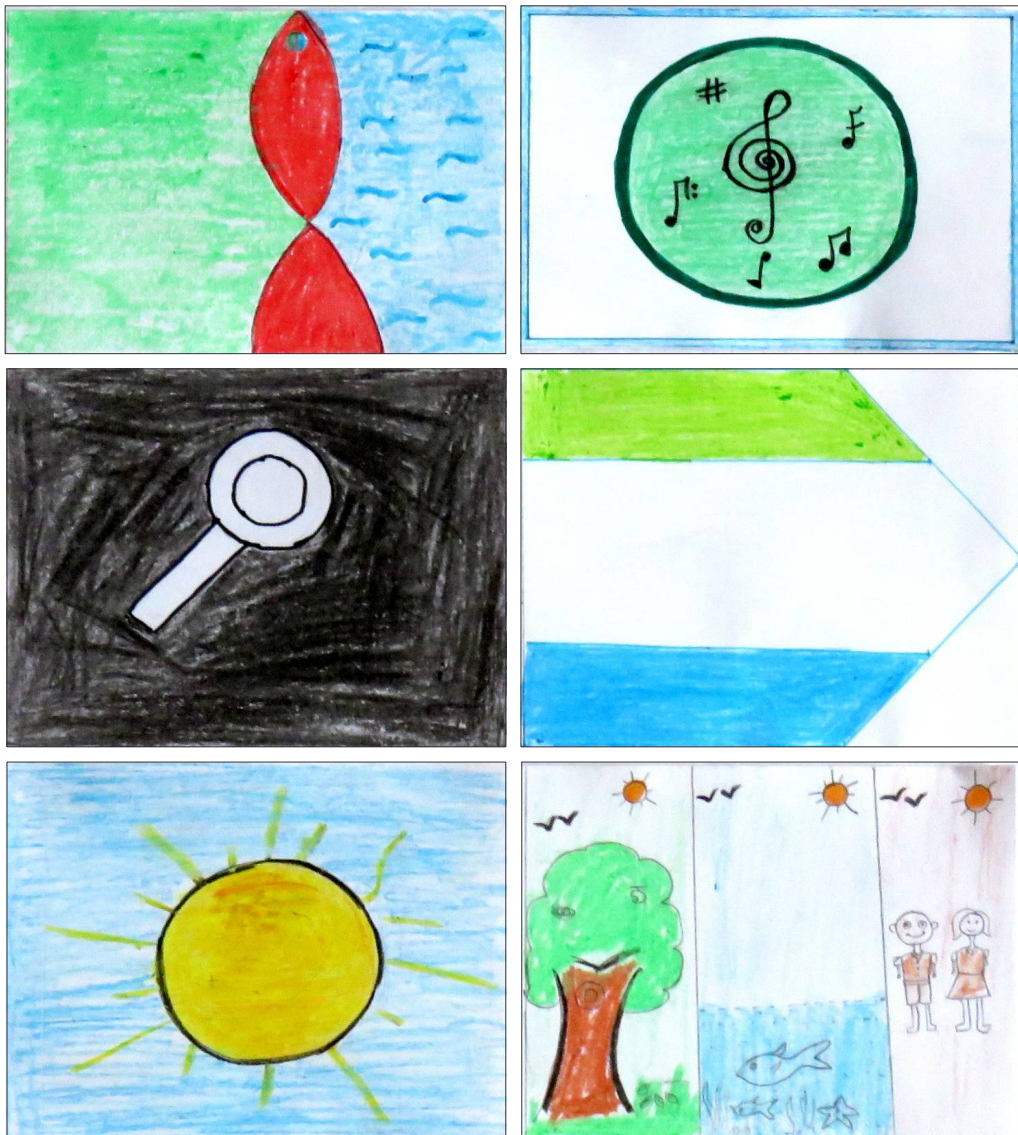
- Your flag must be related to the design brief.
- You can use only 3 colours or less.
- No text is allowed.
- Your flag should be simple and be seen from far.
- Be distinctive and avoid duplicating other flags.

Image Source: Freepik (Public Domain)

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Design briefs (for class 10 to UG-PG)

- A country where music is the main occupation.
- A country whose motto is “unity in diversity”.
- A country comprising of three islands.
- A country which has daylight all through the year.
- A country with the highest biological diversity.



All the flags above are works of students, designed by them during National Science Day 2020

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Background

Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media (ACRL, 2012). This type of literacy is associated with several benefits for children; it helps improve verbal skills, self-expression and ordering of ideas (Flynt & Brozo, 2010); reading and writing literacy (Stewig, 1994) and critical thinking (Williams 2007). There are multiple ways of teaching visual literacy which include fostering visual communication skills. Visual design activities like designing a logo or symbol or flag etc., could address early development of this skill.

The activity on designing flags aims to provide students an opportunity to practice visual expression, symbolism and layout within design constraints. A flag may be defined as "*a piece of cloth, usually rectangular and attached to a pole at one edge, that has a pattern that shows it represents a country or a group, or has a particular meaning*" (Cambridge Dictionary). Thus, flags are minimalistic and often bear abstract symbols which signify a deeper meaning. Through this exercise, students can explore combinations of shape, form, size and colour in order to create a unique identity for a given country, thereby promoting visual communication skills.

References

- Association of College & Research Libraries Board of Director. (2012). Visual literacy competency standards for higher education. *College & Research Libraries News*, 73(2), 97-104.
- Flynt, E. S., & Brozo, W. (2010). Visual literacy and the content classroom: A question of now, not when. *The Reading Teacher*, 63(6), 526-528.
- Stewig, J. W. (1994). First graders talk about paintings. *Journal of Educational Research*, 87(5), 309-316.
- Williams, T. L. (2007). 'Reading' the painting: Exploring visual literacy in the primary grades. *The Reading Teacher*, 60(7), 636-642.

Websites

Cambridge Online Dictionary: <https://dictionary.cambridge.org/dictionary/english/flag>