

Title: A New Flag

Topic

Designing a new flag

Aims

- To develop speaking fluency around the topic of flags

Age group

Secondary/Adult

Level

CEF level B1/B1+

Time

50-60 minutes

Materials

1. Discussion worksheets 1 and 2

Introduction

This lesson is based around the 2015 / 2016 referendums held in New Zealand on choosing a new design for its flag. Students will discuss symbolism and meaning of flags, choose the design they like best and give reasons and design a new flag for their country. In part 2 they will consider issues around the referendum – is it democratic and why does NZ need a new flag: is the expense justified?

The first referendum was held in late 2015 and the blue, black and white silver fern design was chosen of the four finalists to go through to the next round. In March 2016, there was a second referendum to decide whether to keep the original flag or change it. The results were 56.7% in favour of keeping the original flag. You can reveal this to the class at the end of their discussion. Are they surprised? What do they think about the referendum now?

Procedure

Lead in 5- 10 min	<p>Find 3 images of flags and explain their symbolism to the students, e.g. Bangladesh: the green symbolizes the country's youth and it's green landscape, and the red circle symbolizes the rising sun and sacrifices its citizens have made Nigeria: the green stripes symbolize its agriculture and the white stripe its desire for peace, Antigua: the sun symbolizes a new era, the after independence, the red represents the energy of the people and the blue means hope. https://tinyurl.com/y2b5dhpo is a useful website.</p> <p>Discuss your country's flag – what does it symbolize?</p>
2. Discussion 1 30 min	<ul style="list-style-type: none"> Put students in groups of 3 – 4 and give out worksheet 1. Ask them to read about the NZ flag and to discuss the first question. Collect suggestions from the class Answers: the Union Jack is outdated since NZ is independent and no longer a colony, the flag looks too much like the Australian flag and people confuse them. Then get them to read about the symbolism underlying the new flag designs. Tell them that New Zealanders are having a referendum this month on changing the flag. Which one would they choose – get them to discuss in their groups. Finally ask them to design a new flag for their country (give our paper and coloured pens, or just ask them to describe it) Ask each group to present their flag design to the class, explaining the symbolism
3 Discussion 2 (optional) 10-15 min	<ul style="list-style-type: none"> Give out worksheet 2 and ask the groups to discuss the questions Is it necessary to change the flag? Are these 4 designs the shortlist they would have chosen? The first referendum will ask the public to vote for one of the four designs, the second, later, referendum will ask them to vote for either the new flag or to keep the old flag. Is this the best/ most democratic way of organizing the referendum Changing the flag will cost \$NZ 26 million. Is this a good use of money?

Contributed by

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