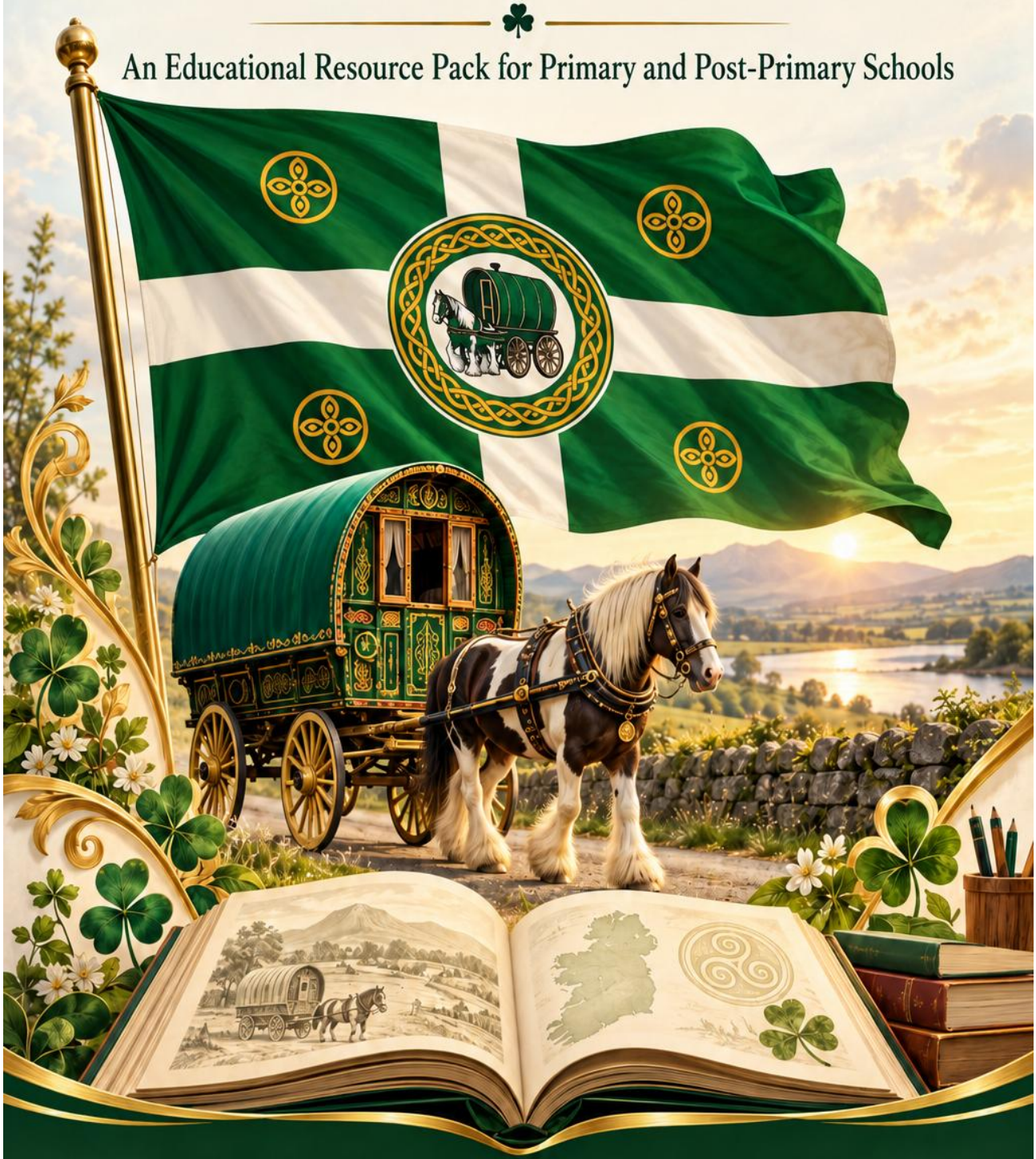
The Traveller Ethnicity Flag

A Symbol of Identity, Culture, Recognition and Pride

An Educational Resource Pack for Primary and Post-Primary Schools



Developed by the National Traveller Men's Forum

www.ntmf.ie

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About the Resource Pack Designer

My name is Ruth Sheridan Cregg, and I am a qualified post-primary teacher, researcher and board member of the National Traveller Men's Forum (NTMF). I hold a Bachelor's Degree in Business, Accounting and Education from Mary Immaculate College and a Master's Degree in Equality Studies from University College Dublin. I am currently a PhD researcher at Maynooth University, where I am a recipient of the John and Pat Hume Doctoral Scholarship. My research, *Mettle in the Margins: Co-creating Educational Journeys with Traveller Students and Teachers*, explores the educational experiences of Traveller students, with a particular focus on belonging, engagement and educational equality.

As both an educator and a member of the NTMF Board, I developed this resource pack to support teachers and students in learning about the Traveller Ethnicity Flag, its development, symbolism and cultural significance. I believe that education has an important role to play in promoting understanding, challenging stereotypes and ensuring that Traveller identity, culture and heritage are positively recognised and celebrated within our schools. Through the information, classroom activities and teaching resources included in this pack, I hope to encourage meaningful conversations about identity, equality, cultural pride and belonging. My aim is to provide teachers with accessible and engaging materials that help young people appreciate the importance of cultural recognition and understand the value of diversity within Irish society.

I hope you enjoy using this resource pack and welcome feedback or suggestions that may help us develop these educational resources further.

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Introduction

Flags have long been used by communities and nations to express identity, heritage, belonging and shared values. They can represent a common history, recognise cultural traditions and provide a visible expression of pride.

The Traveller Ethnicity Flag was designed and commissioned by the National Traveller Men's Forum (NTMF) to celebrate the distinct identity, history and cultural heritage of the Irish Traveller community. For generations, Irish Travellers have contributed to the social, cultural and economic life of Ireland. Despite this, Traveller identity and culture have frequently been misunderstood, marginalised or overlooked. The Traveller Ethnicity Flag seeks to provide a positive and visible symbol through which Traveller people can celebrate their identity, their cultural heritage and their place within Irish society.

This resource pack has been developed to help schools explore the meaning and importance of the flag, learn about its community-led development and encourage respectful conversations about cultural identity, equality, diversity and belonging. The NTMF hopes that this resource will help teachers create learning environments where Traveller students see their identity and culture recognised, respected and celebrated.

Understanding Irish Traveller Ethnicity

Irish Travellers are a distinct ethnic minority indigenous to Ireland, with their own shared history, culture, language, traditions and sense of identity. On 1 March 2017, the Irish State formally recognised Travellers as an ethnic minority. This was an important milestone following many years of campaigning by Traveller organisations, activists and community members.

Ethnicity refers to a shared cultural identity, which may include ancestry, history, traditions, language and a sense of belonging. Being Irish and being a Traveller are not competing identities. Traveller people are part of Irish society while also belonging to a distinct ethnic and cultural community. Traveller identity is not determined by where a person lives, whether they travel, their occupation or their appearance. It is rooted in shared cultural heritage and community identity.

Why does ethnic recognition matter?

Recognition of Traveller ethnicity acknowledges that Traveller culture is distinct, valuable and worthy of respect and protection. For Traveller children and young people, positive recognition can help strengthen cultural pride and belonging. For schools, recognising ethnicity creates opportunities to challenge stereotypes, promote cultural understanding and ensure that students from minority ethnic communities feel visible and valued.

Discussion questions

- What does ethnicity mean?
- Can someone belong to more than one cultural identity?
- Why might formal recognition of a community's ethnicity be important?
- Why is it important that Traveller culture is recognised in Irish schools?

Why Was the Traveller Ethnicity Flag Created?

The National Traveller Men's Forum recognised the importance of creating a positive symbol that could represent and celebrate the Traveller community. Although Irish Travellers have a long and distinctive cultural history, this history has not always been recognised or celebrated within wider Irish society.

The Traveller Ethnicity Flag was developed as a visible expression of:

- Cultural identity and heritage
- Traveller pride and belonging
- Recognition and respect
- Community unity and solidarity
- Equality and inclusion
- Hope for future generations

The flag provides an opportunity for Traveller people to publicly express pride in who they are and where they come from. It is also a symbol through which schools, organisations and wider society can demonstrate recognition and respect for Traveller culture.

Importantly, the flag is not intended to separate Traveller identity from Irish identity. Instead, it recognises that Ireland is home to diverse cultural identities, all of which contribute to our shared national heritage.

How Was the Traveller Ethnicity Flag Designed?

The Traveller Ethnicity Flag was designed and commissioned by the National Traveller Men's Forum (NTMF) as a symbol of recognition, pride, identity and belonging for the Irish Traveller community. The flag was designed by David Collins, a member of the Traveller community and the NTMF Board, working alongside fellow board members Paddy Sweeney, John Paul Collins and Christopher Stokes.

From the beginning, the NTMF recognised that a flag representing Traveller identity should reflect the voices and experiences of Traveller people themselves. A community consultation process was therefore undertaken, with events held across the four provinces of Ireland: Athlone, Derry, Cork and Sligo.

These consultations provided opportunities for Traveller people to examine the design, express their opinions, suggest changes and contribute to the development of the flag. Written feedback was also welcomed. The finished flag brings together symbols representing Irish identity, Traveller heritage, cultural traditions, family, unity and hope for the future.

First Design

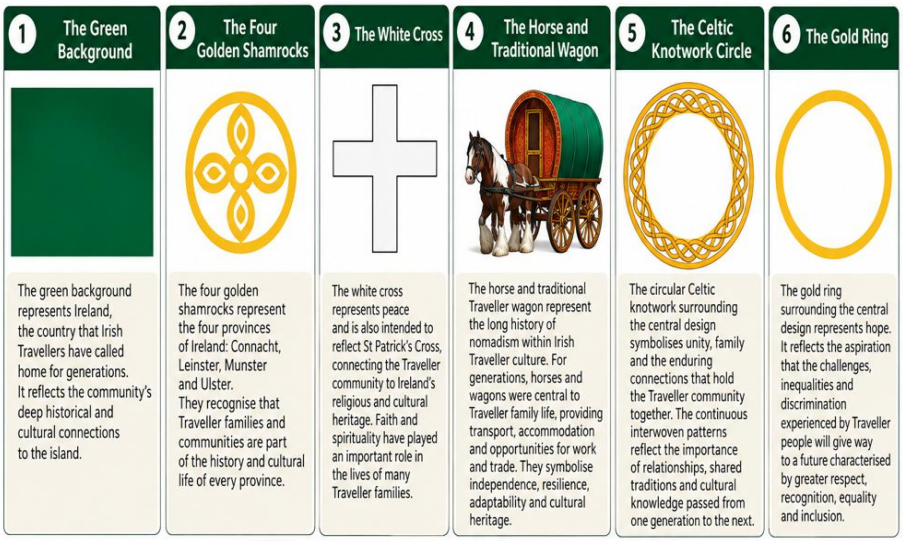


Second Design (directed by feedback from consultations



Understanding the Symbols of the Flag

Each element of the Traveller Ethnicity Flag carries a particular meaning, reflecting the history, values and aspirations of the Traveller community.



The Green Background: Irish Identity

The green background represents Ireland, the country that Irish Travellers have called home for generations. It reflects the community's deep historical and cultural connections to the island and recognises that Traveller identity is an important part of Ireland's shared heritage.

The Four Golden Shamrocks: The Four Provinces of Ireland

The four golden shamrocks represent the four provinces of Ireland: Connacht, Leinster, Munster and Ulster. Their inclusion recognises that Traveller families and communities are part of the history and cultural life of every province. They also communicate a sense of unity and shared identity across the island.

The White Cross: Peace, Faith and Heritage

The white cross represents peace and is also intended to reflect St Patrick's Cross, connecting the Traveller community to Ireland's religious and cultural heritage. Faith and spirituality have played an important role in the lives of many Traveller families. The cross acknowledges this historical connection while also expressing a wider message of peace, respect and unity.

The Horse and Traditional Traveller Wagon: History, Freedom and Resilience

At the centre of the flag is a horse pulling a traditional Traveller wagon. This image represents the long history of nomadism within Irish Traveller culture. For generations, horses and wagons were central to Traveller family life, providing transport, accommodation and opportunities for work and trade.

The image honours the community's history of mobility, independence, adaptability and resilience. Although many Traveller families no longer live a nomadic lifestyle, the horse and wagon remain important symbols of cultural heritage and connections between generations.

The Celtic Knotwork Circle: Family, Community and Unity

The circular Celtic knotwork surrounding the horse and wagon symbolises unity, family and the enduring connections that hold the Traveller community together. The continuous interwoven patterns reflect the importance of relationships, shared traditions and cultural knowledge passed from one generation to the next.

The knotwork also connects the design to Ireland's wider artistic and cultural heritage.

The Gold Ring: Hope for the Future

The gold ring surrounding the central design represents hope. It reflects the aspiration that the challenges, inequalities and discrimination experienced by Traveller people will give way to a future characterised by greater respect, recognition, equality and inclusion. The circular design also symbolises continuity, recognising both the community's connection to its past and its hopes for future generations.

More Than a Flag

The Traveller Ethnicity Flag is more than a collection of colours and symbols. It represents the history, identity, achievements and aspirations of a community whose contribution to Irish society deserves recognition and celebration. For Traveller children and young people, the flag offers a positive expression of cultural pride and belonging. For schools, it provides an opportunity to explore Irish Traveller history, promote cultural understanding and encourage conversations about equality, diversity and respect.

The flag also demonstrates the importance of community participation. Its development highlights how people can work together to create a symbol that reflects their shared heritage and hopes for the future.

The Traveller Ethnicity Flag is a symbol of the past, a celebration of the present and a statement of hope for future generations. *National Traveller Men's Forum*

The Design of the Traveller Ethnicity Flag

Every element of a flag can communicate something about the community it represents. The Traveller Ethnicity Flag features imagery associated with Irish heritage, Traveller history, family, cultural identity and connection to Ireland. The flag includes a green background, a white cross and a central image featuring a traditional horse-drawn Traveller wagon, surrounded by decorative elements. These symbols create an opportunity to explore how design can communicate cultural meaning.

Looking closely at the flag

Teachers can invite students to examine the flag and consider:

- What colours can you see?
- What symbols are included?
- What might the horse and wagon tell us about Traveller history?
- Why might a flag representing Traveller identity include imagery associated with Ireland?
- How can a flag represent both history and hopes for the future?

Teacher note: The final version of this section should include the NTMF's approved explanation of each design element, ideally alongside a labelled image of the flag, so that students learn the designer's intended meanings rather than guessing what the symbols represent.

A Flag Shaped by Traveller Voices

A central principle behind the creation of the Traveller Ethnicity Flag was that a symbol representing the Traveller community should be developed with Traveller people, rather than simply for them.

The National Traveller Men's Forum therefore organised community consultations across the four provinces of Ireland.

These consultations were held in:

Leinster: Athlone

Ulster: Derry

Munster: Cork

Connacht: Sligo

At these events, members of the Traveller community were invited to learn about the flag, examine its design, discuss its meaning and share their views. Participants could ask questions, express concerns, suggest changes and contribute ideas. The NTMF also welcomed written feedback, ensuring that consultation was not limited to discussion during the events. Feedback received throughout this process informed changes to the design.

Why was consultation important?

When developing a symbol intended to represent a community, it is important that the people within that community have opportunities to influence the process. Community consultation recognises that people may have different opinions, experiences and ideas about what best represents their identity. Listening to these perspectives can help ensure that decisions are informed by those who will be most directly affected.

The Traveller Ethnicity Flag provides an educational example of participation, consultation, community development and collective decision-making.

Discussion questions

- Why should communities be involved in creating symbols that represent them?
- What might happen if decisions are made without consulting those affected?
- Why is it important to listen to people who hold different opinions?
- What does meaningful participation look like?

Identity, Representation and Belonging in Schools

For children and young people, feeling that their identity is recognised within the school environment can be an important part of developing a sense of belonging. Schools communicate messages about whose cultures and experiences are valued through the books they use, the history they teach, the images they display and the conversations they encourage. For Traveller students, seeing their culture positively represented can communicate that their identity is respected and that they are valued members of the school community. The Traveller Ethnicity Flag provides one opportunity for schools to make Traveller identity visible.

However, meaningful inclusion goes beyond displaying a flag. It also involves ensuring that Traveller culture and history are included in learning, challenging discrimination, developing relationships with Traveller families and listening to Traveller students.

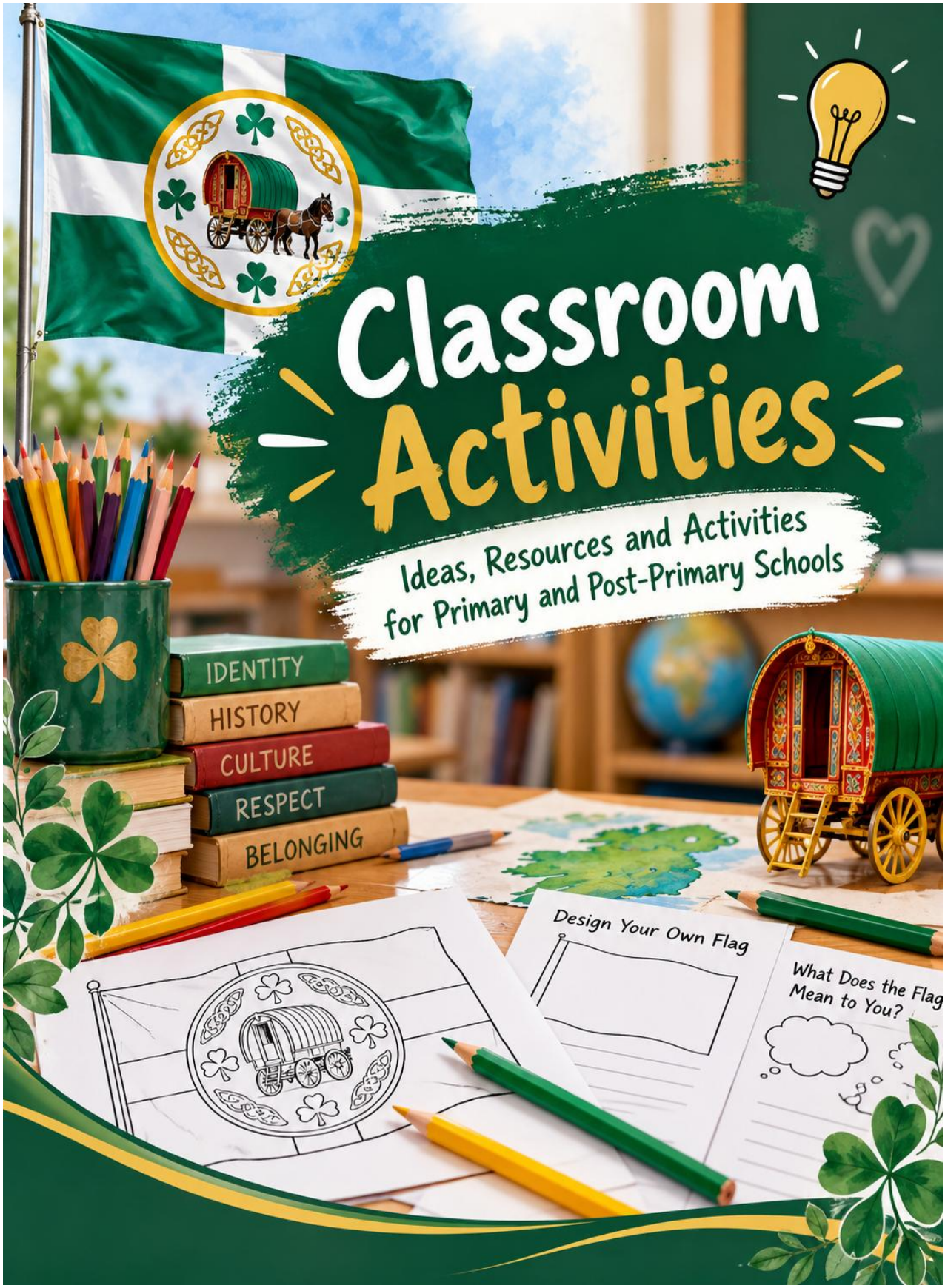
Schools can use the flag as a starting point for wider conversations about equality, human rights, cultural identity and respect.

Using the flag respectfully

Schools may choose to:

- Display the flag during activities celebrating Traveller culture and heritage.
- Include the flag in lessons exploring cultural identity and ethnicity.
- Use the flag alongside resources about Traveller history, music, language and traditions.
- Recognise the flag during school inclusion and diversity initiatives.
- Invite Traveller organisations or community members to participate in cultural education activities.
- Explore the flag alongside the Irish Tricolour and other symbols of cultural identity.

Teachers note: Teachers should remember that Traveller students are individuals with different experiences and perspectives. No student should be expected to explain or represent the views of an entire community.


Classroom Activities
Ideas, Resources and Activities for Primary and Post-Primary Schools
IDENTITY
HISTORY
CULTURE
RESPECT
BELONGING
Design Your Own Flag
What Does the Flag Mean to You?

Activity 1: Understanding Symbols and Identity

Suitable for: Senior primary and post-primary

Learning focus: Cultural identity, heritage and symbolism

Learning Outcomes:

By the end of this activity, students should be able to:

- Identify the key colours, symbols and design features of the Traveller Ethnicity Flag.
- Develop an understanding of how flags and symbols communicate cultural identity, history and heritage.
- Recognise the importance of cultural symbols in expressing pride and belonging.
- Reflect on aspects of their own identity and represent these through creative expression.
- Demonstrate respect for the cultural identities and traditions of others.

Introduction for Teachers

This activity introduces students to the Traveller Ethnicity Flag and encourages them to explore how symbols, colours and images can represent cultural identity, history and heritage. Through examining the flag and creating their own identity shield, students are encouraged to reflect on what makes them unique while recognising the importance of cultural identity to individuals and communities. The activity provides an opportunity to celebrate diversity, develop cultural awareness and encourage respect for Traveller identity and heritage.

Resources Needed:

- A coloured image of the Traveller Ethnicity Flag.
- Printed copies of an identity shield template or blank A4 paper.
- Colouring pencils, crayons or markers.
- Pencils and erasers.
- Whiteboard or interactive board to display and discuss the flag.
- Optional: Coloured paper, magazines, glue and scissors for creating identity collages.

Instructions:

1. Display the Traveller Ethnicity Flag.
2. Invite students to identify the different colours and images.
3. Explain the intended meaning of the symbols using the NTMF's account of the design.
4. Discuss how symbols can communicate history, culture and belonging.
5. Ask students to create a personal identity shield using symbols that represent places, interests, traditions and values important to them.

Reflection: How can images and symbols help communicate things that are important to us?

Optional

Extension Activity: My Identity, My Story

Following the creation of their identity shields, invite students to write a short paragraph or create a poster explaining the symbols they have chosen and why they are meaningful to them.

Students can explore how their family, community, traditions, interests and personal experiences contribute to their identity.

Discussion prompt: How can symbols help us tell others about who we are and what matters to us?

Encourage students to share their work voluntarily and explore how everyone has their own unique identity, while also sharing connections with others.

Activity 2: Four Provinces, One Conversation

Suitable for: Senior primary and post-primary

Learning focus: Geography, democracy, participation and community consultation

Learning Outcomes:

By the end of this activity, students should be able to:

- Identify the four provinces of Ireland and locate the towns and cities where consultations on the Traveller Ethnicity Flag took place.
- Understand the importance of community consultation in developing symbols that represent a community.
- Recognise the value of listening to different perspectives and ensuring that people have opportunities to contribute to decisions affecting them.
- Develop an appreciation of participation, fairness and inclusion in decision-making.
- Explore how communities can work together to achieve shared goals.

Introduction for Teachers

This activity explores the community consultation process undertaken by the National Traveller Men's Forum during the development of the Traveller Ethnicity Flag. By identifying the four consultation locations across Ireland, students will learn about the importance of ensuring that communities have a voice in decisions that affect their identity and representation. The activity encourages students to consider the value of participation, listening to different perspectives and working collaboratively. It also provides an opportunity to explore how meaningful consultation can promote inclusion, equality and community empowerment.

Resources Needed:

- A map of Ireland showing the four provinces.
- Information about the NTMF consultation process and the four consultation locations: Athlone, Derry, Cork and Sligo.
- A coloured image of the Traveller Ethnicity Flag.
- Printed maps of Ireland for students to label.
- Coloured pencils or markers.
- Paper or worksheets for developing consultation questions.
- Sticky notes or small pieces of paper for gathering classmates' opinions.
- Whiteboard or flipchart paper for recording and discussing responses.

Instructions:

1. Identify the four provinces of Ireland.
2. Locate Athlone, Derry, Cork and Sligo on a map.
3. Discuss why the NTMF arranged consultations in different parts of the island.
4. Divide students into small groups and ask each group to consider how they would organise a consultation about something important to their school.

5. Invite groups to share how they would make sure different voices were heard.

Reflection: How can we make decision-making fair and inclusive?

Optional

Extension Activity: Our Classroom Consultation

Invite students to organise a small consultation exercise about something they would like to improve within their school, such as the playground, classroom environment, school library or opportunities for student participation.

Divide students into small groups and ask them to develop three questions to gather the opinions of their classmates. Students can collect responses, identify common suggestions and present their findings to the class.

Encourage students to consider whether everyone's voice was heard and how different opinions were taken into account.

Discussion prompt: Why is it important to listen to everyone before making decisions that affect a community?

This activity helps students experience the principles of consultation, participation and collective decision-making that informed the development of the Traveller Ethnicity Flag.

Activity 3: A Flag for Belonging

Suitable for: All age groups, adapted as appropriate

Learning focus: Equality, inclusion and belonging

Learning Outcomes:

By the end of this activity, students should be able to:

- Develop an understanding of what belonging means and why it is important for individuals and communities.
- Recognise how cultural recognition and positive representation can contribute to a sense of belonging.
- Identify ways in which schools can create welcoming and inclusive environments for students from different cultural backgrounds.
- Demonstrate respect and appreciation for Traveller identity, culture and heritage.
- Suggest practical actions that promote equality, inclusion and belonging within their classroom and school.

Introduction for Teachers

This activity encourages students to explore the meaning of belonging and the importance of feeling recognised, respected and valued within their school community. Using the Traveller Ethnicity Flag as a starting point, students will consider how cultural symbols and positive representation can contribute to a sense of identity and inclusion. Through discussion and creative expression, students are encouraged to identify practical ways of making their classrooms and schools more welcoming and inclusive. The activity reinforces the understanding that belonging is created not only through symbols of recognition but also through everyday relationships, attitudes and actions.

Resources Needed:

- A coloured image of the Traveller Ethnicity Flag.
- Large sheets of paper or poster card for creating a classroom belonging display.
- Colouring pencils, markers or crayons.
- Sticky notes for students to record ideas about belonging.
- Printed word cards featuring values such as respect, identity, equality, inclusion, culture, pride and belonging.
- Paper for drafting the School Belonging Pledge.
- Optional: Art and craft materials for decorating the classroom display.

Instructions:

Invite students to consider the question:

What makes someone feel that they belong?

Create a classroom display using words such as:

Respect, Identity, Friendship, Inclusion, Culture, Equality, Voice, Recognition and Belonging.

Discuss how schools can demonstrate these values through everyday actions.

Reflection: What could our school do to help every student feel recognised and valued?

Optional

Extension Activity: Our School Belonging Pledge

Following the classroom discussion, invite students to work together to create a School Belonging Pledge outlining practical actions they can take to ensure everyone feels welcomed, respected and included.

Students could suggest commitments such as:

- Respecting different cultures and traditions.
- Including others in games, activities and conversations.
- Challenging hurtful language and stereotypes.
- Listening to and valuing different opinions.
- Celebrating the achievements and contributions of all students.

Ask students to agree on five commitments and create a classroom poster displaying their pledge.

Discussion prompt: What small actions can we take every day to help everyone feel that they belong?

Display the pledge in the classroom and revisit it throughout the school year to encourage students to reflect on how their actions contribute to an inclusive school community.

Activity 4: The Meaning Behind a Flag

Suitable for: Post-primary

Learning focus: CSPE, History, Art and Wellbeing

Learning Outcomes:

By the end of this activity, students should be able to:

- Explore and compare the history, meaning and symbolism of different cultural and community flags.
- Explain how flags can represent cultural identity, shared heritage, values and belonging.
- Recognise that individuals can hold multiple identities and that these identities can coexist within wider society.
- Develop research, critical thinking and communication skills through investigating and presenting information about different flags.
- Demonstrate an understanding of the importance of respecting cultural diversity and recognising minority ethnic identities.

Introduction for Teachers

This activity invites students to investigate and compare the Traveller Ethnicity Flag, the Irish Tricolour and another cultural or community flag of their choice. Through exploring their histories, symbols and meanings, students will develop an understanding of how flags can represent identity, heritage, shared values and belonging. The activity also encourages students to recognise that individuals can hold multiple cultural identities and that these identities can coexist within a diverse society. By researching and discussing different flags, students are supported in developing critical thinking, cultural awareness and respect for diversity.

Resources Needed:

- Coloured images of the Traveller Ethnicity Flag and Irish Tricolour.
- Access to books, printed information sheets or age-appropriate online resources about flags and their meanings.
- Information about the history, design and symbolism of the Traveller Ethnicity Flag from the National Traveller Men's Forum.
- Printed research worksheets for recording information about each flag.
- Paper, colouring pencils and markers.
- Poster card or large sheets of paper for presenting research findings.
- Glue and scissors for creating a classroom flag exhibition.
- Optional: Computers or tablets for supervised research and preparing presentations.

Invite students to research the history and meaning of three flags:

- The Irish Tricolour
- The Traveller Ethnicity Flag

- Another cultural or community flag of their choice

Students can compare who developed the flags and what their symbols represent

Optional

Extension Activity: Flags, Identity and Cultural Recognition Exhibition

Invite students to create a small classroom or school exhibition showcasing the Traveller Ethnicity Flag, the Irish Tricolour and other cultural or community flags they have researched.

Each student or group can prepare an information card that includes:

- The name of the flag and the community it represents.
- A brief explanation of its history and origins.
- The meaning of its colours and symbols, based on reliable sources.
- Why the flag is important to the people it represents.
- One interesting fact they discovered during their research.

Students can present their work to classmates or invite other classes to visit the exhibition.

Discussion prompt: How can learning about different flags help us better understand and respect the identities of others?

This activity encourages students to share their learning, strengthen their communication skills and recognise that different cultural identities can be celebrated within the same school and wider society.

Activity 5: Colouring the Traveller Ethnicity Flag

Suitable for: Primary school students

Learning aim: This activity helps children become familiar with the Traveller Ethnicity Flag and introduces them to the idea that flags can represent people, culture, history and pride.

Learning outcomes:

By the end of this activity, students should be able to:

- recognise the Traveller Ethnicity Flag
- understand that it represents Traveller identity and culture
- begin to explore ideas of respect, belonging and inclusion

Resources needed:

- Printed black-and-white colouring sheet of the Traveller Ethnicity Flag
- Colouring pencils / crayons / markers
- A coloured image of the Traveller Ethnicity Flag for reference
- Optional: discussion sheet or reflection prompt

Introduction for teachers:

Explain to the children that the Traveller Ethnicity Flag is a symbol of Irish Traveller identity, culture and pride. Just like other flags, it helps represent a community and can help people feel seen, valued and included.

You might say:

"This is the Traveller Ethnicity Flag. It is a special flag that represents Irish Traveller identity, culture and heritage. Today, we are going to colour the flag and talk about why symbols like this are important."

Instructions:

- Give each child a copy of the black-and-white Traveller Ethnicity Flag.
- Show the class the coloured version of the flag.
- Invite the children to carefully colour in the flag using the correct colours.
- As they colour, talk about the symbols they can see on the flag.
- When finished, display the flags in the classroom or create a class wall display.

Discussion prompts: While students are colouring, you could ask:

- What is a flag?
- Why do communities use flags?
- How can a flag show identity and belonging?

- Why is it important that Traveller culture is recognised and respected?
- How do you think it feels to see your culture represented in school?

Optional

Extension activity:

After colouring, ask students to complete one sentence:

"A flag is important because…" or "This flag helps show…"

You could also ask children to draw or write one thing that helps them feel they belong in school.

Display idea:

Create a classroom display titled:

Recognising Identity and Belonging

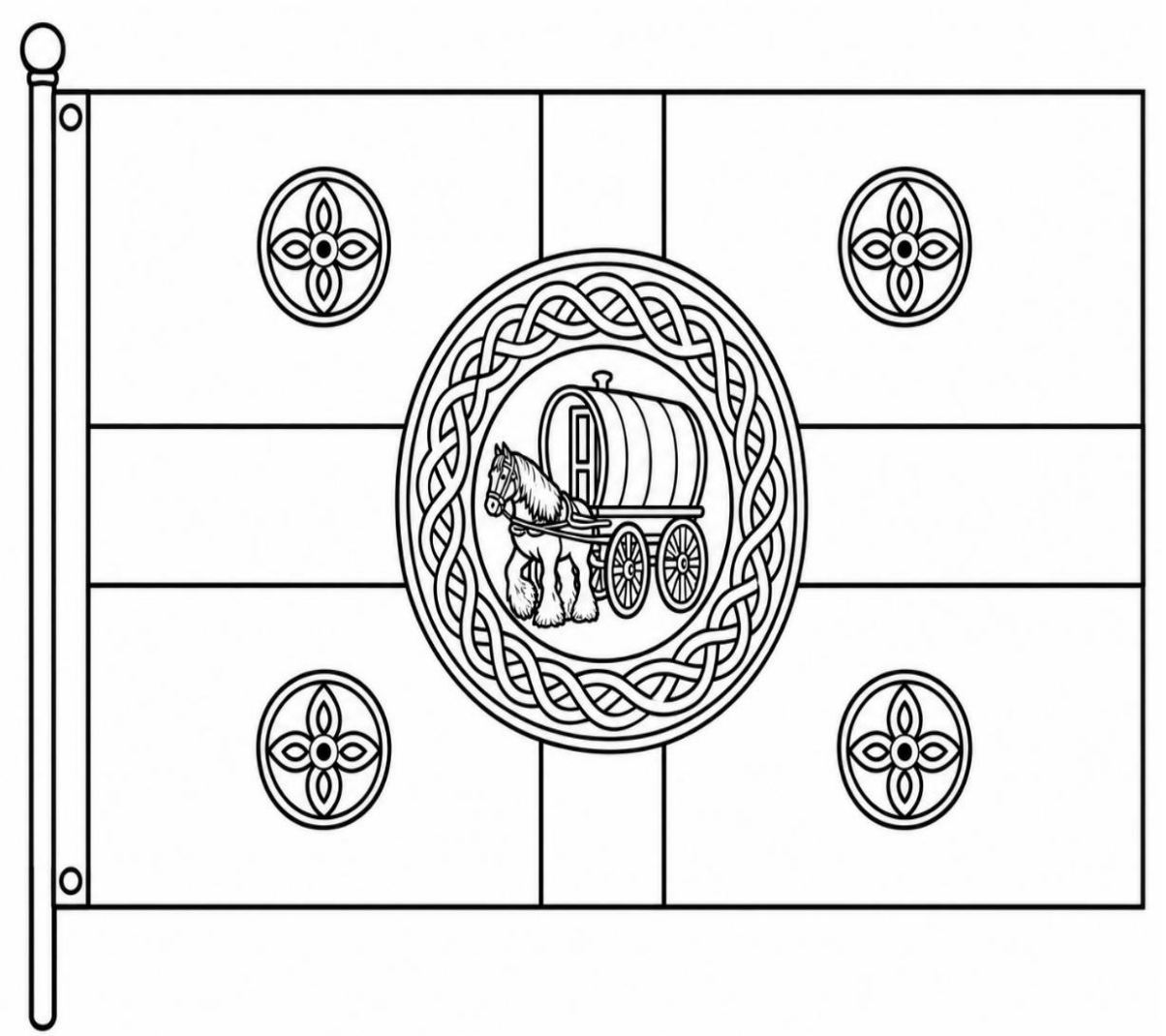
Include:

the children's coloured flags

key words such as *culture, pride, belonging, respect, identity*

short pupil reflections

Activities: Printable Resources



1 The Green Background

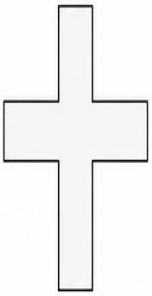
The green background represents Ireland, the country that Irish Travellers have called home for generations. It reflects the community's deep historical and cultural connections to the island.

2 The Four Golden Shamrocks



The four golden shamrocks represent the four provinces of Ireland: Connacht, Leinster, Munster and Ulster. They recognise that Traveller families and communities are part of the history and cultural life of every province.

3 The White Cross



The white cross represents peace and is also intended to reflect St Patrick's Cross, connecting the Traveller community to Ireland's religious and cultural heritage. Faith and spirituality have played an important role in the lives of many Traveller families.

4 The Horse and Traditional Wagon



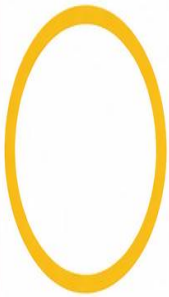
The horse and traditional Traveller wagon represent the long history of nomadism within Irish Traveller culture. For generations, horses and wagons were central to Traveller family life, providing transport, accommodation and opportunities for work and trade. They symbolise independence, resilience, adaptability and cultural heritage.

5 The Celtic Knotwork Circle



The circular Celtic knotwork surrounding the central design symbolises unity, family and the enduring connections that hold the Traveller community together. The continuous interwoven patterns reflect the importance of relationships, shared traditions and cultural knowledge passed from one generation to the next.

6 The Gold Ring

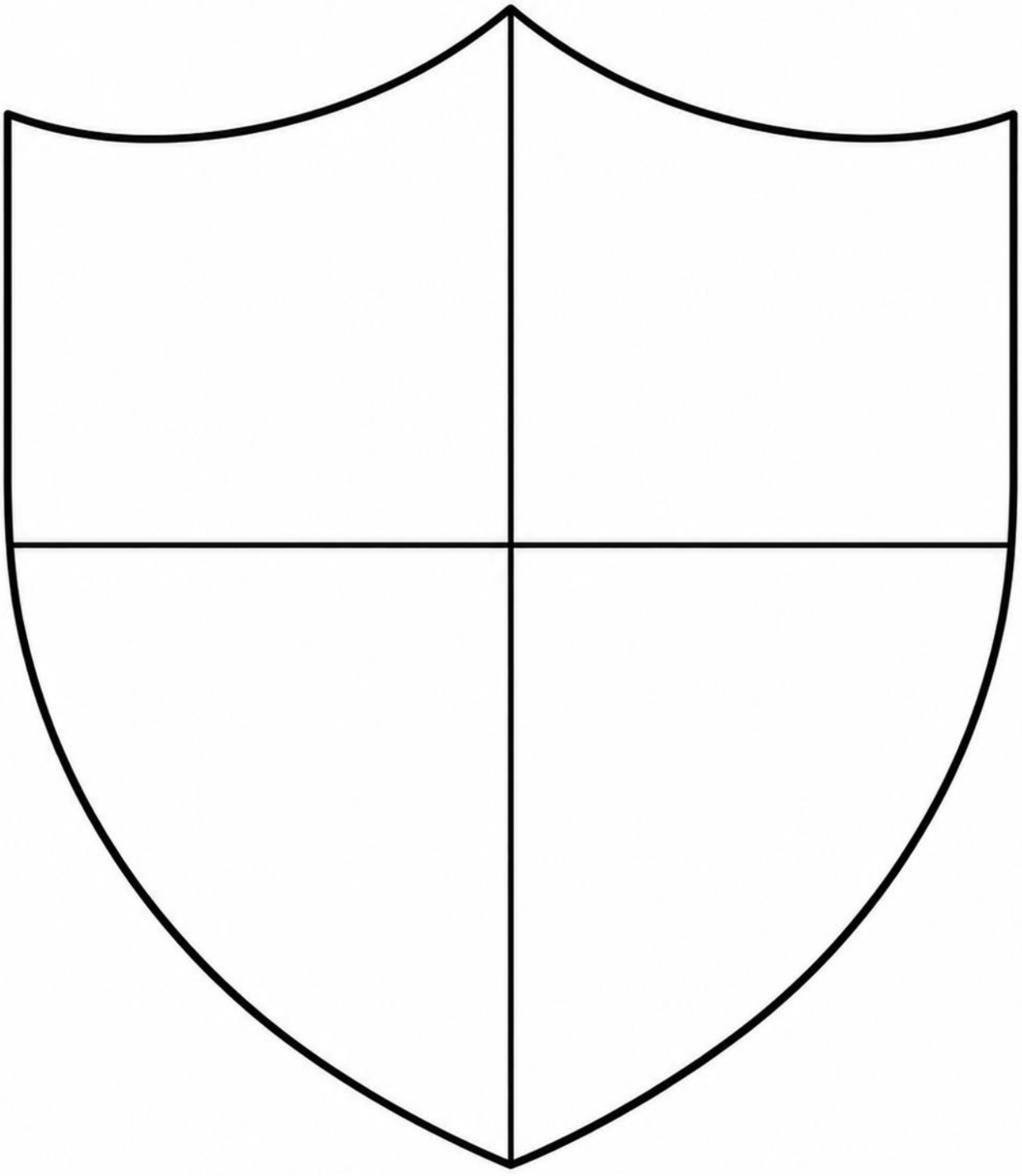


The gold ring surrounding the central design represents hope. It reflects the aspiration that the challenges, inequalities and discrimination experienced by Traveller people will give way to a future characterised by greater respect, recognition, equality and inclusion.

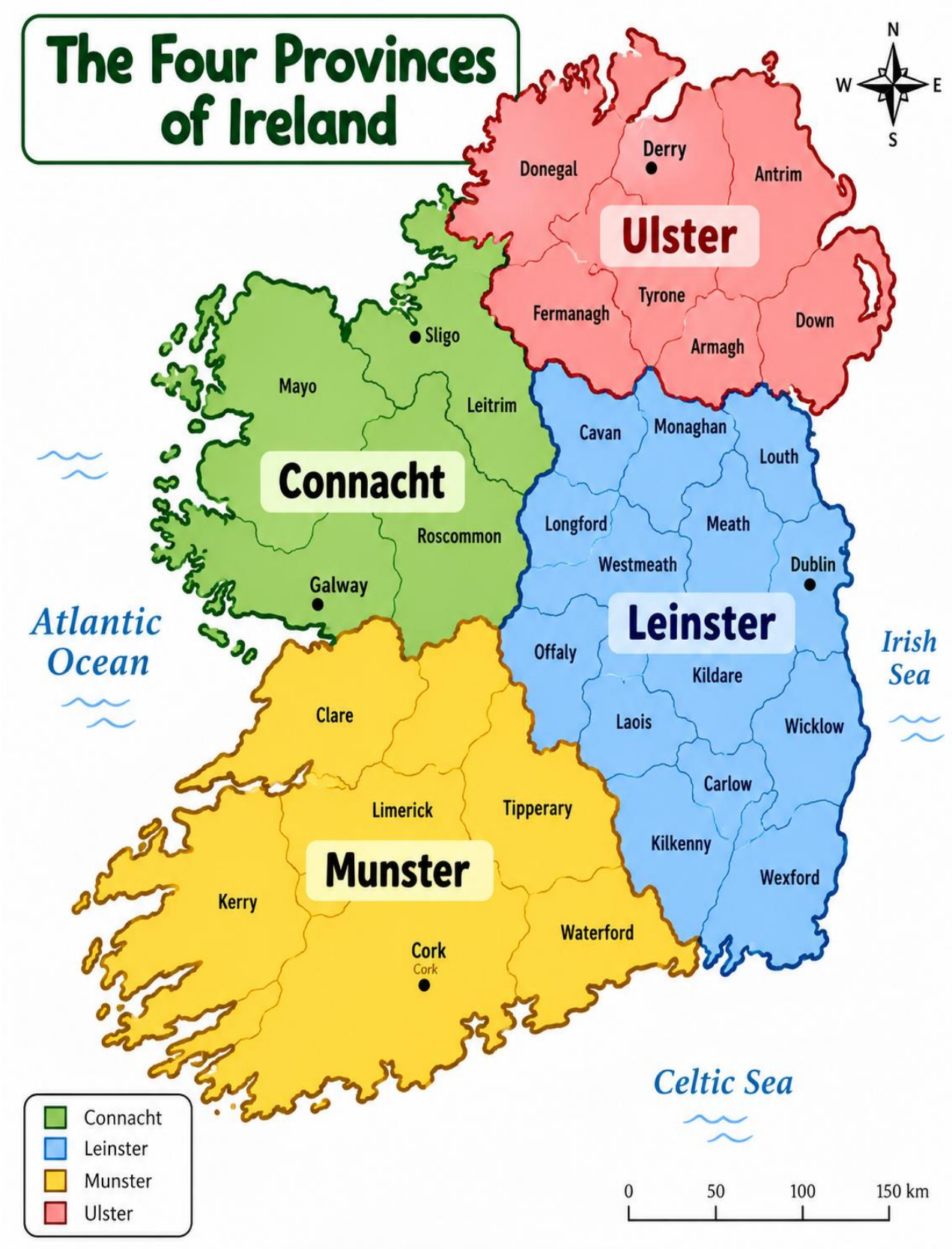


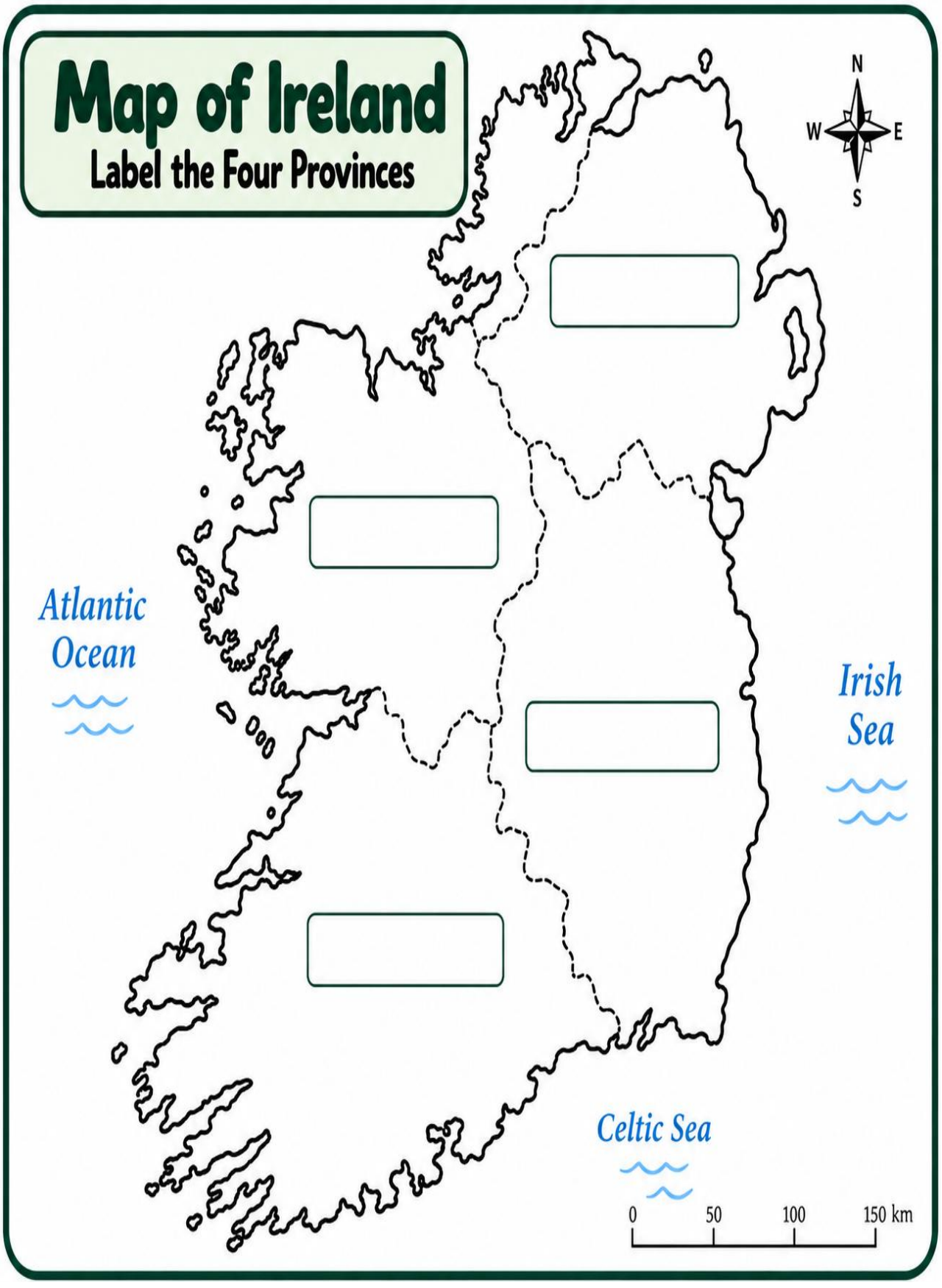
My Identity Shield

Draw or write symbols, people, places, interests or values that are important to you.



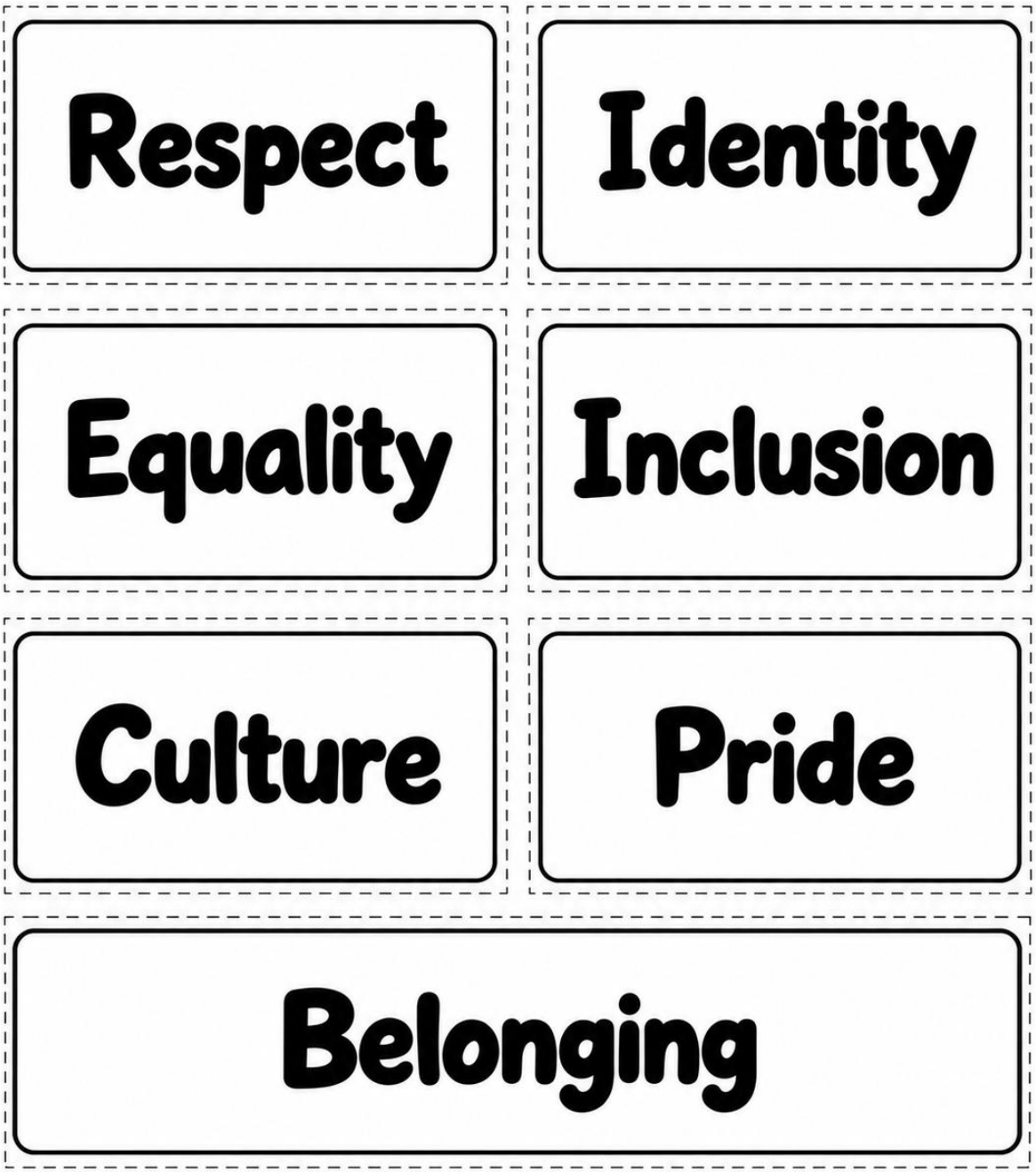
Name: _____


The Four Provinces of Ireland
N
W
E
S
Donegal
Derry
Antrim
Ulster
Tyrone
Fermanagh
Down
Armagh
Sligo
Mayo
Leitrim
Connacht
Roscommon
Galway
Cavan
Monaghan
Louth
Longford
Meath
Westmeath
Dublin
Leinster
Offaly
Kildare
Laois
Wicklow
Carlow
Kilkenny
Wexford
Clare
Limerick
Tipperary
Munster
Kerry
Waterford
Cork
Cork
Atlantic Ocean
Irish Sea
Celtic Sea
Connacht
Leinster
Munster
Ulster
0
50
100
150 km


Map of Ireland
Label the Four Provinces
N
W
E
S
Atlantic Ocean
Irish Sea
Celtic Sea
0
50
100
150 km

Values Word Cards

Cut out and use these cards for classroom activities and discussion.



Flag Research Worksheet

Student Name: _____ Date: _____

Name of the Flag: _____

Who or what does this flag represent? _____

Draw or paste a picture of the flag here:

What colours are on the flag?

What symbols are on the flag?

What do the symbols mean?

Where did this flag come from? / A short history: _____

Why is this flag important? _____

What did I learn from researching this flag? _____

One interesting fact: _____

Compare with the Traveller Ethnicity Flag

One similarity: _____

One difference: _____

Further Reading, Research and Educational Resources for Teachers

A Note to Teachers

The resources included in this section are intended to support further learning about Irish Traveller history, culture, identity and ethnicity. Where possible, teachers are encouraged to prioritise resources developed by Traveller organisations, Traveller writers and members of the Traveller community. These resources provide important opportunities to learn from Traveller voices, experiences and perspectives.

The Traveller Ethnicity Flag provides a starting point for conversations about cultural identity, equality, recognition and belonging. However, meaningful cultural inclusion extends beyond individual lessons or symbolic gestures. Teachers are encouraged to incorporate Traveller culture and history throughout the curriculum, challenge stereotypes and create learning environments where all students feel respected, represented and valued.

For further information about the Traveller Ethnicity Flag and its development, please visit the National Traveller Men's Forum at **www.ntmf.ie**.

National Traveller Men's Forum: Celebrating Identity, Culture and Heritage.

Research, policy and government publications

These publications provide teachers with research-based information about Traveller culture, history, identity, educational inclusion and cultural recognition.

National Council for Curriculum and Assessment (NCCA). (2023). Traveller culture and history research report.

An excellent starting point for teachers. This research explores Traveller history, language, nomadism, family life, traditional occupations, music, cultural contributions, achievements and the impact of racism. It provides useful background for understanding the cultural significance of the Traveller Ethnicity Flag.

Access the research report.

National Council for Curriculum and Assessment (NCCA). (2019). Traveller culture and history in the curriculum: A curriculum audit.

Examines the inclusion of Traveller culture and history across early childhood, primary and post-primary education. Particularly useful for teachers looking to integrate Traveller identity and cultural heritage into everyday teaching rather than limiting it to individual cultural events.

Access the curriculum audit.

Department of Education. (2024). Traveller and Roma Education Strategy 2024–2030.

Sets out the Government's strategic approach to improving Traveller and Roma educational experiences and outcomes. It includes commitments relating to cultural recognition, inclusion, equality and teaching Traveller culture and history.

Access the strategy and action plans.

Department of Education. (2024). Traveller and Roma Education Strategy: Learnings from the literature.

A literature review identifying principles of good practice in Traveller and Roma education. Useful for teachers wishing to deepen their understanding of culturally responsive education, school engagement and approaches to reducing educational inequalities.

Access the literature review.

Government of Ireland. (2024). National Traveller and Roma Inclusion Strategy II 2024–2028.

Provides a national framework for addressing inequalities experienced by Traveller and Roma communities. Useful for understanding cultural recognition, participation, anti-racism and equality within wider Irish society.

Access the national inclusion strategy.

Department of Education and Youth. (2026). Traveller and Roma Education Strategy: Second Plan for Implementation and Action 2026–2028.

The latest implementation phase focuses on strengthening participation, tackling racism, improving educational engagement and supporting culturally responsive teaching.

Access the education strategy documents.

Traveller organisations and cultural heritage resources

These websites are particularly valuable because they provide information developed by Traveller organisations and opportunities to learn from Traveller experiences and perspectives.

National Traveller Men’s Forum (NTMF). (2026). Traveller Ethnicity Flag and community consultation resources.

The primary source of information about the design, development and purpose of the Traveller Ethnicity Flag. Teachers can explore the community consultation process and the importance of cultural recognition, participation and Traveller pride.

Website: www.ntmf.ie

National Traveller Men's Forum. (2026). *Traveller Ethnicity Flag: A symbol of identity, culture, recognition and pride*. https://www.ntmf.ie/traveller-ethnicity-flag

National Traveller Men's Forum. (2026). *Traveller Ethnicity Flag design process*. https://www.ntmf.ie/design-process

National Traveller Men's Forum. (2026). *Consultations: Traveller Ethnicity Flag*. https://www.ntmf.ie/consultations

Pavee Point Traveller and Roma Centre. (n.d.). Education, culture and heritage resources.

Provides publications, educational information and resources about Traveller culture, ethnicity, heritage, rights and anti-Traveller racism. Its heritage programme is particularly relevant to exploring the cultural identity represented by the flag.

Explore Pavee Point's heritage resources.

Irish Traveller Movement (ITM). (n.d.). Traveller rights, equality and cultural recognition resources.

Provides information on Traveller rights, equality, participation and advocacy. Useful for classroom discussions about the significance of ethnic recognition and the importance of protecting minority cultural identities.

Website: www.itmtrav.ie

Involve Youth. (n.d.). Traveller Culture and Identity Project.

Provides structured learning materials exploring Irish Traveller history, Irish Traveller culture and Irish Travellers today. Materials are available in video and PDF formats, with additional training opportunities for educators.

Explore the Traveller Culture and Identity Project.

Classroom teaching resources and educational websites

These resources can help teachers deliver the activities included in this pack and develop further lessons about cultural identity, ethnicity, equality and belonging.

Yellow Flag Programme. (n.d.). Classroom resources.

A collection of classroom materials, downloadable resources, videos and activities supporting intercultural education. Particularly useful when exploring cultural diversity, challenging stereotypes and promoting belonging.

Access Yellow Flag classroom resources.

Scoilnet. (n.d.). Irish Traveller collection.

An educational collection that introduces Traveller culture, history, identity and government policies. It includes student activities and links to Junior Cycle History and CSPE learning outcomes.

Access Scoilnet's Irish Traveller collection.

National Council for Curriculum and Assessment (NCCA). (2025). Traveller culture and history: A school perspective [Short film].

A short educational film featuring teachers, students and school leaders discussing approaches to incorporating Traveller culture and history into primary and post-primary school life.

Watch the NCCA short film.

Curriculum Online. (n.d.). Traveller culture and history.

A curriculum resource hub linking to Traveller culture and history research, video materials and intercultural education resources. Particularly helpful for teachers planning lessons across different subjects.

Explore Traveller culture and history curriculum resources.

Pavee Point Traveller and Roma Centre. (2026). Anti-racism and cultural awareness in education.

Provides an example of cultural awareness training for student teachers, including how racism affects Traveller and Roma educational experiences and the importance of inclusive school environments.

Read about cultural awareness in education.