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Irish Independent 

IN ASSOCIATION WITH

Thomas F. Meagher
FOUNDATION

THE *People's* FLAG

PRIDE, RESPECT, PEACE

Special
classroom-
based
supplement

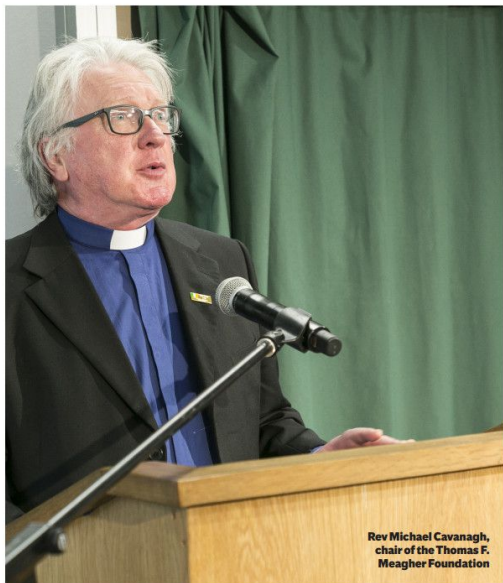


FOUNDATION
PROMOTING PRIDE IN AND RESPECT FOR THE
IRISH FLAG AND ITS MEANING FOR PEACE
ENCOURAGING ACTIVE CITIZENSHIP
SCHOOLS, COLLEGS AND SCHOOLS

INSIDE:

- History Teachers Association of Ireland Lesson Plans
- Shannon Heritage Education Through Experiences
- Pull-Out Flag Protocol Poster
- Flag Day 2020 & Kerry Group Awards & Scholarship Programme





Rev Michael Cavanagh,
chair of the Thomas F.
Meagher Foundation

“Those who don’t know history are destined to repeat it.”

Peace is a fragile flower, one that we need to nurture, says the Rev Michael Cavanagh, chair of the Thomas F. Meagher Foundation.

“We don’t study history just to pass exams (although we should); to impress people with the names of Roman Emperors (although we could); or to win at Trivial Pursuit (although we would). All of those are useful. But history is far more important than that – it is fundamental to living our lives and using our individual gifts and abilities to build communities and make our unique contribution to society. The real reason it’s important to understand history is to learn its lessons and make sure we don’t make the same mistakes our ancestors made in the past.

Sadly, one of the lessons we learn is that we haven’t learned lessons. Yes, the history of our country tells the story of the route to the independence we now enjoy; but it is also a story of injustices, political division and sectarian hatred resulting in violence that, arguably, delayed rather than accelerated the achievement of people’s intended objectives.

Thomas Meagher longed to see our nation set free from colonial rule, with the right to make its own decisions, but he came to realise that there was only one way to make this happen. That would be when people, each with their own sincerely-held

personal opinions and values, respected the right of others to differ and committed themselves to reach a way of living together without the need for swords and bullets. The word that describes this is called ‘Peace’; the Peace that is symbolised by the white in the centre of our flag, and is its most important panel.

To explain the Tricolour he first flew, Meagher said: “The white in the centre signifies a lasting truce between the Orange and the Green, and I trust that beneath its folds the hands of the Irish Protestant and the Irish Catholic may be clasped in generous and heroic brotherhood.”

Peace appears to be a fragile flower – but once it is firmly planted and fed, it overcomes any weeds that surround it. We are almost there, perhaps even in this generation. Ireland is a beautiful country, lived in by beautiful people, now of many different races and beliefs. We must not allow our history to be defined only as one of struggle, but of greater things – our unconditional welcome, our literature, our art and invention. When we work together and achieve Meagher’s vision, that will be the history our children’s children will learn.



How the Flag has inspired civic pride

BY YVONNE MCKENNA

Gaïce would like to extend its thanks to the Thomas Francis Meagher Foundation for inviting us to introduce this exciting supplement to The People’s Flag. The Foundation has been a very supportive partner, encouraging hundreds of Gaïce participants in schools to learn more about the Tricolour as part of Flag Day Celebrations.

Gaïce celebrates its 35th anniversary later this year, an occasion that would not be possible without the thousands of organisations that have supported over 190,000 young people to realise their potential and achieve their Gaïce Award since 1985. It has been wonderful to speak to some of our Awardees and President’s Award Leaders (PALs) in preparation of the anniversary. Enclosed in this supplement you will find a piece about Tullamore College’s longstanding support of Gaïce, or as Principal Edward McEvoy calls it ‘Wellbeing in a Box’. That piece exemplifies the living value of Gaïce almost three and a half decades since its inception. It is particularly delightful to see the legacy of Awardees in the school who have gone on to become President’s Award Leaders themselves, passing the Gaïce baton to the next generation.

The spirit of Gaïce is one that has had many incarnations over the last 35 years. Each year, a new set of young people take on the challenge, setting their own goals evocative of their values and ambitions. Each of them has breathed new life into the programme. As young people decide and agree their activities for each Challenge Area with their President’s Award Leader, no two Gaïce journeys are the same and this is what has stood the test of time. Our flexibility as a programme has



allowed young people to take ownership of their Gaïce Award and pave their own way to success.

The impact of taking on Gaïce is self-fold. There is the initial impact that it has on the participant or Awardee in what they learn about themselves on their journey, through each individual challenge area and overall, and then there is the broader impact that those young people then have on their community and wider society. Gaïce in a sense is an invitation to young people to make a ripple, to learn the value and impact that each of them can have, and to engage in active citizenship as a result of that knowledge.

To that end, as we look to the next 35 years, Gaïce seeks to continue its mission in encouraging young people to realise their potential for the benefit of all. I invite any young person who, for whatever reason, may think Gaïce is not for them, to start questioning that assumption. Thanks to the support of our amazing Gaïce Award



asylum-seeking process or with refugee status to take part in Gaïce, in February 2019. This year, we are delighted to say we are expanding our work with young people aged 15-17 seeking asylum or with refugee status with a brand-new integration project which will be launched in the coming months.

For those in the pursuit of their award I invite you to consider and examine the world around you and the role each of you can play in creating a more just and equal society. Now is a great time for reflection on what really matters to you in life, and to raise your sights to higher causes. Find something you believe in and align yourself with - be it combatting climate change, addressing inequality, eradicating poverty or, perhaps, look to the Sustainable Development Goals for inspiration. Gaïce is a concrete opportunity to learn what matters to you, put movement in to your ambitions and be recognised for your actions.

Partners, there are more ways than ever to become involved in the programme. Gaïce has a presence in almost every school which, a support has grown unfettered through the years. In addition, we continue to broaden our reach through our partnerships with a multitude of organisations, including community and youth organisations.

Gaïce has also endeavoured to ensure equality of access to the programme through the launch of integration and inclusion projects. Gaïce launched LikeMinded, aimed at LGBT+ young people and their allies, in December 2018, and Wavelength, which invites young people aged 18-25 in the

Yvonne McKenna, CEO, Gaïce
– The President’s Award

Brat agus Brod

BY AINDRÍU MAC AN RÍ
ON BEHALF OF GAELOIDÉACHAS

An dtuigean tú céard is brí le “veillology”? Focal Béarla atá ann a chiallaíonn staidéir a dhéanamh ar bhratacha. Focal casta atá ann, dar ndóigh, nach gclóiseann muid ró-mhínic sin, le fréamhacha sa focal Laidine, veillum (brat) agus an focal Gréigise, logia (a bheith ag labhairt). Ar bhealach, is siombail é an focal é féin; léiríonn sé castacht agus tuigean muid go bhfuil stair agus teangacha eile le cloistéal ina shanaslócht (éymology). Tuigean muid gur focal é a bhaineann le heolaíocht nó le staidéir a dhéanamh ar rud éigin toisc go gcríochnaíonn sé leis an iarmhír (suffix), “ology”.

Tá castacht an fhocail sin in oiriúint don eamail suntuasach seo nach mbíonn an gnáthdhúine ró-bhuartha faoi ó lá go lá. Tá an-chuid daoine ann a chuireann an-spéis sa dhisceiplín agus tá roinnt mhaith saineolaithe ann a bhíonn ag obair ar thúsint agus stair na mbratacha chomh maith, le féidir linn túsint a tháil ar chultúir agus ar ríthóir as a bheith ag breathnú ar a mbratacha. Cosúil le focail agus teangacha, léiríonn bratacha stair, tíreolas, cultúr, reiligiún agus polaitíocht agus is féidir fínn tíortha éagsúla a nascadh tríd a bheith ag déanamh staidéir ar bhratacha.

An raibh fhios agat, mar shampla, go raibh brat na hÉireann bunaithe ar bhrat na Fraince? Is grúpa ban Fraincise a thug an chéad trídthathach na hÉireann ar thrídhathach na Fraince, ach in áit gorm, bán agus dearg, cuireadh glas, bán agus oráiste ar ár mbrat. Léiríonn brat na hÉireann síocháin (bán) idir Caitlicigh (glas) agus Protastáinigh (oráiste) na tíre. Chomh maith leis sin, léiríonn sé idé-eolaíocht an phoblachtachais agus an ghluaiseacht i gcoinne cearta diaga ríthe a bhí thíos teacht chun cinn thar fud na hEorpa agus é bunaithe ar chruth bhraí na Fraince. Thug Thomas Francis Meagher é seo agus an brat in úsáid le linn na réabhlóide mírthúla in Éirinn níos déanaí sa bhliain sin, 1848.

D’fhéadfaí a rá, mar sin, nuair a cuireadh trídthathach na hÉireann ar crochadh ce cion Ardóifig an Phoist in Atha Cliath, 1916, gur léirigh sé stair, reiligiún, polaitíocht, cultúr, idéalachas agus idirnáisiúnachas cheana féin. B’fhéidir nach gceafaí gur siombail iontach casta agus saibhir é brat na hÉireann agus tú ag breathnú ar an drouilleog shimplí trídthathach seo, ach bí cinnte gurb é. Bímis bródúil as.



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What our education system can learn from the Thomas F. Meagher Foundation

Our flag gives students ownership, writes Alan Mongey, president of the National Association of Principals and Deputy Principals (NAPD).



Established in 2013, the Thomas F. Meagher Foundation works to promote pride in and respect for the Irish flag and its meaning for peace, particularly among young people. Culminating every year in Flag Day, the Foundation empowers young people to plan, manage, and carry out their own events and projects, allowing them to take ownership of their own learning and development.

By providing templates, resources, and guidance, the Foundation challenges students to learn by doing, problem solve, and immerse themselves in the history and story of our flag. The innovative and empowering approach it employs can teach the education sector some important lessons. The National Association of Principals and Deputy Principals is proud to support the Foundation and its approach to teaching an important part of Irish history. NAPD members, as school leaders in the secondary education system, play a central role in shaping Ireland's students, working every day to challenge, empower, and encourage curiosity.

For too long, the secondary education system in Ireland has been focused on rote learning, the CAO form, and the points race. Even for the students who are academically minded, the current system creates enormous pressure to perform at exam time.

This system, with its singular focus on exams, misses out on developing key skills in our students—skills that will benefit them personally and professionally, as well as academically. We need to develop enterprising problem-solvers. We need lifelong learners who are curious and innovative.

This is where the Thomas F Meagher Foundation excels. By giving students

ownership of their Flag Day projects, the Foundation is not simply teaching history; it is challenging students to take control of their own learning and development, building critical skills that are often neglected. There is no right or wrong approach; it is up to students to be adaptable and to develop a programme that suits them.

The education system needs more of this approach and, thankfully, there has been some change in the right direction.

The path to reform

In some Leaving Certificate subjects, continuous and project-based assessment has been introduced in recent years. The feedback to this approach has been overwhelmingly positive among parents, teachers, and students alike.

By allowing students ownership of their own learning, they are encouraged to indulge their own curiosity; they can pursue projects and subjects that interest them. Their learning is not dictated through the narrow prism of an exam paper—it is instead a positive experience. In the 2019 NAPD report, Senior-Cycle Reform: What Do You Want?, 78% of Irish students said that they do not believe that the Leaving Certificate adequately prepares them for third level, while 93% feel the same about its capacity to set them up for the world of work. The majority of teachers and principals agree. A change of approach is needed.

In a modern economy, we need self-starters who drive their own learning and development, who are adaptable problem-solvers, who can overcome challenges. Our education system should strive to develop these skills and value curiosity and enterprise. These skills can act as a platform for any career or any field of study.

To break the mould of the current education system, further curricular reform is needed. A system that promotes inflexible rote learning is not fit for purpose in the twenty-first century.

While some progress has been made, further change is needed. We must always strive for better and learn from others, like the Thomas F Meagher Foundation. The NAPD will continue to play a central role in building a secondary education system that challenges and empowers our students.



the Foundation challenges students to learn by doing, problem solve, and immerse themselves in the history and story of our flag.



Flying high: a day to proud of our National Flag

A day to celebrate modern Ireland and our Flag

Since 2016 the Thomas F. Meagher Foundation has encouraged schools to register with them to receive a free "Flag Pack", in this pack is all the resources they need to host a flag day event, no matter how big or small. The idea behind Flag Day comes from the words of Thomas F. Meagher when he said "The white in the centre signifies a lasting truce between the orange and the green, and I trust that beneath its folds the hands of the Irish Protestant and the Irish Catholic may be clasped in generous and heroic brotherhood"; the Foundation have listen to these words and expanded upon them, it is no longer just about the hands of the Irish Protestant and the Irish Catholic; it is about all the people who now call Ireland home. In the Foundations own words that means

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Pride: Classroom activity on Flag Day

alongside the words Pride, Respect, Peace or Mortas, Meas, Siocáin. The Foundation supplies these to schools along with various promotional material to allow students take ownership of this day and assists them to fundraise for causes or projects they choose, with 100% of the money raised going directly

to these projects. Schools have raised money for a variety of causes including local hospices, national charities such as Pieta House and International charities such as Trocaire. In the case of Trocaire, the Foundation were honoured to work with the Office of the Ceann Comhairle on his project in Ethiopia.



Paul Fiorentini (President ACCS), Dermot Healy (Principal, Pobalscoil Inbhear Scéine), Aine O'Sullivan (Assistant General Secretary ACCS) & John Irwin (General Secretary ACCS)

I am delighted to work with the Thomas F Meagher Foundation, promoting the real meaning of the Irish Flag in second level schools. At our recent Conference the stand promoting the Foundation easily received the most attention. We believe that it is important that the pupils in our 96 schools understand the importance of the restoration of the principles and values underpinning our national flag.

It is essential that the History of the flag is well promoted in schools as in the past this history was obscured for many. The message from the Thomas F Meagher Foundation is a message that resonates with our young people. Through its work our pupils have a keener appreciation of promoting and respecting the Irish Flag and what it stands for. Our country has had a turbulent history and the Flag Day celebration each year is a fine effort to raise awareness of the noble purpose of our flag.

We in ACCS subscribe to an inclusive school culture, respecting the rights of all

students, regardless of colour or creed, promoting tolerance and understanding. In this we are closely aligned to the central aim of the Thomas F Meagher Foundation which is "to promote pride in and respect for the Irish flag and its meaning for peace, in particular among young people irrespective of ethnicity, creed or gender."

During the decade of commemoration, the Thomas F Meagher Foundation has been prominent in promoting peace amongst all on this island. The 2016 Croke Park celebration was memorable, gathering students from schools across our nation to learn about and celebrate the history of our flag. We can only claim ownership of the flag if we are true to what it was created to represent. Our young people deserve to be aware of the unifying intent of the flag as opposed to divisive mis-interpretation.

Paul Fiorentini
President,
The Association of Community & Comprehensive Schools



Projects: Flag Day sparks ideas

POSSIBLE EVENTS TO BE HELD DURING FLAG DAY

- A flag raising ceremony either inside or outside of the school. For example your school could invite serving and/or retired members of An Garda Síochána, the Defence Forces, the emergency services or community groups and organisations.
- Speeches/interviews from prominent members of the local community (e.g. local sports stars, emergency service members, members of active retirement groups etc.) on what the Flag means to them.
- Ceremony where monies raised would be presented to the charity/cause/project chosen by the school and students.
- Invite a member of the charity/project/cause for which your school is raising funds to make a presentation at the school to discuss how the money raised is spent.
- Having a display board where all nationalities of the school are mentioned alongside one word that they associate with the Irish flag.
- Information sheets/presentations from persons of all nationalities within the school, telling about their heritage and what their flag means to them, as well as what the symbolism of the Irish Flag means.
- All students in the school bring something which reminds them of a country they have an affinity or relationship with to form a display.
- Having music from different nations which are represented in the school as part of an event.



Ceannt Comhairle Sean O'Fearghail, Avril Ryan of Gaisce, Chairman Reverend Cavanagh, Dublin Mayor Lord Nial Ring with a student from Bremore Educate Together



Ceannt Comhairle Sean O'Fearghail, Frank Hayes of Kerry Group, Reverend Michael Cavanagh, Dublin Lord Mayor Nial Ring with History Teachers Association Representatives Mary O'Dubháin and Niamh Crowley

Kerry Group Awards and Scholarship Programme

What is it like to live in Ireland in 2020? That's the question being posed for this year's entrants

For this year's Kerry Group Awards and Scholarship Programme the Thomas F. Meagher Foundation have asked the students of Ireland an important question: what it's like to live in Ireland in 2020, and what the Irish Flag and its message

of peace means to them. In working with the Thomas F. Meagher Foundation for another year, the Kerry Group want to continue their promotion of active citizenship among the next generation of Ireland and hear their voice about their country and its future. Speaking about their partnership with the Thomas F. Meagher Foundation Kerry Group CEO Eamon Scamlon said "We at Kerry Group have always been keen to support charities and projects who have a high level of community engagement and support. Since our foundation we have operated within the philosophy of while we are a corporate entity we will also have positive engagement with local communities and Charities which make a real impact and this will always be a core value of our organisation".

- 2019 Kerry Group Awards and Scholarship Winners**
- Clarin Murphy**, North Monastery Secondary School, Cork
 - Scholarship Winner** Anjalie Fonseca, Regina Mundi College, Co.Cork
 - Award Winner** Nur Abduzzaher - St. Joseph's College Lucan, Co. Dublin
 - Award Winner** Rory McGuinness - Hartstown Community School
 - Award Winner** Emma Byrne - Regina Mundi College, Co.Cork
 - Award Winner** Fionn Kearney - Maria Immaculata Community College, Dunmanway, Co. Cork.
 - Award Winner** Jennifer Crowley, Regina Mundi College, Co.Cork



Ceannt Comhairle Sean O'Fearghail, Frank Hayes of Kerry Group, Reverend Michael Cavanagh with Rory McGuinness - Hartstown Community School



Ceannt Comhairle Sean O'Fearghail, Avril Ryan of Gaisce, Chairman Reverend Cavanagh, Dublin Lord Mayor Nial Ring with a student from Bremore Educate Together with Anjalie Fonseca, Regina Mundi

- Award Winner** Ciara McLoughlin - Scoil Mhuire Buncrana, Co. Donegal
- Award Winner** Kieran O'Gara - Ballyhaunis Community School, Co. Mayo
- Award Winner** Taylor Byrne - St. Vincents Glasnevin, Dublin
- Award Winner** Hannan Simmons - Regina Mundi College, Co.Cork Award Winner



From St Joseph's School Catherine Bligh, Hamdi Oasim, Amy Coleman, Maeve Montgomery, Emily Carey, Grace McGoldrick, Julia Pawlusz, Nur Binti Abduzzaher, Sandra Shoggy with Coann Comhairle Sean O'Fearghail, Avril Ryan of Gaisce, Reverend Cavanagh and Nial Ring



A message from the Joint Managerial Body

The JMB (Joint Managerial Body) was founded in 1964 to represent the interests of all voluntary secondary schools in the Republic of Ireland on issues at national level which affect the management of schools.

John Curtis, JMB's General Secretary, has visited all the students and schools participating in Flag Day 2020 and the Kerry Group Awards and Scholarship Programme the very best of luck.

All at the JMB hope the students learn and demonstrate the true message of peace of the Irish flag.

How to enter the Kerry Group Awards and Scholarship Programme

KERRY GROUP AWARDS & SCHOLARSHIP As part of Flag Day activities schools can also submit an entry to the Foundation's Kerry Group Awards and Scholarship Programme. This year entries can be submitted in the form of a video, essay, poem, picture or artwork to answer the question, "What it is like to live in Ireland in 2020 and what does the Flag's message of peace mean to me?". The closing date for entries is Monday March 31st, 2020.

An Awards and Scholarship presentation lunch is held each May in Leinster House.

HOW TO ENTER Competition Rules

- The competition is open to all students from registered schools who take part in Flag Day 2020.
- Students must enter the competition as individuals.
- Entries must be based on the topic "What it is like to live in Ireland in 2020 and what does the Flag's message of peace mean to me?"
- All entries must be emailed to info@tffoundation.ie or sent by post to Reverend Michael Cavanagh (COI), St. Patrick's Church, Kenmare, County Kerry.

- Deadline for entries is Monday April 13th, 2020.
- Entry Format** Entries can be made in any of the following formats:
 - Video (no longer than 2 minutes)
 - Typed Essay (no longer than 500 words)
 - Poem
 - Picture
 - Artwork
- Marking Scheme**
 - Demonstrated knowledge of the history of the flag and commitment to the message of the Thomas F. Meagher Foundation of Pride in, Respect for the Flag and active citizenship including activities you/your class/your school took part in to celebrate Flag Day. (40 Marks)
 - Demonstrate the Details of the money raised by you/your class/your school from the sale of the Thomas F. Meagher Foundation label pins and for what charity or project this money was raised for. (20 Marks)
 - Innovation (originality of entry and uniqueness). (20 marks)
 - Quality of entry (quality of photos, videos, composition of essay, overall presentation). (20 marks)

North Monastery, Cork 2019 Winners

I have been involved with the Thomas Meagher Foundation for the last four years and the impact it has had on my students has been incredible. The foundations awards and scholarship programme has now become an annual event in the North Monastery and the school's History Club has led the charge in representing the school each year. The programme has been an excellent opportunity for my students to develop practical skills such as organisation and leadership and it has encouraged them to think more about their role as citizens of a country and actually consider what the message of our national flag means to them and then articulate it through a variety of media. Every year my senior students in the club look forward to the opportunity to show how the story of Thomas Meagher and

the Irish flag influences them. My students have become active participants in their community thanks to the charity work they have undertaken as part of the programme and this has helped them become better rounded citizens as well as students. The success my club has enjoyed over the last three years has now proved to be a source of inspiration for younger members of my History Club who now eagerly look forward to the day when they will be able to take part in the programme. I think the foundation has done a fantastic job in its role of promoting the message of the flag and it has had a positive impact on all my students who now understand and represent the flags message of hope and peace

Shane Ryan, History Teacher North Monastery Secondary School



As a member of the North Monastery History Club I have studied many Irish patriots, but few have captured my imagination like the life story of Thomas Meagher. Born in Waterford in 1823 he took part in the young Irishman's rebellion in 1848 and as a result he was sentenced to Transportation for life to Van Diemen's land. Meagher escaped from Tasmania with the help of local people some of who were Irish or of Irish descent. He went to America where he led the Irish Brigade during the American civil war. Later on, he became the acting Governor of Montana. Of course, Thomas Meagher is synonymous with the Irish Tricolour the flag up to then had been given hard on a green background. The Tricolour was flown proudly over the town of Westbury in Tasmania when news came that his ship had entered International

waters. It was also flown over the GPO in Dublin on Easter Monday 1916. The first Irish Tricolour was presented to Thomas Meagher in France it was made of silk. The green symbolises Irish Republicanism dating back to the united Irishmen. The orange symbolises the Protestant Minority and the white peace between the two. Studying Thomas Meagher has been a great privilege for me and I would like to thank my History Teacher Mr Ryan for his help in my efforts to learn as much as possible about Thomas Meagher. The success of my fellow students Alex and Allen was a huge inspiration for me when taking part in the competition and finally a big thanks to the Thomas Meagher foundation for my scholarship win which will be a great help with my future studies.

Clarin Murphy, 2019 Scholarship winner



‘Wellbeing in a box’

This year, Gaisce - The President's Award - will celebrate its 35th anniversary. Ahead of the officials celebrations, Gaisce asked some of its President Award Leaders to share their memories of the programme, which has had over 190,000 awardees since 1985.

Edward McEvoy began his teaching career in the late '80s at St Kevin's Community College in Clondalkin. "Things were quite bad in Ireland at the time. We had high unemployment numbers, we had students not finishing school. As a teacher I was looking for something to give the young people a sense of purpose and inspire them, something that they would get recognition for," Edward says. Around that time he came across a leaflet about a self-development programme that had just been launched, Gaisce. The timing was perfect - this was a programme that had purpose and could really inspire his students to dream big. To achieve a Gaisce Award, his students would have to take part in activities in three challenge areas - Personal Skill, Community Involvement and Physical Recreation. Later, as the programme developed, young people would also have to complete an Adventure Journey for their Bronze and Silver Award, and if they progressed to their Gold Award, a Residential Project and Portfolio.

“To me, Gaisce is wellbeing in a box. It gives you a set of social competencies that are invaluable

Edward went about setting up Gaisce in his school, becoming a President's Award Leader or PAL so he could support students in St Kevin's on their Gaisce journey. Under his mentorship the programme quickly flourished.

"The first year we introduced it we had 15 participants. Within a few years that number grew to 70 with three achieving Gold, including poet Colm Keegan. As a teacher, I could see taking on Gaisce built self-esteem, resilience and ambition among students. It was a way of recognising their talents and contributions to the greater community. Doing Gaisce showed them that if you put your mind to something, you can achieve it and that's something to be celebrated. I remember calling to a student's home at the time and seeing his Gaisce Award had pride of place on the mantelpiece. The whole family were proud of him," he says.

So how did Gaisce have such a positive impact according to Edward?
"To me, Gaisce is wellbeing in a box. It gives you a set of social competencies that are invaluable. We all know that you can't build resilience from discussing it. You need to get out of your comfort zone and develop yourself through new experiences.
"For the Community Involvement area, I encouraged my students to volunteer with older people in their community. It taught them to have empathy for people who weren't as fortunate as they were. Being young is such an incredible gift, but it's hard for a young person to see that all the time. Through their volunteering they learned to value and be grateful for what they had and see themselves through a new lens. They realised the positive impact that they could have on another person's life."

Over 30 years after first becoming involved in Gaisce, Edward is still a strong advocate of the programme. He introduced it in Portlaoise Vocational School, where he taught from '94-'96 before he moved to Tullamore Community College, where he became the youngest serving principal in Ireland, a role he holds to this day. During that time, he has mentored generations of Gaisce Awardees who have paid it forward by becoming President's Award Leaders - or PALs - themselves.

"I was the PAL to Orlaith Underwood, who's now a teacher in Tullamore College, who subsequently became the PAL to Fiona Graham, who's also a teacher in the school.



Caption



Caption

Orlaith and Fiona were then my daughter Sarah's PAL. We were delighted to see Sarah being presented with her Gold Award last year. She's now a French and German teacher in our school and a PAL. You could say my Gaisce

journey has come full circle!" Sarah McEvoy received her Gaisce Gold Award from President Michael D. Higgins at a ceremony in Dublin Castle last December. Speaking about her Gaisce experience, it's

those values. He spoke about a more equal, just society and a respect and a welcome for diversity. I think the day reflected those sentiments - it was lovely to see so many people from different backgrounds receive their Gaisce Award. It was clear no two people had the same journey, but the one thing that everyone had in common was the heart and the drive to complete a Gaisce Award."

Sarah started her Gaisce journey while still in school, but says she felt the value of Gaisce more so at Gold level, when she had left her hometown to study teaching.
"Doing the Gold Award in college helped me to embed myself in my new home and make connections. It forced me out of my comfort zone. I took up dancing, yoga and volunteered at a charity shop - none of which I would have done if it weren't for the incentive of the Gold Award. I felt the value of Gaisce more so after school because of this."

Now a teacher herself, Sarah is driven to bring the learnings she had from completing her Gaisce Awards back to the classroom and believes more than ever that young people need learning 'outside' the classroom. She is the PAL to second years in Tullamore College.
"As a teacher and PAL, I feel Gaisce broadens young people's school experiences. School doesn't have to be all about academia or sport, through participation in Gaisce young people can have a more well-rounded experience. Students can get too wound up by exams and other pressures like social media. Gaisce gives young people an escape from normal school life and makes them see that there are other important things in life," she says.

This sentiment echoes Gaisce's view that the value of participation in its non-formal learning framework alongside formal learning enhances the personal development of the 'whole person.' This view is supported by independent research on the positive impact of the programme for young people. Participation in Gaisce very often uncovers



Caption

hidden qualities, talents and skills in addition to enhancing connectivity with peers and teachers as well as overall wellbeing. Consequently, the programme can increase a young person's confidence and inspire them to consider many more pathways to learning. In addition to supporting school PALs guiding senior cycle Gaisce participants, Gaisce is now excited about piloting the programme in second year supporting many aspects of the Wellbeing Policy Statement and Framework for Practice. Gaisce is also partnering with Tusla - the Child and Family Agency through a pilot with young people involved in the Schools Completion Programme.

Stories about the positive impact of Gaisce

from generation to generation are a testament to the dedication of the President's Award Leaders who take such a strong interest in young people's personal development. Awareness and interest in wellbeing have increased significantly since Gaisce was first founded, so much so that if Gaisce didn't exist today, you'd probably have to invent it. Tullamore College exemplifies Gaisce's work in schools, but young people can also undertake Gaisce through a variety of community and youth groups. Tullamore College continues to encourage students to take part in Gaisce, with over a hundred awardees taking part in the programme last year, supported by their dedicated President's Award Leaders.



Caption

An tsraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Teaching diverse values, traditions and beliefs is part of a shared history

Lessons plans can provide detailed and stimulating explorations for teachers and students of history, says teacher Deirdre Mac Mathúna, PRO of the History Teachers' Association of Ireland.

On Tuesday 1st October 2019 the nation woke up to the following announcement on RTE's flagship news programme 'Morning Ireland' -

'The Minister for Education, Joe Mc Hugh has stated that History is to be given a special core status at Junior Cycle. In his statement he went on to say that the Junior Cycle framework focuses on core learning as opposed to core subjects. It is my view after long consideration that history is central to that.'

This outcome was warmly welcomed by the History Teachers' Association of Ireland (HTAI). It was a bold and brave step on the Minister's part as it marked a happy conclusion to a long campaign to reverse the framework document of 2011. As a result of this decision, all second level students will be given the opportunity to study a detailed and comprehensive course that will enhance their skills of enquiry, research and analysis. Guided by professionally trained teachers, students can learn to value local, national and international heritage and to study diverse values, beliefs and traditions. And never have

those skills been more desired than in the current political climate of the recent General Election and the debacle surrounding the State's commemoration of the RIC and the DMP.

The latter event highlighted the difficult and sensitive challenges of commemorating contested histories. The rhetoric of 1916 gradually became a reality through the events of the War of Independence, the Treaty in 1922, and followed by the Civil War between 1922 and 1923. The statement from the Expert Advisory Group on Centenary Commemorations (2nd Phase 2018-2023) acknowledges those challenges. Under the heading 'Partition and the Foundation of Northern Ireland', it stresses the need to mark the Unionist community in Northern Ireland; the Nationalist Community in Northern Ireland; and the Southern Unionist Tradition whose way of life was also impacted by Partition. They also recommend examining comparative Partitions in Europe, post 1918. So, as teachers we too take on the challenge to forge an informed and educated path for our students through the complex issues of political loyalties and cultural and religious identities.

Lesson Plans:

The lesson plans laid out by my colleagues in the HTAI provide detailed and stimulating explorations for teachers of history at Junior and Senior levels. They cover the following key events - The Rise of Sinn Féin; the Creation of the

Northern Ireland State and Partition and the War of Independence with particular emphasis on the Black and Tans. Joan Morrissey examines the Parliamentary and Physical Force traditions in Irish politics - the covers key concepts such as Nationalism and Unionism and focuses on the key personalities involved in the sequence of events from 1912 to 1922. She recommends various methodologies and resources ranging from textbooks, maps and YouTube videos to cartoon images and political posters.

Shane Fitzgerald provides a detailed lesson plan aimed at Transition Year students. His topic is the War of Independence with particular emphasis on the Black and Tans. He adopts the enquiry-based approach by posing the question 'Who were the Black and Tans?' He explores the diversity of membership within the Black and Tans, the RIC and the IRA and centres activities around two key events: The Kilmichael Ambush and Bloody Sunday, 1920. He also shows how history can be analysed through songs and film and examines how powerful they can be as propaganda tools. Personal testimonies such as those published by the Bureau of Military History are an invaluable primary source for the teacher in the classroom as they open a window into every parish in Ireland by

providing personal accounts of individual experiences during this revolutionary period. But while being exposed to the voices from the past, students are being taught to navigate these testimonies in an objective and respectful manner - and the recent controversy over the commemoration of the RIC and DMP is an illustration of how necessary these skills are if we are to maintain some degree of balance and understanding.

Partition:

History has shown us that political partitions are usually an attempt to resolve national conflicts. However, history has also reinforced the fact that the setting up of a border is a symbol of defeat. Rather than resolving national or ethnic conflicts, they cause greater divide and entrench the two separated communities even more.

One of the key issues that arises from partitioning is discrimination against the minority eg. in Northern Ireland as experienced by Catholics who the gerrymandering of political constituencies. There are many examples of division and borders dividing communities throughout history. In the 20th century alone students study



Learning: understanding the past is vital



Members of the RIC

the Government of Ireland Act that divided this country in 1920 as part of their course. However, reference could also be made to Poland being redrawn at Potsdam in 1940s; the establishment of Israel in Palestine in late 1940s; the Berlin Wall in the Cold War period in the 1960s; the separation of the island of Cyprus between the Greeks and the Turks in the 1970s and the division of Yugoslavia that separated the Serbs and the Croats in 1990s. Twenty-first century technology has enabled teachers and students to explore the decades

since Partition and assess its impact in a multifaceted way. Through interactive maps and charts, music, drama and film, we can study new ways to gain insight into our past. Newspapers in particular offer a unique perspective for the student because they allow the reader to bear witness to key events as they were unfolding at the time. They provide context and can inform, instruct as well as amuse when used as a resource in the classroom. (The website newspapersonline.ie is available free to all schools through scoilect)

FLAG SHORTS

Roll on Tokyo

Irish people everywhere will be hoping to see the Irish Flag raised aloft by our Olympians in Tokyo. Of the flags that we hope to see carried around stadiums and throughout the Olympic village, many will come from a small company off Camden Street in Dublin. This is where Ken Cairns produces more of the most famous Irish Flags than anyone else. Indeed everywhere you look across Irish society you'll see a flag that had its origins here on the factory floor of Prospect Designs. 'Anytime you spot a Government Minister in their office on television with the Irish flag behind them that will have come straight from here, we also make the flags for the President's office and the flag flying at the top of the GPO has always been ours', Ken says. They've produced Irish flags which have ended up on Mount Everest, in the North Pole, in the palaces of Kings and Queens and even in outer space. This family-owned business has just finished producing flags for flag packs sent

by the Thomas F. Meagher Foundation to registered schools for use in their Flag Day 2020 celebrations. Through the work of Ken, Prospect Designs and the Thomas F. Meagher Foundation, this generation now associates the Flag with both great sporting achievement and educational events.



Navillus and the Washington plaque

In 2019, the plaque from the President of Ireland commemorating the 1916 Proclamation was installed in the Washington Monument, alongside 193 other commemorative stones from the USA and 16 foreign countries. In the past 75 years, only five new stones have been added to the Washington Monument, each for reasons as exceptional as this one. This installation is the result of a process that has been ongoing since 2016, when collaboration first began with US Department of the Interior and the US National Parks Service to have the plaque placed in the Monument.

Many people and organizations have been involved in the journey of the plaque, and they are to thank for the historic words of the 1916 Proclamation being commemorated in the Washington Monument in the United States capital, Navillus, a construction firm based in New York City who had the honour and responsibility of building the 9/11 Memorial, is a business with deep Irish-American roots. Donal O'Sullivan, its founder, is from Ballinskelligs in Kerry, Peter

Downes, Vice President, is from Dublin. Colin Mathers, Director of Operations, hails from Killeavy, County Armagh. Padraig Naughton, Financial Controller, is from Meath and Helen O'Sullivan, Treasurer, is from Kerry. Many of the other Navillus employees that can vary between 500 and 1200 at any one time are also Irish natives from all over Ireland, North and South. Mr. O'Sullivan and Mr. Mathers, who have been involved with the Thomas F. Meagher Foundation from the outset along with the company as a whole, are the personification of the positive Irish-American relationship that the plaque is meant to commemorate.

As Mr. O'Sullivan has said, 'Promoting pride in and respect for the Irish flag, and its meaning for peace, is very important to us all to ensure our Irish heritage and culture continues for many generations to come and we feel this is especially important for the schoolchildren.' He has said that, for him, the flag symbolizes 'our freedom and everything Irish'. The Irish flag flies proudly alongside the American flag in the reception of Navillus' Corporate Office in Midtown Manhattan in order to embody this message and Navillus's heritage.

In addition to commemorating the kind of Irish-American fraternity and community that Navillus exemplifies, and the 1916 Proclamation, the plaque is also meant to memorialize Thomas F. Meagher and his contributions to both Ireland and America. Thomas F. Meagher is credited with designing the Tricolour, and his message behind the flag is what the Foundation aims to encourage and instill in schools around the country.

We would like to thank everyone who has supported the Foundation since 2016 and this historic project of the installation of the plaque from the people of Ireland in the Washington Monument to commemorate the Irish-American friendship that Meagher personified, including Navillus



Conclusion:

The most worrying response to the recent General Election has been the call to looking to the future rather than to the past. The Election also highlighted a dramatic shift in the political landscape with the voice of young people or the 'Youth Vote' leading this chant to the future. This places a huge responsibility on the role of education, and History education in particular, to ensure that our shared past is NOT dismissed and that we have confidence

in producing future generations that are well informed of the key events and personalities that shaped the politics and administration of the island of Ireland, North and South. As the threads of history are unraveling, we should look upon this Decade of Centenaries as an opportunity to revisit the past in an open and respectful way.

'The author is a history teacher, Dominican College, Cluckross Park, Donnybrook, Dublin.'



Ulster said no to a United Ireland

Protocol for the National Flag

When Burrenast na tBreann/the Constitution of Ireland was enacted in 1937 the Tricolour was formally recognised as the Nation's Flag.

"The national flag is tricolour of green, white and orange."

Article 7 - Constitution Of Ireland

The following guidelines are intended to assist individuals in giving due respect to the National Flag. There are no statutory requirements, so observance of these guidelines is made for as high a standard as all times with appropriate respect by those who use it. The Department of the Taoiseach has general responsibility in relation to the National Flag. This responsibility is primarily concerned with the guidelines for the flying of the flag. The Department's role, therefore, is an advisory one. The protocols for the National flag were first adopted by a unanimous resolution of Seánad Éireann on the eve of the 165th anniversary of the flying of a tricolour by Thomas F. Meagher. In the chamber on that occasion for the ceremony was the Great Great Grandson of Brigadier General Thomas F. Meagher. The resolution was tabled by Senator Mark Daly and was supported by all sides of the house. It was the first time either House of the Oireachtas formally adopted protocols for the National Flag.

Design

1. The National Flag is rectangular in shape, the width being twice the depth (measurement from top to bottom). The three colours – green, white and orange – are of equal size and vertically disposed.
2. Sometimes shades of yellow or gold, instead of orange, are seen at civilian functions. This is a misrepresentation of the National Flag and should be actively discouraged.
3. The Flag should normally be displayed on a staff, the green being next to the top and the white the middle. The fringe nearest to the staff, provided that the correct proportions are observed, the flag may be made to any convenient size.
4. The addition of a gold fringe or tassels to a national flag is a long-standing international tradition. A fringe is not considered an integral part of the flag so cannot be said to interfere with its design, unlike say lettering or emblems superimposed on the flag, which should never be used. The fringe is considered to be purely for decorative purposes and can therefore be used when the flag is displayed indoors or on ceremonial occasions outdoors.

Flying, displaying and placing

1. No flag or pennant should be flown above the National Flag.
2. Only one National Flag should be displayed in each group of flags or at each location. In all cases, the National Flag should be in the place of honour.
3. When the National Flag is flown at a building or entrance along with other flags of equal height, it should be first on the right (on an observer's left). See Section 6 for guidelines on flying the National Flag with flags of other nations.
4. When the National Flag is carried with another flag or flags, it should be carried in the place of honour: on the marching right – that is, on the left of an observer towards whom the flags are approaching.
5. When being carried, the National Flag should not be adapted by way of size or memorial ceremonies.
6. When the National Flag is used to drape a coffin, the green should be at the head of the coffin.
7. When displayed on a platform, the National Flag should be above and behind the speaker's desk.
8. When the National Flag is displayed either horizontally or vertically against a wall or other background, the green should be on the right (an observer's left) in the horizontal position or uppermost in the vertical position.
9. In the event of a display of crossed staffs the National Flag should be to the right and to the fore, that is to the left of an observer who is facing the flag. Its staff should be in front of the other flag or flags.

Note

Sunrise and sunset are generally deemed to be:

- Sunrise**
 March to October 08:00 Hours
 November to February 08:30 Hours
- Sunset**
 January and December 15:30 Hours
 February and November 16:30 Hours
 March and October 17:30 Hours
 April, 16:00 Hours
 May and September 19:00 Hours
 June to August 20:00 Hours

Occasions and times when the National Flag is flown

1. The National Flag is flown daily at all military posts and from a limited number of State buildings.
2. It is also flown on St Patrick's Day (the National Holiday), Easter Sunday and Easter Monday (in commemoration of the Rising of 1916), and the National Day of Commemoration (on the Sunday closest to 11 July, the date of the Anglo-Irish Truce in 1921).
3. On these occasions the National Flag is flown from all State buildings throughout the country, as well as private buildings and concerns also fly it.
4. The National Flag is flown at other significant national and local events such as festivals and commemorations.
5. The National Flag is normally displayed in the open only from sunrise to sunset, except on the occasion of public meetings, processions or funerals, when it may be displayed for the duration of such function.

The National Flag may be flown by night as well as by day as long as it is properly illuminated at all times, preferably by spotlight.

Flying and displaying the National Flag with Flags of other Nations

1. When the National flag is flown with the flags of other nations, each flag should have the same width and should fly from a separate flagpole of the same height.
2. International protocol prohibits the flying of any nation's flag higher than another in peacetime. If, however, one flagpole happens to be higher than the rest, then the National Flag is flown from that flagpole. In such cases, no additional National Flag can be flown.
3. When the group of flags of the European Union are flown, the sequence is alphabetical, based on the first letter of the country's name in its primary local language. The flag should fly from the left, with the flag of the European Union flag flown from the first flagstaff on the left with the National Flag and place the European Union flag on the far right of the group, as seen by an observer.
4. Where there is an even or an odd number of flags is flown in line on staffs of equal height, the National Flag should be first on the right of the line (i.e. on an observer's left). Where one of these flags is that of the European Union, the European Union flag should be flown on the immediate right of the National Flag as seen by an observer.
5. Where, however, an odd number of flags is displayed from staffs grouped so that there is one staff in the centre and higher than the others, the National Flag should be displayed from the central staff. Where one of these flags is that of the European Union, the European Union flag should be flown from the first flagstaff on the observer's left.

Carrying of the National Flag

1. When the National Flag is carried with another flag, or flags, it should be carried in the place of honour: the marching right - that is on the left of an observer towards whom the flags are approaching.
2. Where one of these flags is that of the European Union, the European Union flag should be carried on the immediate right of the National Flag as seen by an observer.
3. In the event of a display of crossed staffs, the National Flag should be to the right and to the fore, that is to the left of an observer who is facing the flag. Its staff should be in front of the other flag or flags.

"The White in the Centre signifies a lasting truce between Orange and Green. I trust between its folds the hands of the Irish Catholics and the Irish Protestants may be clasped in generous and heroic brotherhood"

Thomas F. Meagher, 13th April 1848

Half-masting the National Flag and its display during times of mourning

1. The half-masting of national flags is a well-established procedure whereby countries bestow an honour and express a collective sense of sorrow.
2. Half-mast means the flag is flown two-thirds of the way up the flagpole, with at least the depth (measurement from top to bottom) of the flag between the top of the half-masted flag and the top of the flagpole. Traditionally, this is considered to leave space for the invisible flag of death. The National Flag is at half-mast in any position below the top of the staff, but never below the half-mast position.
3. Where the flag is to be hoisted, it should first be brought to the peak of the staff and then lowered to the half-mast position. It should again be brought to the peak of the staff before it is finally lowered.
4. Where the National Flag is flown at half-mast, no other flag should be flown at figure, the National Flag is flown at half-mast on all prominent government buildings equipped with a flag pole, under advice from the Department of the Taoiseach. The Department may also advise the half-mast display of the flag after other tragic events. The death of a prominent local figure may be marked locally by the National Flag being flown at half-mast.
5. A National Flag at half-mast may be displayed, day and night, for the duration of a funeral provided the flag is illuminated.
7. While being carried, the National Flag should not be dipped by way of salute or memorial ceremonies.
8. When used to drape a coffin, the green should be at the head of the coffin.

Folding of the National Flag

If a coffin has been draped with the National Flag, the military tradition for the ceremonial folding of the National Flag (which may be followed by others) is as follows:

- Once removed from the coffin, the Coffin Bearer (ideally six people) fold the Flag in the following order:
 - Orange passed under to white - white and green
 - Orange passed under to white - white and the middle and white underneath) - green, remaining facing outwards and complete
 - The folded flag is then normally presented to the next of kin of the deceased.

Hoisting and lowering

1. In raising or lowering, the National Flag should not be allowed to touch the ground.
2. When being hoisted to half-mast, the Flag should first be brought to the peak of the staff and then lowered to the half-mast position. It should again be brought to the peak of the staff before it is finally lowered.
3. The National Flag is at half-mast in any position below the top of the staff but never below the middle point of the staff. As a general guide, the half-mast position may be taken as that where the top of the flag is the depth of the flag below the top of the staff.

Saluting the National Flag

1. On ceremonial occasions when the National Flag is being hoisted or lowered, or when the National Anthem is being played, all present should face it, stand to attention and salute. Persons in uniform who normally salute with the hand should give the hand salute by standing to attention.
2. When the National Flag is being carried past in a parade, the salute is rendered when the Flag is six paces away and the salute is held until the Flag has passed by. Where more than one National Flag is carried, the salute should be given only to the leading Flag.

The National Flag and the National Anthem

When the National Anthem, Amhrán na bhFiann, is played in the presence of the National Flag, all present should face the National Flag, stand to attention and salute it remaining at the salute until the last note of the music.

Respect for the National Flag

1. Care should be taken at all times, including when raising or lowering, to ensure that the National Flag does not touch the ground, trail in water or become entangled in trees or other obstacles.
2. The National Flag should never be defaced by placing slogans, logos, lettering or pictures of any kind on it, for example at sporting events.
3. The National Flag should not be draped on cars, trains, boats or other modes of transport. It should not be carried aloft, but should always be carried aloft and free, except when used to drape a coffin, on such an occasion, the green should be at the top of the staff.
4. The National Flag when used as a decoration should always be treated with due respect. It may be used as a discreet label button or rosette or a small version may be used as part of a centrepiece for a table. When used in the latter context with the flags of other nations, the National Flag should also be displayed in the place of honour on a nearby flag staff.
5. Where more than one National Flag is flown on festive occasions, they should be of uniform dimensions. Burning of the National Colours may also be used on festive occasions.
6. When displayed on a platform, the National Flag should not be used to cover the speaker's desk, nor should it be draped over the platform.

Proper disposal of a worn or frayed National Flag

When the National Flag has become worn or frayed it is no longer fit for display, and should not be used in any manner implying disrespect. It should be destroyed or disposed of in a dignified way.

Use in printed or electronic format

When the National Flag is being reproduced in printed or electronic format, the principles of respect outlined in these guidelines apply.

PRIDE RESPECT PEACE



The Thomas F. Meagher Foundation

The Thomas F. Meagher Foundation aims to promote pride in and respect for the Irish flag and its true meaning for peace on this island.

The Foundation is named after Thomas Francis Meagher, Irish patriot and US army general and Governor of Montana, who flew the first tricolour flag on the 7th of March 1848 from 33 The Mall in Waterford at the Wolf Tone Club. The Thomas F. Meagher Foundation strives to ensure that every citizen in Ireland, and in particular, every schoolchild knows the history and meaning behind the national flag.

Email: info@tmfoundation.ie
 Web: www.tmfoundation.ie
 Facebook: [tmf foundation](https://www.facebook.com/tmfoundation)
 Twitter: [tmf1848](https://twitter.com/tmf1848)





The Third Home Rule Bill was to enact Ireland's partial separation from the United Kingdom and reinstatement of a parliament in 1912. The outbreak of World War I placed the Act on hold. For political and economic reasons, there was fierce Ulster Unionist resistance. Gun running by both Unionists and nationalists, was escalating into the prospect of civil war. However, the Easter Rising of 1916 changed the narrative from Home Rule, or dominion status, towards desire for a republic. Consequently, Sinn Féin won a majority in the 1918 election. They refused to sit at Westminster, and on the day of the first Dáil, the first shots of the War of Independence were fired. The Government of Ireland Act 1920, intended to address the Ulster question through creating a Protestant majority state, Northern Ireland. When Anglo-Irish Treaty negotiations culminated in the offer of an Irish Free State, Northern Ireland opted out of the Free State as per the terms of the Act, thus dividing the island into two.



Lesson Plan One: When Ireland was partitioned

The split that has defined more than a century of modern Irish history occurred with the Anglo-Irish Treaty of 1922, writes history teacher Joan Morrissey

The Rise of Sinn Féin and the creation of Northern Ireland The Partition of Ireland 1920	
Leaving Certificate learning outcomes: Later Modern Field of study: No. 3 'The pursuit of sovereignty and the impact of partition, 1912-19':	Junior Cycle learning outcomes 'Recognising key change'
Elements: The Home Rule Bill, 1912-1914. The impact of World War I; the 1916 Rising; the rise of the second Sinn Féin party; the 1918 election; the War of Independence; Partition; Treaty and Civil War. Key personalities: Patrick Pearse; Éamon de Valera; Arthur Griffith; Michael Collins; Countess Markievicz; James Craig.	2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics 2.3 explore how the physical force tradition impacted on Irish politics... 2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923 2.5 identify the causes...of the Northern Ireland Troubles...
Literacy/key concepts	Sovereignty; partition; Ulster Unionism; allegiance; physical force; IRB/IRA; "blood sacrifice"; dominion status; republic...
Differentiation L2/LP outcomes: 1. Reading to obtain basic information. 2. Developing an awareness of time.	To revise the preceding events, such as the Easter Rising, Joan O'Reilly has created 'The 1916 Rising' a very accessible and readable account of the Easter Rising, available for a fiver on Amazon. Look for the account 'Simplified History'. While Junior Cycle level 3 students complete the tasks, distribute the answer sheet to the level 2 students, giving these students the same time to read the answer sheet. These students will be the quizmasters who will call out the answers to level 3 students when finished. Additionally, ask level 2 students to calculate the number of years that have passed since the main events of the Irish Revolution.
Teaching methodologies – differentiation.	The aim of this lesson plan is to differentiate for the new common level Junior Cycle level course. For the better able, historically motivated, link to leaving certificate elements helps to reinforce the academic significance of the content, if they are unable to see the personal relevance to their own lives, yet.
1. Pre-teaching using the Flipped classroom	By giving students the textbook or supplementary resources at home, the classroom becomes a centre of discussion and analysis. For a general introduction to the topic, Fergal Keane's The Story of Ireland series, available on YouTube, makes for excellent viewing.
2. Literacy & numeracy	Give students the matching exercise for homework, then project it on the whiteboard in the following class and ask them to repeat the exercise to assess their literacy and understanding. Teach using direct instruction with a 'vocabulary square' graphic organiser copied into the back of students' notebooks to facilitate teaching new vocabulary. To develop numeracy, get students to estimate their percentage score. In small groups, level 3 students should swap copies and peer assess with level 2 students reading out the answers.
3. Frankenstein reading activity	This is an ideal pedagogy for differentiation. Students either self-differentiate or decide which activity to undertake or group students together seemingly randomly but with a mix of abilities. Allow weaker students to read a synopsis of the period in its entirety. For the better able students give them the synopsis but instruct them to cut up the summary into its component strips. Students then have to arrange the strips of paper into chronological order. To check the answers, pair the weaker students with two stronger students so that the weaker student with the intact synopsis assists in assessing the activity.
4. Chronological phrases activity	Re-teaching and overlearning are important for consolidating learning. This is a similar exercise regarding content, but in a different format. To save paper, project the activity on the whiteboard and allow neuro-typical students to note the answers into their copies. For students with additional needs such as dyslexia, providing a hardcopy on yellow paper reduces textual contrast of the print, thus assisting readability.
5. Group Discussion.	As a plenary, or concluding exercise ask students if they feel the Government of Ireland Act was an inevitability given Unionist opposition to Home Rule. Discuss as a class.
6. Assessment	Projecting a countdown timer on the board, students may orally explain for one full minute how the state of Northern Ireland came to be. For literacy and numeracy, either the older/younger student should begin or the student whose surname appears later in the alphabet. Use teacher discretion to allow the weakest student to go second, allowing the first to model an answer.
Textbook resources	Artefact p. 260 - 261 Artefact worksheet p. 106-107 Time Bound p. 90 - 91; explanatory paragraph Discovery History p. 432-437 explanation Sources and Activity Book – Discovery History p. 192-193 cloze fill exercises 1 (a) and (b)
Supplementary Resources	I used the free online flashcard maker from https://www.kitzkikz.com/flashcards/ Sample Leaving Certificate essay https://www.625points.com/2019/02/government-of-ireland-act-1920-leaving-cert-history.html Markievicz Comic Book – Creative Centenaries

Frankenstein reading activity

- Home Rule, or the power to politically control Ireland's internal affairs, was introduced in the 1870s by Isaac Butt's Home Rule League or Party and further advocated by Charles Stewart Parnell. The first two Home Rule Acts, of 1886 and 1893 respectively, were defeated in Westminster, the second, by the House of Lords.
- Sinn Féin, was established in 1905 by Arthur Griffith. He believed Ireland should have its own parliament, in a dual monarchy style like in Austria-Hungary, but that the King of England should continue to be Head of State, i.e. Ireland.
- The Parliament Act of 1911 was passed. This meant The Home Rule Act of 1912 could be delayed until 1914 but no longer be vetoed or defeated by the House of Lords.
- The Home Rule Party allied with Liberal Party in 1912, whereby the Home Rule Party supported a Liberal Party budget in exchange for Home Rule support.
- James Craig and Edward Carson lead British allegiance and Ulster Unionism. Nearly half a million men sign the Solemn League and Covenant promising to fight Home Rule.
- The Ulster Volunteer Force (UVF) has 100,000 members and import guns and ammunition openly into Larne in 1914. The Irish Volunteers follow suit, importing guns in Howth. There are five armies on the island of Ireland. The threat of civil war looms.
- The Great War breaks out in 1914, Home Rule is postponed.
- Padraig Pearse espouses the idea of a 'Blood Sacrifice' for one's country which culminated

- in an IRB rebellion during Easter 1916 involving Éamon de Valera and Countess Markievicz.
- When General Maxwell ordered the execution of the Easter rebels, he changed Irish public opinion into support for 'the blood sacrifice' of the martyrs. Therefore, dominion status within the empire, the semi-independence that Home Rule offered, was not enough.
- The British government, mistakenly, call the Easter Rising, the Sinn Féin Rebellion. Sinn Féin's popularity rises due to opposing conscription and campaigning for an Irish republic. They win 70% of the seats in the 1918 election.
- The War of Independence 1919 erupts and lasts for two and a half years.
- The Government of Ireland Act 1920 aims to appease Unionists temporarily by partitioning Ireland; this creates two states within the island of Ireland; Southern Ireland and Northern Ireland.
- The Anglo-Irish Treaty of 1922, grants dominion status but contains an opt-out clause for Northern Ireland so that it separate from the Free State. Irish negotiators were offered the 26 counties as a Free State or war. The IRA could only continue fighting for three more weeks. Michael Collins described it as 'freedom to achieve freedom'. Southern Ireland, or the 16 counties, became the Irish Free State from 1922 until 1937, when it was renamed Eire in the constitution.
- De Valera and others walk out of the Dáil in protest. A bitter civil war ensues.
- Eire becomes an Irish republic in 1949.

Chronological phrases activity

Number the following events in chronological order, with 1 happening first and 10 most recently.

- | | |
|-----------------------------------|--|
| • The Easter Rising | • The Third Home Rule Bill |
| • The War of Independence | • The Irish Civil War |
| • World War I | • Sinn Féin is elected to the Dáil |
| • Two Irish RIC officers are shot | • The British send the Black & Tans |
| • The Anglo-Irish Treaty | • Michael Collins organises his assassins, The Squad |

Chronological Order Answers:

- | | |
|--|---------------------------------------|
| 1. The Third Home Rule Bill; | 2. World War I; |
| 3. The Easter Rising; | 4. Sinn Féin is elected to the Dáil; |
| 5. Two Irish RIC officers are shot; | 6. The War of Independence; |
| 7. Michael Collins organises The Squad to assassinate; | 8. The British send the Black & Tans; |
| 9. The Anglo-Irish Treaty; | 10. The Irish Civil War |

Teaching resources:

Literacy and numeracy

Literacy Matching

- Test yourself! Match the terms with their meanings.
- | | |
|---------------------|---|
| 1. Home Rule | (i) Citizens of the same country fighting each other |
| 2. Partial | (ii) The Irish word for meeting and now meaning government |
| 3. Martyrs | (iii) Smaller, plain clothes people fighting a uniformed, bigger army |
| 4. Nationalist | (iv) Division |
| 5. Republican | (v) Wanted a government without a king or queen |
| 6. Dáil | (vi) A semi-independent government for local affairs |
| 7. Guerilla warfare | (vii) Dying for what you believe in |
| 8. Partition | (viii) A county being independent but recognising the crown |
| 9. Dominion | (ix) A person who strongly identifies with their own nation |
| 10. Civil war | (x) A section |

Literacy Matching Answers: 1(vi), 2(x), 3(vii), 4(ix), 5(v), 6(ii), 7(iii), 8(iv), 9(viii), 10(i)

Can we really comprehend the Irish Civil War? – An examination focal point for TY History

BY SHANE FITZGERALD (HTAI)

Whether it is the result of amnesia, reticence, trauma or partisanship, the Irish Civil War 1922-23 is a grossly misinterpreted and an under-researched epoch. Consequentially, the Irish Civil War is not as eulogised in popular memory as the War of Independence 1919-21. Nonetheless, the time has come to embrace the idea that these wars are not separate, but linked. The resulting schism of Civil War was felt most strongly in homes across the country resulting in a collective paralysis of understanding decades later. The sensitivities of the Civil War require context, perseverance, impartiality and scholarship to reach a new understanding. Thankfully these traits are hallmarks of the historian.

Sporadically, the Civil War narrative is at the behest of political interpretation, where a reductionist approach makes it easier to sell a simple story than to seek to answer its most difficult questions. As historians we must not eschew such challenges. On the contrary, as we approach some of the most sensitive aspects of our decade of centenaries we are met with a unique opportunity as teachers to discern and reevaluate this era. As facilitators of learning we must enable our students to uncover long kept secrets, thereby leading the reassessment of the Civil War period.

While the common narrative of the Irish Civil War has the potential to open wounds of old or at least keep the embers of division burning, history teachers and their students can turn antagonism into companionship, broaden understanding, and mould the ephemeral treatment of the Irish Civil War into something much more significant and



impartial. Surely then such an opportunity is one to relish?

Rationale

The aim of this module is to allow teachers flexibility in deciding what to focus on in teaching and learning while highlighting a potential approach. For students this module encourages exploration of local history, supports Junior Cycle Classroom Based Assessment, support the agency of students and encourage those at Leaving Certificate to delve deeper into the Irish Civil War. The module primarily focuses on investigation, enhancing research skills, evaluating sources, analysing source provenance and using the Internet ethically. Overall, the goal is to provide you with something practical, adaptable and enjoyable.

"Dear Josie, We offer ourselves to Almighty God this night that by our deaths it may bring peace and happiness to the land we are about to leave and hope our executions will be the last for Ireland's freedom...I ask you to have no spite for those who arrested us. We forgive every one of them. We forgive those who signed our executions. We forgive those who are about to execute us." Martin O'Shea, an extract from his last letter to his mother before his execution by Irish Free State soldiers, Roscrea Castle, Roscrea, Co. Tipperary 1923

On January 15th 1923, four Anti-Treaty IRA men were taken out to the small courtyard in Roscrea Castle, County Tipperary before 8 am, guilty of possessing of 2 rifles, one Thompson gun and 95 rounds of ammunition near Borrissoleigh, Co. Tipperary 23 December 1922. A witness states years later the men went quietly to their deaths. A firing party of eight Free State soldiers were tasked with executing their fellow countrymen. A plan for escape by local IRA was planned but never came to fruition. As the bell for eight o'clock mass was ringing Frederick Burke (Borrissoleigh), Patrick Russell (Borrissoleigh), Patrick MacNamara (Nongog) and Martin O'Shea (Borrissoleigh) were executed. The shots ringing loudly across the town. After a pronouncement of death, their bodies were buried between the wall supports in the Castle garden. In October 1924, the bodies were exhumed and reburied in their respective parishes. The bullet holes can still be seen in the wall of Roscrea Castle.



Useful Sources

- "The Madness from Within", The Irish Civil War, Radio Telefís Éireann (RTE), broadcast 21 Jan 1998, available on YouTube at https://www.youtube.com/watch?v=g166ixAm_A
- The Irish Film Archive, IFI, 'Civil War in Ireland', available at <https://ifilayer.ie/civil-war-in-ireland/>
- M. Barry, "The Green Divide", An illustrated History of the Irish Civil War, Andalus Press, (Dublin, 2014).
- O'Galigh naí Éireann, Defence Forces of Ireland, Military Archives, Bureau of Military History, available at <http://www.militaryarchives.ie/en/home/>
- The Irish History, 'The Irish Civil War – a brief overview', available at <https://www.theirishstory.com/2012/07/02/the-irish-civil-war-a-brief-overview/#.XkxH7H75M8>
- L.J. O'Duibhir, "Donegal and the Civil War, the Untold Story", Mercier Press, (Cork, 2011).
- G. M. Foster, "The Irish Civil War and society: politics, class, and conflict", Palgrave Macmillan (London, 2015).
- Dr C. Mulvagh & C. O'Flaherty, UCED Decade of centenaries timeline, website, available at <http://centenaries.ucd.ie/1912-1923-timeline/#year-1>
- S. Enright, "The Irish Civil War: Law, Execution and Atrocity", Merrion Press, (Kildare, 2019).
- Irish War memorials, The Irish Civil War records, available at <http://www.irishwarrememorials.ie/Memorials?ward=9>
- P. O'Brien, "Assault On Dublin 1922", First published in An Cosantóir Magazine, The Official Magazine of the Irish Defence Forces, available at <http://www.paulobrienauthor.ie/irish-civil-war/assault-on-dublin-1922/>
- History Hub, 'The Irish Civil War' (Irish Revolution Lecture 10), Professor Michael Laffan in the School of History and Archives, University College Dublin, available at <http://historyhub.ie/the-irish-civil-war>
- Irish history links, The Civil War, available at http://www.irishhistorylinks.net/History_Links/Civil_War.html
- P. Cottrell, "The Irish Civil War 1922-23", Osprey Publishing, (Oxford, 2008)
- Irish Newspaper archive, available on school broadband at <https://archive.irishnewspaper.com/>
- Roscrea Through The Ages website available at <http://www.roscreathroughtheages.org/>
- M. Walsh, "Bitter Freedom, Ireland in a revolutionary world: 1918-1923", Faber & Faber, (London, 2015)

		Time Allocated (40-min class)
Initial Stimulus	Using the above quote from O'Shea, students are given a brief background by teacher. Then students discuss (Think-Pair-Share) their interpretation of this using only prior knowledge on the Irish Civil War. As part of group discussion students compile a list of inquiry based questions, potential list of sources, challenges to establishing why the men were executed.	10 mins
Lesson Development	Students taught the cause-course and consequences of O'Shea's statement. Statistical analysis of Free State sanctioned executions across Ireland. Analysis of Anti-Treaty IRA statistics. Students lead inquiry into causation of executions in understanding (groups) This information is shared with the class to see if there is a conflict in inquiry, highlighting the need for further analysis of sources etc.	20 mins
Lesson Conclusion	Students write a reflection on what they learned from lesson and interpret a new understanding of the period. Students share key element from their reflections to the class	10 mins
Learning Intentions	<ol style="list-style-type: none"> Students understand cause of Roscrea Castle as a site for executions Students assess background to death sentence Students evaluate the consequences of such death sentences on Anti-Treaty IRA 	
Learning Outcomes	<ol style="list-style-type: none"> Students understand the role of executions in the Irish Civil War Students can assess the Irish Civil War using primary sources Students evaluate objectively actions of Free State soldiers and Anti-Treaty IRA Students use Internet to research ethically Develop empathy towards both sides of the Irish Civil War Make connections between major events and local/personal history 	
Success Criteria	Students can use numerous sources to objectively evaluate the context of O'Shea's letter, its consequences and the significance of the actions of the Free State Army and Anti-Treaty IRA during this time period	
Differentiation	Students will have access to IT, paper resources and visuals. Each area can be divided by teacher. Effective Questions can be targeted to challenge each learner in a different way. Each cohort can be tasked with answering a selected question and presenting conclusion based on historical references and sources.	
Effective Questioning	<ol style="list-style-type: none"> Why was there a Civil War in Ireland 1922-23? Why would the Irish Free State Army execute its own countrymen? What were the main atrocities of the Irish Civil War and what was their impact? What sensitivities might we consider as we engage in historical research? How can we confront atrocities in an appropriate manner? What factors led to the Irish civil War and what were the aims of each side? How did the government response to the IRA solidify popular support? Were the people of Ireland supportive of the IRA? What was the legacy of enmity? In what ways were Sinn Féin divided over the Civil War? What consequence had the Civil War on Ireland in its aftermath? Are commemorations of such events antagonistic? 	
Literacy	Focusing on key words: Reprisal, Atrocity, Irregular, Propaganda, Society, Execution, Guerrilla war, Interpretation, Sensitivity, Assassination, Free State, Anti-Treaty, Independence	
Numeracy	Interpreting statistics and data relating to Anti-Treaty membership, Irish Free State Army numbers across Ireland and analysing figures for destruction of property, injury and loss of civilian life. Plotting events chronologically.	
Reflection	Students reflect on findings at the end of the lessons and challenges common perceptions of Civil War Era, build empathy and new understanding. Reflection is an essential component of any graded work within the module with focus on personal reflections in and on learning, skills of historian, peer assessment and working with source material.	
Co-Creation potential	<p>Geography & ICT: Using Google Maps to create a bespoke map of the major events of the Irish Civil War 1922-23 or plotting local events on a smaller scale.</p> <p>Media: Short audio/podcast outlining findings on local aspects of Civil War. This could be collaborated on with local radio station</p> <p>English: Composing a reflection, poem or short story on the events of the Roscrea Executions.</p> <p>Debate: "The death penalty is inhumane and should be abolished".</p> <p>Art: Create a visual representation of the Roscrea Executions or wider Irish Civil War.</p> <p>Art: Collage of Irish Civil War imagery</p> <p>School Promotion: Local Civil War commemoration where students address audience and present findings</p> <p>School Promotion: Display findings in local library</p> <p>Peer Work: Group work would be an essential component of content creation and reflection. Success Criteria can scaffold each step. Students should be encouraged to grade each other's work based on success criteria.</p>	
Links to JCT	<p>Strand 1 – The Nature of History: 11 – 111 are applicable</p> <p>Strand 2 – The History of Ireland: 2.3, 2.4, 2.11</p> <p>JCT Key Skills: Staying Well, Managing myself, Being Literate, Being Numerate, Working with others, Managing Information & Thinking, Commination</p>	JCT Statements of Learning SOL3, SOL6, SOL8, SOL15, SOL17 & SOL24
Links to LC	Irish History Topic 3 – Pursuit of sovereignty and the impact of partition, 1912-1949 including Research Study Report – Scope for investigation	
RSR/CBA research: personalities/events for potential research are	<p>Key personalities/events that may be useful for CBA 1 – "The past in my place".</p> <ul style="list-style-type: none"> Assassination of IRA Chief of staff, Liam Lynch, April 1923 Ballyseate Massacre, Co. Kerry 7 March 1923 Destruction of the Public Record Office of Ireland during the shelling of the Four Courts Assess the role of Michael Collins, Arthur Griffith, Rory O'Connor, Tom Barry, Ernie O'Malley, Liam Mellows and Liam Lynch The execution of Erskine Childers Mary MacSwiney's speech to Dáil Éireann 21 December 1921 The role of Kevin O'Higgins Kidnap of JJ O'Connell, Deputy Chief of Staff of the Free State Army, 26 June 1922 The Anti-Treaty IRA in North Kerry Batting Siki v Mike McTigue, Light Heavyweight fight, Dublin March 1923 	
Continuing the Module	<ul style="list-style-type: none"> Students analyse sources on O'Shea's statement using digital archive and written materials and evaluate outcomes using primary and secondary sources Ascertain who else was involved in the Roscrea Executions of Irish Civil War Students contextualise Roscrea Executions within greater Irish Civil War Students understand cause of Irish Civil War Students discern the aims of both sides Evaluate the military tactics of the Free State Army Students consider the role of the Free State government in the Civil War. Assess the willingness of society to support the Anti-Treaty IRA Create digital portfolio of main findings Students present finding to class Display findings in local library Plan a site visit Create a timeline of major events in the Irish Civil War Carry out survey of local population to ascertain their knowledge on event 	

Five Moments in Time

BY DONAL CONATY

The flag is at its most iconic and has the most power to unify a people in celebration under its banner. In team and personal triumphs in the sporting arena, the Irish flag has often taken centre stage as athletes in their moment of victory bond with their supporters though their common Irish identity and heritage. Here's our top 5:

1 Ironically, in one of those very special moments that sport gives us, an image that remains iconic to this day is of an Englishman waving the Irish flag following an Irish defeat. Jack Charlton became more than a football manager when he was in charge of the Irish team from 1986 to 1996. He presided over a glorious period in Irish football. When Charlton waved the flag to supporters in Rome after the Republic of Ireland lost to Italy in the 1990 FIFA World Cup quarter-finals at the Olympic Stadium, he and his players had brought the country on an epic journey into uncharted territory and the flag witnessed exultant celebrations even in defeat.

2 Golf has given Irish sports fans many moments to savour, not least of which is when Padraig Harrington, holding the flag aloft, celebrated becoming the first Irish golfer to win the British Open in 60 years after beating Spain's Sergio Garcia in a four-hole playoff at Carnoustie in Scotland in 2007. Harrington, whose unassuming manner has long made him a favourite of Irish sports fans, was also central to another famous sporting occasion under the flag. It is doubtful whether he and Paul McGinley, who have looked happier than when they were photographed together, each holding the flag above their heads, as they celebrated Europe's victory over the United States in the Ryder Cup at the Belfry in 2002.

3 Sonia O'Sullivan is a legend of Irish running who holds a special place in the hearts of Irish sports fans. The Cork athlete had many an occasion to celebrate with the flag having won a gold medal in the 5000 metres at the 1995 World Championships, and a silver medal in the 5000 metres at the 2000 Olympic Games, as well as two gold medals at the World Cross Country Championships in Marrakesh in 1998 among many career highlights. She also had the honour of leading her country into the Sydney 2000 Olympic Games as flag-bearer during the opening ceremony.

And the flag has been passed to the next generation as her daughter, Sophie O'Sullivan, got to raise it aloft after winning a silver medal in the final of the 800 metres at the U18 European championships in Hungary in 2018.)

4 One of the more iconic moments in Irish sport was when rugby legend and Irish captain Brian O'Driscoll celebrated with his teammates and the flag after his pivotal performances drove Ireland to a first Grand Slam triumph in 61 years on an inspiring day at the Millennium Stadium in Cardiff in 2009.

5 Few athletes have been more of a gift to their nation than Ireland's Undisputed World Lightweight Champion boxer Katie Taylor. Since winning gold at the London 2012 Olympics and five World Amateur Championships, Taylor has set the world of professional women's boxing alight and has also had many an occasion to celebrate in front of her fans with the Irish flag. And, like Sonia O'Sullivan before her, she received the honour of leading the Irish team as flagbearer during the Opening Ceremony of the 2012 Olympics



Wrapping victory in green, white and orange

Emilee Jennings chats to Olympic legend John Treacy and World Champion rower, Sanita Pušpure, about their iconic Irish flag moments.

"I t was a long time ago, but I remember it like it was yesterday," says John Treacy recalling the moment when he won silver in the marathon at the 1984 Los Angeles Olympics. "It gave me a great sense of satisfaction when I crossed the line and came out with a medal. It's a special moment to be standing on the Olympic podium and see the Irish flag raised. A lot of Irish people took pride in that win and it's one of those fantastic moments that lives on and it's still very special for me."

Being the shy type, John went to the Olympic village for a 'quiet celebration' with his team before going back to his wife's aunt's house in LA where he was greeted by a tricolour hanging out the window and cheers of delight. "Throughout the competition, I stayed in my wife's aunt's place with the family and our one-year old daughter Caoimhe. It helped keep me grounded, but after the race we had a fantastic time and celebrated for about a week and then there were celebrations in Dublin and Waterford. People in Ireland appreciate sport and the achievements, so you always get a fabulous welcome home, but I was a bit reserved at the time, so I wouldn't have embraced the celebrations as much as others."

Before that famed day, John was already winning world championships and had cemented a career as one of the fastest long-distance runners of his time. "Every time I put on the green suit to represent Ireland, I felt the support of the country behind me and the greatest races I've run were with the Irish shirt on my back. I took great pride in competing for Ireland, and the flag was there for all the victories."

John said he raised the game whenever he put on the Irish vest and one such

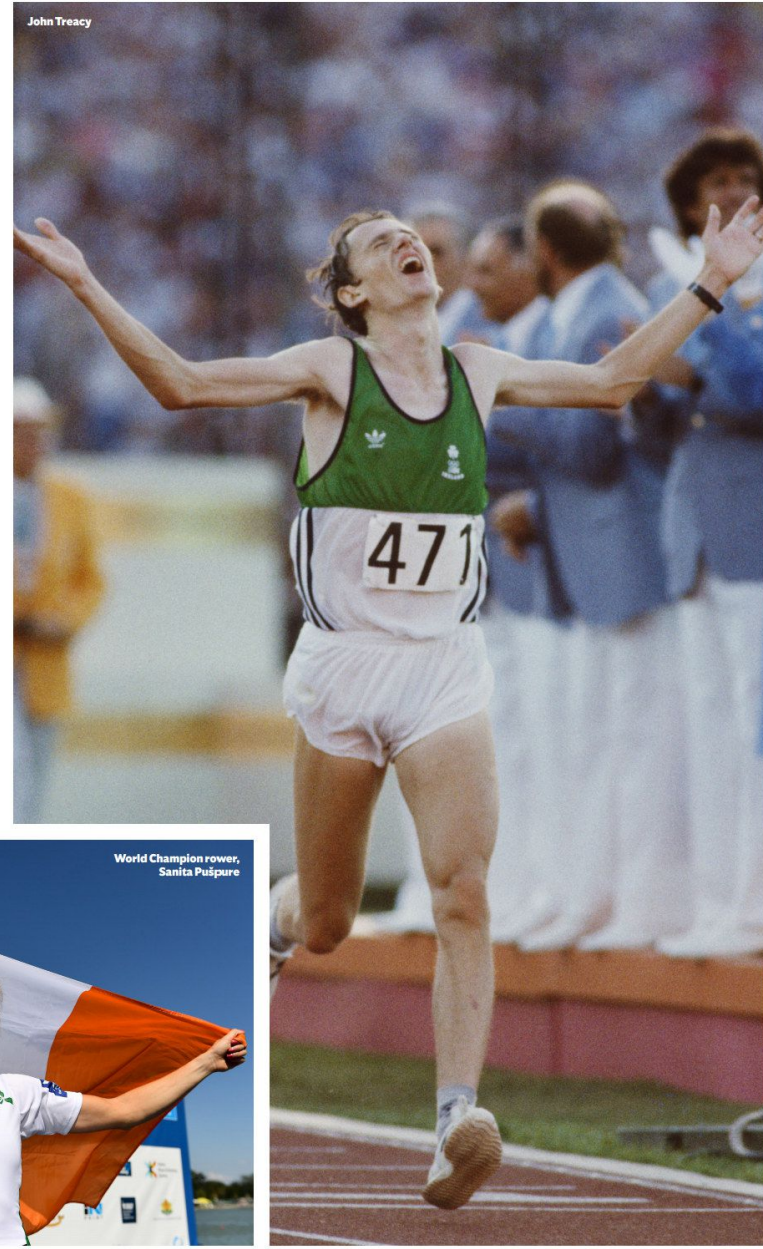
example was his 'comfortable' win at the 1979 IAAF (International Association of Athletics Federations) World Cross Country Championships at Green Park Raccourse in Limerick. "It was a very special occasion, there were over 25,000 people and a sea of tricolours with everyone waving flags. It was a comfortable win for me, so the euphoria that I felt was unreal and the support was intense."

So intense that John continued running past the finishing line, jumped over a gate and hopped into the back of an ambulance. "After the race, I was suddenly surrounded by hundreds of people all hitting me on the back but being a slight man that was a painful experience, so I ran to escape." This sums up John's shy personality and why you rarely saw him publicly savouring his wins. Looking back, he says, "I was shy so I wanted to disappear, but I would maybe do things differently now. Watching Shane Lowry celebrate his win (at the 18th Open Championship) I thought 'that's the right way to go about it.'"

The Waterford native retired from competitive running in 1995 and made the transition into the boardroom as Sport Ireland CEO. "We're seeing some fab performances across the board in Irish sport and those athletes are no different from the rest of us, they are immensely proud of their achievements and and they do it with humility and grace."

One such athlete at the top of her game is reigning world champion Sanita Pušpure. Sanita won the single sculls at the 2018 World Rowing Championships in Plovdiv and again the following year in Ottersheim. "It was a very proud moment standing on the podium with the Irish flag," she says

talking about her first world championship win two years ago. "It's a great honour that you don't get to experience too often and it feels amazing." But now, with Tokyo Olympics quickly approaching, it's back to the hard work that makes the success possible and come summer, Sanita's team will have an Irish flag ready to join any celebrations.



John Farrelly joins TFM board

The Thomas F. Meagher Foundation is delighted to welcome Mr John Farrelly, former CEO of the Charities Regulator and current Chief Executive at the Mental Health Commission, to our Honorary Board.

His interest and knowledge of the Charity sector from his time at the Charities Regulator will be invaluable to the Foundation. John, whose own children have an interest in sport and history, has spoken of his delight at joining the Honorary Board.

Commenting, he said, "The message of the Foundation, of the Flag being our Flag, is one that I firmly believe in. I know that 2016 State Ceremony in Croke Park allowed our schoolchildren the chance to experience the Flag in a very positive and inclusive way, which is what I want to assist the Foundation with and be a part of."

"As a person who believes in Public Service and Volunteerism and as a father of two teenagers, I really admire the active citizenship and dedication to the well-being of Ireland that the Foundation seeks to encourage among the schoolchildren of Ireland."

John was educated at Royal College of Surgeons, the Honourable Society of King's Inns, Harvard, Smurfit Business School, and University College Dublin. His professional goal is to develop efficient, effective organisations which deliver optimum impact for citizens through skilled, determined and compassionate people.

John has extensive previous experience working in the field of mental health, both in hospital and community settings. He has worked at Accord, a counselling and family support organisation, and also with Shine, an organisation that provides services for people and families with severe mental illness.

John also has a passion for sports, particularly Gaelic Football, and has previously volunteered as a Child Protection Officer and Underage coach for Raheen's GAA club in Kildare. Sports, Irish culture and the Irish Flag often come hand-in-hand, and John joins members of the Honorary Board that include world champion rower Sanita Pušpure, ten-time All-Ireland champion hurler Henry Shefflin and Congressman Joe Kennedy, among many others.

The Foundation looks forward to having John involved in its work towards promoting the Flag's message of peace, regardless of ethnicity, creed, or gender. Having role models like John involved in the Foundation provides great inspiration for the students of Ireland as to how they can get involved in their own communities and embody the Flag's message.

Classroom Based Assessment – Student Research

Discover Ireland's Iconic Historical Sites

Bunratty Castle and Folk Park

Bunratty Castle stands proudly on the convergence of the River Ráite (now called the O'Garvey River) and the mouth of the River Shannon. This strategic emplacement was the chief seat of a 15th century Irish chieftain and is graciously adorned with Lord Gorts' collection of furniture and furnishings to help recreate the grandeur of medieval life. Nestled in the shadow of Bunratty Castle is the 19th Century Folk Park. This living museum is set in a time of pivotal change in Irish society. Rural self-sufficient communities are beginning to look to the larger towns as communication methods become easier. Factory made machinery is used as part of traditional farming practices; imported utensils are used in traditional kitchens, people still gather at the fire side to talk, sing and play music. Bean an Tí's welcome you with the scent of freshly baked griddle bread and the doctor tends to his herb garden mixing the modern medicine of the time with traditional techniques. Bunratty Castle and Folk Park is not just a window into Ireland's past, it is a living preservation of a way of life that is at risk of being forgotten.



Bunratty Castle

Investigate The Houses of the Famine

The Big House – Bunratty House built 1804
Bunratty House was built using stone from an 18th Century extension to Bunratty Castle. It was intended to be a dwelling for the son of the Studdarts, the family who owned the castle at the time. However on seeing the grandeur and the comfortable surrounds of the house they decided to move in themselves. This classical style Georgian Box house was common in the Irish countryside during this period. County Clare was heavily affected by the famine with the population in the Bunratty area dropping by up to 50% between the 1841 and 1851 census. It would be safe to assume

many of these people would have been the tenants of the big house in Bunratty. The Studdarts could be used as an example of a landlord during famine times. These types of first class houses were for the privileged few with about 3% of the population living in such luxury. It may not appeal to our modern tastes but with its servants, bright drawing rooms and many bedrooms it was extravagant for the time. Using this house as the example one can clearly see the stark contrast between the comforts enjoyed by the upper class landlords and the tenant farmers that relied on them.



Bunratty House



Bothán Scóir – Labourers House

Bothán Scóir – Labourers House
Labourers who worked for prosperous farmers in the lead up to the famine often lived in one roomed houses called botháns. This one in Bunratty Folk Park is from Althea in County Limerick. In the 1841 census many of these houses were classed as fourth class dwellings and accounted for 37% of all houses in Ireland at the time. A labourer would have paid the landlord for the house by working for a certain amount of days during the year free of charge, and the rest of the time was paid with wages. The building consists of one room where the family lived and slept.

These houses would have come with a small amount of land for growing potatoes and vegetables for the family. There are very few surviving Bothán Scóir's in Ireland today. The families in these houses were the worst affected by the famine. Given their low wages and dependence on their landlords they were unlikely to be able to afford to emigrate. They relied on the kindness of their landlord or the workhouse. It is estimated that 600,000 of the famine victims came from Bothán Scóir's. Contrast the single room dwelling of the labourer with the grand Bunratty house.

Classroom Based Assessment – Student Research

Discover Ireland's Iconic Historical Sites

Golden Vale

This house is in the tradition of a long thatched dwelling and is a replica of a house in Killmarnock Co. Limerick. It is clearly the dwelling of an important farmer. It has an air of old fashioned comfort and respectability with its Victorian parlour and large kitchen. Usually a farm house would have its front door facing the farmyard but the Golden Vale is designed to emulate the 'big house' by facing the planted garden. Indeed the off shoots of the

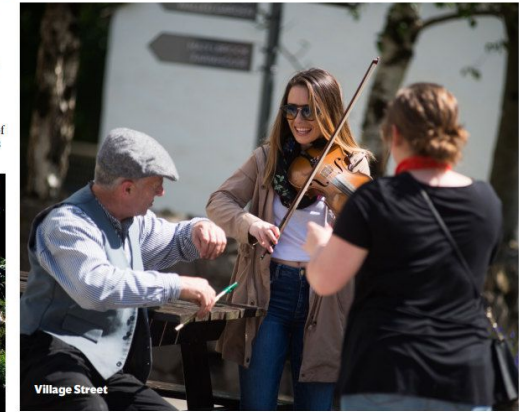
exotic plants would have been taken from the landlords house to mimic their status. The farmers in these houses were better positioned to survive the famine but their fate throughout that time was reliant on how much land they possessed and whether they could grow different crops to survive on or sell. The farming family in this house were prosperous in their own right with 100 acres of land and the ability to farm other crop besides the potato.



Golden Vale Farmhouse

Village Street
The 19th Century saw the rise of the Village Street. New exciting products were becoming available such as lemons, tomatoes and Christmas cards. Shopkeepers had a high status within the community and lived in quite comfortable conditions usually above their shop. On the Bunratty Folk Park Village street you will find a school house, Doctors house, pawnbrokers, pub, drapers, printers, grocers and small hotel. Towns such as these were affected greatly by the famine. In some cases the population in the towns increased due to

a nearby workhouse or soup kitchen. These towns served as a centre for administration and aid in the case of coastal towns they benefitted from the trade of emigration. Other towns completely disappeared as trade could not be sustained. Some of the surviving towns recovered quickly while others took 50 – 100 years to get back to the same population and trade levels. Be sure to visit the pawn brokers in the village street. This would have been a particularly poignant building during famine times with poorer farmers pawning what they could for survival.



Village Street

Junior Cycle History links

- STRAND 1**
1.1 Developing a sense of historical empathy. See how the various tenant farmers lived in contrast to the grand landlord houses.
1.2 Consider contentious or controversial issue. Discuss their roots and affects. How did the famine influence the Irish Independence movement of the late 19th and early 20th centuries.
1.3 Demonstrate awareness of historical concepts, such as source and evidence, fact and opinion etc.
1.7 Develop historical judgements based on evidence about issues and events in the past, showing awareness of historical significance. How has your opinion or insight into the famine changed taking these dwellings into consideration?
1.8 Investigate a repository of historical evidence. Visit Bunratty Castle and Folk Park and see these dwellings for yourself.
STRAND 2
2.7 Investigate the causes, course and consequences nationally and internationally of the Great Famine.
Recommended Reading
'Atlas of the Great Irish Famine' Cork University Press
Jean Wallace, Education Executive, Shannon Heritage

Craggaunowen – The Living Past Experience

Craggaunowen Castle and Crannóg in Co. Clare offers an opportunity to experience everyday life during the Pre-Historic and early Christian periods in Ireland through its reconstructed and restored dwelling houses, farm sheds, hunting sites and many other period features. The concept was the idea of the late John Hunt, who was an advisor to Sotheby's in Medieval Art, and was described by art magazine 'The Connoisseur' as 'one of the best known medievalists in Europe'. Craggaunowen, however, is more than just a collection of time worn buildings and monuments to the past. It is the beating heart of ancient Ireland where traditional crafts and skills are preserved and observed daily. The Soay sheep on site self shed their wool which is collected by weavers Geraldine

and Annika. They use the woad plant leaves grown near the castle to create a blue dye. This method of dying wool has been in use for thousands of years. Traditionally hot water and urine would have been used to extract the dye from the leaves, however on this occasion the modern convenience of ammonia is utilised. Sunny days ensure the best quality dye as the leaves are of a better standard. Other plants used include madder for red and weld for yellow. Once dyed the wool is skillfully spun with a drop spindle technique in use since the bronze age however the more modern version, a 16th Century replica spinning wheel is also an option in the castle. Geraldine and Annika are adorned with robes and clothes they have woven on the loom in the ringfort or hand knit, not only preserving ancient textile methods but ensuring the very survival of these techniques. Outside in the Crannóg Stefan showcases how ancient walls were built using wooden strips made of hazel called wattle and then daubing them with clay collected from a nearby lake. The clay is mixed with gravel to add stability. Traditionally it was thought that animal dung was used as the daub but it seems that the presence of dung in ancient walls could be purely incidental based on the fact that the clay is collected from near a water source. Once the wall is complete Stefan leads



groups in a ritual of warrior face painting. Using the blue dye of the woad plant, which is said to have antiseptic properties, each participant's face is painted with the first letter of their name in Ogham. Stefan then recreates a Celtic court where participants hear about Brehon law and the serious crimes of illegal tree felling, grazing trespassing and cattle raids. Craggaunowen stands defiantly on a cragg overlooking a small lake. Defiant in its presence and definite in its preservation of the very traditions that form so much of what makes us who we are.
Workshops are available in Craggaunowen from April to September. Junior cycle strands covered include: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 2.1, 2.6. **ART STRANDS: 2.7, 2.8, 2.9, 3.7, 3.8, 3.9**
Jean Wallace, Education Executive, Shannon Heritage



GPO Witness History Museum

The GPO Museum guides you on a journey of discovery through revolution in 20th century Ireland. Inside you can explore the different viewpoints of those who lived through this turbulent period. Follow the stories and experiences of people from different sides of the political, social and cultural spectrum as they witnessed the events that shaped modern Ireland. When you descend the steps of the museum the first display you come across are the 5 agitators. They present a deceptively simple and easily understandable context for how Easter 1916 could have happened. The principal characters are the following:

- Unionists** – believed that Ireland should remain with Great Britain as an integral part of the United Kingdom at the head of the world's most powerful Empire.

- Home Rulers** – constitutional nationalists believed that peaceful political means could persuade Britain to agree to a developed parliament for Ireland within the United Kingdom.
- Suffragettes** – The worldwide suffragette movement fought for the right for women to vote and ultimately for equal rights in every sphere of life for women.
- Republicans** – Most republicans believed that only armed force could achieve the complete separation of Ireland from the United Kingdom as an independent Republic.
- Socialists** – Radical socialists were more concerned with overthrowing capitalism than with national identity. Many felt that social injustice in Ireland justified revolutionary violence.

The idea that every person involved in Easter



1916 somehow fits into one of these neat labels is of course absurd. The exhibition at the GPO Museum showcases to visitors that history is not black and white but a collection of our shared stories that go to inform the next generation of how lives were lead and cultures evolved. In addressing the political landscape in the lead up to 1916 we get a clearer understanding of the event itself and the wars that followed. The key characters of 1916 we have all learned about are presented but perhaps the most striking element of this museum is how it reflects the wider society of the time. Alongside Eamon De Valera and

Padraig Pearse are the child rebels Na Fianna Éireann and the child casualties. We also get an insight into the British soldiers who thought they were on their way to the Great War but instead were sent to the streets of Dublin and hear stories of the non-combatant victims. The GPO resonates with every citizen as a symbol of battle, tragedy, victory and loss. It stands as a moving reminder of how we inevitably got to 1916 and how we got to where we are now.

Visit the Thomas Meagher Exhibition at the GPO Museum, Ireland's only permanent exhibition to the Irish flag.

Junior Cycle History links

Consider strand 2.4 and use the exhibition in the GPO Witness History Museum to examine the rise and impact of nationalism and unionism in Ireland including key events between 1911 and 1923. Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance (1.7). The most interesting approach the GPO offers is to strand 1.2 in considering contentious or controversial

issues in history from more than one perspective. Discuss the historical roots of a contentious or controversial issue or theme in the contemporary world. Other strands to include 1.8 and 1.3

Suggested reading:
Atlas of the Irish Revolution, Cork University Press

Jean Wallace, Education Executive, Shannon Heritage

Classroom Based Assessment – Student Research



King John's Castle

A sentinel to Irish history

Built on land originally settled on by the Vikings in the 10th Century, King John's Castle has borne witness to Ireland observing how the various plantations and sieges influenced the identity of not just the people of Limerick but the population of the entire country. Limerick City plays a strategic role within the context of Irish history. It served as the principal bridging point for the mighty River Shannon which was, and still is the gateway to the West of Ireland. Therefore it is no great surprise that the Vikings settled here throughout the 9th and 10th centuries. This location afforded fertile soil, strategic advantage and manageable resistance from the natives. Over time these Vikings intermarried with locals and would eventually become known as Ostmen. Remains of the homes of these original settlers can be seen in the undercroft of King John's Castle, a live archaeological excavation

The Vikings would not be the last invaders on these shores. Perhaps it was the Normans who left the most remarkable impression on the landscape of Limerick. Thanks to a financial investment from King John himself in 1210, the gatehouse of King John's Castle was constructed to protect the crossing at Thomond Bridge. Several towers were added over time to complete the courtyard and enclose the embattlement. This site was fought over and won in many battles in the eight centuries that followed. The completed castle serves almost as an early telegraph post, a centre for communication for the region and a connection to the wider world. The Normans would have built castles similar to King John's all over the known world. Examples of similar structures can be found in places as far away as Syria. In the end the Normans eventually settled and intermarried just as the Vikings before them becoming 'More Irish than the Irish themselves'.

In the years that followed the Irish parliament would go on to meet three times in Limerick between 1536 and 1557 showing the castles importance in the national context. Henry the Eighth's church reformation brought with it political turmoil all over

Ireland and in the centuries to follow the Castle witnessed three sieges, all of which resulted in much loss of life and misery. The resulting political turmoil led to the Battle of the Boynne and its last stand at the gates of King John's Castle. Here Patrick Sarsfield emerged to sign the Treaty of Limerick resulting in him and other crucial Irish leaders leaving for France on a journey known as the Flight of the Wild Geese. Following the 1798 rebellion one of the outer walls of the castle was destroyed which allowed for the construction of a new army barracks again in an attempt to control the natives. Following the truce of 1921 the RIC barracks remained unused until the late 1930's when Limerick Corporation would build housing for local families. The estate known as Castle Barracks would remain occupied until 1990 when the houses were knocked to make way for an archaeological dig and the construction of the castle's visitors centre, ending over 1000 years of occupation of this most significant site.

Junior Cycle History links

1.5 Investigate the job of the historian, including how they find and use evidence to form historical judgements which may be revised and re-interpreted in the light of new evidence. Investigate the impact the archaeological dig had on the story around King John's Castle. The Ostmen houses were undiscovered until 1990, while the mines and countermines of the sieges were always thought to be there but there was no definite evidence. 1.7 Develop historical judgements based on evidence about personalities, issues and events in the past showing awareness of historical significance. Whether it was the Vikings, the Normans or the British Empire, King John's Castle was used as a base of defence against local invasion for nearly 1000 years. Using the information gathered in the exhibition what kind of historical judgements can you consider?

Malahide Castle and Gardens

Sitting beautifully in tranquil surrounds it is easy to forget the tumultuous past the magnificent Malahide Castle and Gardens has witnessed. From the Cromwellian occupation when the family were banished to Connaught to losing most of the family in battle, its history is both fascinating and reflective of key changes in Irish society. The Battle of the Boynne in 1690 remains a controversial topic of conversation in Ireland over 300 years after its occurrence. The Talbot family who arrived on these shores with Strongbow in 1669 and built Malahide Castle were nearly destroyed by this battle. The fact that they managed to survive the aftermath having fought to defend the Catholic King James was a huge testament to their resilience and standing within Irish society. Portraits of key figures from the battle hang in the dining room of the castle. One worth noting is Patrick Sarsfield, the first Earl of Lucan, who would go on to lead the Jacobites in the siege of Limerick in 1691 at King John's Castle. He subsequently was forced to leave Ireland following the Treaty of Limerick in what would become known as the Flight of the Earls, a fate the Talbots managed to evade. The Battle of the Boynne would prove tragic

for the Talbots with 14 members of the family killed with just one, the heir Richard, surviving. In the aftermath Richard himself would face charges of treason while his heirs suffered the consequences of the penal laws but nevertheless the family remained custodians of the castle until the late 20th century.

Junior Cycle History links

Consider the following:
A visit to Malahide Castle and Gardens with a guided tour of the castle (1.8) will increase students awareness of the significance of the history of Ireland, Europe and the wider world across various dimensions, including political, social, economic and religious (1.9). The Battle of the Boynne is an example of a pre twentieth century rebellion which highlights the effects of the physical force tradition on Irish politics (2.3). It is also a source of one of the agitators when considering the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations (2.5). Perhaps the most interesting insight are the connections between the Talbot family and other historical sites such as King John's Castle due to the Battle of the Boynne. This directly reflects 2.11 in making connections between local, personal or family history and wider national and/or international personalities, issues and events. Other History strand units to investigate 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.11



Newbridge House and Farm

Newbridge House and Farm is the historical gem of Donabate located in North County Dublin. A Georgian villa built in 1747 by the Archbishop of Dublin, Charles Cobbe. The house contains exquisite examples of Irish craftsmanship most notably the ornate stuccowork in the dining room and matching mahogany side tables. In contrast the downstairs provides a window into the stark disparity of the different social classes where the servants quarters and historical kitchen allow visitors to imagine the harsh workload of the staff. In the grounds of Newbridge House, the traditional farm promotes compassionate farming methods including respect for all animals and sustainable biodiversity. With many traditional rare breeds of animals, the new interactive discovery trail is one of the few examples of a heritage farm in the country.

In 2019 Newbridge House and Farm introduced a new Junior Cycle programme 'Caring for an animal' in partnership with the Autistic Spectrum Disorder unit of Fingal Community College. Using the horses and farm animals to enable learning, this programme involves outdoor structured education and class room content that will allow students to achieve outcomes for this course. This has been an innovative partnership with major learning for the attraction and benefits for the local college and students. The course can also be offered to main stream classes and is an excellent approach to introducing learning by doing in a charming venue with access to animals, classroom and programmes. We can tailor the course to suit school needs. Learning Outcomes: We can provide programmes to complement class work



for Junior and Leaving Cert Curriculum. These include:

- Biodiversity
- Art/History/English
- Short Courses Junior Cycle
- Creative Writing, Drama/Devising
- Understanding of the art of production
- Collaboration in design of programmes

New for 2020!

INCUBATOR PROJECT
Newbridge House and Farm are very excited to launch a brand new Incubator project this year. Schools can avail of this programme which entails the renting of an incubator with eggs for the 21 day gestation period. The incubators will be provided to the school with an introduction from a staff member who will present the concept and the process. Schools will be provided with ongoing support from Newbridge House and Farm including 2 visits to the attraction. Children are able to see the development of egg to chick in a close up and personal way. The chicks come back to Newbridge when hatched and children can come and see them as they grow. *Ann Brophy – Education Development Executive, Newbridge House and Farm*

PRIDE RESPECT PEACE

Thomas F. Meagher

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