

# **International Study Guide Series**

# **United Kingdom**



Montana 4-H Center for Youth Development, Montana State University Extension

## **MONTANA 4-H INTERNATIONAL STUDY SERIES**

The 4-H program has had an active role in Montana youth and volunteer development for more than 100 years. It is most well-known for its local emphasis, but 4-H does exist in a broader context - from a local to an international level.

The ultimate objective of 4-H international and cross-cultural programming is "peace through understanding." Extension efforts help young people achieve this overall goal by encouraging them to:

- realize the significance of global interdependency;
- develop positive cross-cultural attitudes and skills that enhance understanding and acceptance of people from other ethnic, social, or economic backgrounds;
- appreciate the similarities and differences among all people;
- assume global citizenship responsibilities;
- develop an understanding of the values and attitudes of Americans.

Since the introduction of international 4-H opportunities in 1948, the Montana 4-H program has been committed to the goal of global awareness and increasing cross-cultural understanding. Cultures are dependent upon one another for goods, services, food, and fiber.

Montana's role in the international trade arena is ever-growing. The acquisition of increased knowledge of the markets and the people who influence those markets is crucial to the residents of our state.

The 4-H international programs are coordinated by the Montana 4-H Center for Youth Development and States' 4-H International Exchange Programs for participating states. Funding is provided on the state level by the Montana 4-H Foundation through private donations and contributions and an endowment started by former 4-H program leader, Geraldine Fenn.

Additional information on youth and adult development and international opportunities through the 4-H program are available by contacting your local county Extension office or the Montana 4-H Center for Youth Development.

The material for this study guide was updated by Kaitlyn Koterba, 2019 representative to the United Kingdom and Germany. It is produced and distributed by Montana State University Extension and the 4-H Center for Youth Development. The publication of this study guide is made possible by Montana State University Extension and the Montana 4-H Foundation.



## **INTRODUCTION**

The purpose of the study guide is to supplement an international presentation given by an IPYA delegate in a classroom environment. The IPYA (International Program for Young Adults) program is an in-depth cultural exchange designed for young adults, ages 18-26. These individuals live with host families during a 3-6-month exchange in one of over 30 hosting countries. Presentations that focus on their experiences and aspects of their host country can be fun and enlightening. They can be educational if combined with study and activities included in this study packet.

The following material is provided in advance, so classes can learn basic facts about the country. By studying in-depth about an area, youth are not overwhelmed with facts, figures, and details in a classroom presentation. Rather, they can examine the country up close and ask thought-provoking questions. Some adaptation of material may be required to best fit the age and education level of the class.

This country study guide contains:

- background information and questions for thought and discussion
- pre- and post-tests
- additional global awareness activities
- evaluation forms (return to the local county Extension agent)
- a map

## **INSTRUCTIONAL APPLICATION**

This study guide approach has varied application possibilities in the classroom. Instructors may choose to present the material to students themselves or may choose a group-study approach. The class can be divided into groups of four to six students with each group studying one section of the handbook (i.e., geography, nation, people, lifestyles and customs).

Each group reads and researches its section, answering selected questions. Upon completion, groups can be assigned to deliver a cooperative report to the class.

The pre- and post-tests are included to measure the level of learning that takes place during the study of the country. Teachers may desire to use the post-test grade as a portion of the daily grade or simply use it as a guide to what was learned.

As a teacher, you may have other resources and activities to further supplement this study guide. Libraries, travel centers, museums, ethnic restaurants, and international exchange alumni are all sources of information.

## **BACKGROUND INFORMATION - EUROPE**

Europe is the birthplace of Western civilization. No other continent has had such great influence on world history. From the time of the ancient Greeks, European political ideas, scientific discoveries,

arts and philosophies, and religious beliefs have spread to other regions of the world. The civilizations of the United States, Canada, Latin America, and Australia/New Zealand developed largely from European civilization.

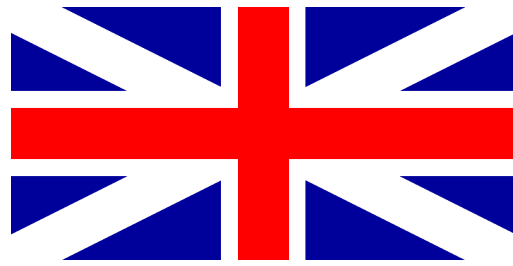
Europe has been a world leader in economic development. Great manufacturing centers have risen near Europe's many rich coal and iron ore deposits. Much of the continent also has rich soil that produces high crop yields. Few parts of Europe remain underdeveloped. As a result, Europeans have a high standard of living compared to that of most other people of the world.

The people of Europe represent a variety of cultural backgrounds. They have spoken different languages and followed different traditions for hundreds of years.

Europe occupies the western fifth of the world's largest land mass. Asia occupies the rest of this land. Europe extends from the Arctic Ocean in the north to the Mediterranean Sea in the south, and from the Atlantic Ocean in the west into western Soviet Union in the east.

Europe is smaller than every other continent except Australia, but only Asia and Africa have larger populations. About 10 percent of the world's people live in Europe. It has an average of 143 people per square mile. The world average is only 38 people per square mile and for the United States it is approximately 87 people per square mile.

The 44 countries of Europe range in size from Russia, the largest country in the world, to the Vatican City, the smallest. The Soviet Union lies partly in Europe and partly in Asia. Compared to the United States and Canada, most European countries are small. The five smallest once could fit into the city limits of Phoenix, Arizona. However, there are more world powers among the countries of Europe than on any other continent.



## The United Kingdom of Great Britain & Northern Ireland

### NATION

#### LOCATION



The United Kingdom is a political union made up of four constituent countries. These constituent countries are England, Scotland, Wales, and Northern Ireland. There are also numerous small islands in the United Kingdom, including the Shetland, Orkney, and Rockall islands. The island of Great Britain is comprised of England, Scotland, and Wales, whilst Northern Ireland occupies the northeastern part of the island of Ireland (approximately 1/6 of the island). Northern Ireland is separated from Great Britain by the Irish Sea. The nation's official name is the United Kingdom of Great Britain and Northern Ireland; however, when people refer to the country, most shorten its name to the United Kingdom, the U.K., or Britain. The United Kingdom is in Northwestern Europe, between the North Atlantic Ocean and the North Sea, northwest of France; separated by the English Channel.

#### SIZE & POPULATION

The United Kingdom is approximately 94,600 square miles, or about the same size as Oregon. On the mainland of Great Britain, when measured directly north-south, it is about 700 miles in length, and about 300 miles east-west at its widest point.

The population of the United Kingdom is roughly 66.44 million, according to a 2018 estimate. Accounting for about 3% of the total population, Northern Ireland has approximately 1.882 million people. In Wales, there are about 3.139 million, approximately 5% of the total population. Scotland's population is approximately 5.438 million, about 8% of the population, and England accounts for approximately 84% of the population, with around 55.98 million people.

The primary ethnic groups in the United Kingdom are: White 87.1%, Black 3%, Indian 2.3%, Pakistani 1.9%, Mixed 2%, Other 2.3%, Chinese 0.7%, and Bangladeshi 0.7%.

(Miaschi, John. (2019, July 18). Largest Ethnic Groups In The United Kingdom (Great Britain). Retrieved from <https://www.worldatlas.com/articles/largest-ethnic-groups-in-the-united-kingdom-great-britain.html>)

## **CAPITAL**

London is the capital city of England and the United Kingdom. An important settlement for around two millennia, London is one of the world's most important business and financial centers, and its influence in politics, culture, education, entertainment, media, fashion, sport, and the arts all contribute to its status as one of the key global cities.

London is the most populous city in the European Union with a population of 8.9 million and a metropolitan area population of about 14 million. Its population is very cosmopolitan, drawing from a wide range of peoples, cultures and religions; over 300 different languages are spoken in London. London is an international transport hub, with five international airports and a large seaport. It serves as the largest aviation hub in the world, and its principal airport, Heathrow, carries more international passengers than any other airport in the world.

London is a major tourist destination, with iconic landmarks including the Houses of Parliament, Big Ben, Tower Bridge, the Tower of London, Westminster Abbey, Buckingham Palace and the London Eye. In addition to these landmarks, London is home to many well-known and reputable institutions, such as the British Museum and the National Gallery.

## **LAND AND CLIMATE**

The United Kingdom was historically known as a forested country, however since prehistoric times, due to man, much of the country has been deforested. In 1993 it was estimated that The United Kingdom's land mass is 25% arable (can be tilled) while 46% is meadow and pastureland, 12% forested, and 17% other with less than 1% in permanent crops.

The United Kingdom has a temperate climate, with plentiful rainfall all year round. The temperature varies with the seasons but seldom drops below  $-10\text{ }^{\circ}\text{C}$  ( $14.0\text{ }^{\circ}\text{F}$ ) or rises above  $35\text{ }^{\circ}\text{C}$  ( $95\text{ }^{\circ}\text{F}$ ). The prevailing wind is from the southwest, bearing frequent spells of mild and wet weather from the Atlantic Ocean. Eastern parts are most sheltered from this wind and are therefore the driest. Atlantic currents, warmed by the Gulf Stream, bring mild winters, especially in the west, where winters are wet, especially over high ground. Summers are warmest in the south east of England, being closest to the European mainland, and coolest in the north. Snowfall can occur in winter and early spring, though it rarely settles to great depths away from high ground.

## HISTORY

<b>500,000 B.C.</b>	The first people migrate from mainland Europe to Britain
<b>6,500 B.C.</b>	The sea rises, cutting Britain off from mainland Europe
<b>2,000 B.C.</b>	Stonehenge is erected
<b>500 B.C.</b>	The first Celts arrive from Central Europe
<b>55 B.C.</b>	Julius Caesar's invasion of Britain is unsuccessful
<b>43 A.D.</b>	The Romans invade, and Britain becomes part of the Roman Empire
<b>401 A.D.</b>	The Romans leave Britain, and Anglo-Saxon migrants begin to move in
<b>450-750 A.D.</b>	Britain is divided up into 7 kingdoms by the Anglo-Saxon Migrants: Northumbria, Mercia, Wessex, Essex, Sussex, and Kent
<b>793 A.D.</b>	First invasion of Britain by the Vikings
<b>1016 A.D.</b>	King Canute of Denmark captures the English Crown
<b>1055 A.D.</b>	Westminster Abbey is completed
<b>1066 A.D.</b>	The Battle of Hastings-invading Normans defeat the Saxons
<b>1215 A.D.</b>	The British Civil War; the Magna Carta is signed by King John
<b>1337-1453 A.D.</b>	The Hundred Years' War with France
<b>1497 A.D.</b>	John Cabot sails from Bristol and discovers North America
<b>1534 A.D.</b>	Henry VIII forms the "Church of England"
<b>1600 A.D.</b>	First British involvement with India, East India Company formed
<b>1605 A.D.</b>	Guy Fawkes is thwarted when he tries to blow up Parliament
<b>1606 A.D.</b>	The Union Flag is adopted as the national flag of the United Kingdom
<b>1620 A.D.</b>	The Mayflower leaves Plymouth for New England
<b>1652 A.D.</b>	Tea arrives in Britain
<b>1666 A.D.</b>	The great fire of London
<b>1776 A.D.</b>	America declares independence from Britain
<b>1801 A.D.</b>	Ireland becomes part of the United Kingdom
<b>1825 A.D.</b>	The world's first railway is completed, which runs between Stockton and Darlington
<b>1840 A.D.</b>	The first postage stamps, nicknamed 'Penny Post' come into use
<b>1844 A.D.</b>	Potato Famine in Ireland
<b>1870 A.D.</b>	The Education Act is passed, which means everyone goes to school
<b>1914-1918 A.D.</b>	WWI food rationing and compulsory (required) military service introduced
<b>1937 A.D.</b>	Sir Frank Whittle invents the Jet Engine
<b>1939-1945 A.D.</b>	World War II
<b>1952 A.D.</b>	Elizabeth II becomes Queen
<b>1973 A.D.</b>	Britain joins the European Union
<b>1979 A.D.</b>	Margaret Thatcher becomes Britain's first female Prime Minister
<b>1994 A.D.</b>	Channel Tunnel links Britain with the rest of continental Europe
<b>1999 A.D.</b>	Scottish Parliament and Welsh National Assembly formed
<b>2003 A.D.</b>	Britain joins the U.S. in an invasion of Iraq
<b>2007 A.D.</b>	Northern Ireland passes the St. Andrews Agreement which devolved power over police and justice issues to Belfast (the country's capital)
<b>2016 A.D.</b>	The UK voted in a referendum to formally leave the EU, in a 51.9%



affirmative vote.

**2017 A.D.**

UK formally announced its withdrawal from the EU (the first country to do so). The withdrawal process should be completed by Jan. 31, 2020.

## **NATIONAL SYMBOLS**

The United Kingdom of Great Britain and Northern Ireland uses as its national flag the Royal Banner commonly known as the Union Flag or, popularly, Union Jack (although officially this title should only be given to the flag when it is flown at sea). The current design of the Union Flag dates from the union of Ireland and Great Britain in 1801. It consists of the red cross of Saint George (patron saint of England), edged in white, superimposed on the diagonal red cross of Saint Patrick (patron saint of Ireland), which are superimposed on the Saltire of Saint Andrew (patron saint of Scotland).

The national anthem of the United Kingdom is "God Save the King", with "King" replaced with "Queen" in the lyrics whenever the monarch is female. The anthem's name, however, remains "God Save the King."

The lion has been used as a symbol of the United Kingdom; one is depicted behind Britannia on the 50 pence piece and one is shown crowned on the back of the 10 pence piece. It is used as a symbol on the non-ceremonial flag of the British Army. Lions have been used as heraldic devices, including in the royal arms of the kingdoms of England, Scotland and Kingdom of Gwynedd in Wales. The lion is featured on the emblem of the England national football team, giving rise to the popular football anthem *Three Lions*, and the England national cricket team. The "three lions" on the English coat of arms were originally two leopards. An extra leopard was added by Richard the Lionheart and with the help of his name, they became known as three lions. They are now drawn to look more like lions. Leopards are traditionally depicted lying down; whereas lions were drawn standing on all fours or up on their hind legs attacking; as seen in the Scottish Lion Rampant.

## **GOVERNMENT**

The constitutional monarchy, with Queen Elizabeth II as the Head of State, is a parliamentary system. The House of Lords (consisting of aristocrats: noblemen, life-appointees, and Church of England Bishops) has little legislative power, although it is the highest judicial body in the land. The popularly elected House of Commons is the principal law-making body. The leader of the majority party, who is appointed by the Queen as Prime Minister (currently Boris Johnson) appoints a cabinet and runs the government. Elections are held at least every five years but may be sooner if called by the Prime Minister.

Scotland is included in the constitutional monarchy but maintains its own local government. This includes a separate police force and judicial system.

Northern Ireland has a Secretary of State, and House of Commons members, although this governmental situation is very unstable. The English still rule, but the strife amongst extremist politicians has severely damaged the government structure; this insecurity continues today.



As one of five permanent members of the UN Security Council, a founding member of NATO, and of the Commonwealth, the UK pursues a global approach to foreign policy; currently, it is weighing the degree of its integration with continental Europe. As a current member of the European Union, it chose to remain outside the Economic and Monetary Union. In 2016, the country voted in a referendum with a 51.9% affirmative vote to leave the European Union. In 2017, the UK formally announced that it would be the first country to leave the EU since its establishment and is expected to have completed formal withdrawal from the EU by January 2020. Constitutional reform is also a significant issue in the UK. The Scottish Parliament, the National Assembly for Wales, and the Northern Ireland Assembly were established in 1999, but the latter is suspended due to wrangling over the peace process.

## **TRANSPORTATION**

Travel by private car or taxi is most common in the UK. Public transportation is also well developed with an extensive rail system, buses, and a subway in London (known as the Tubes or



Underground). The British drive on the left side of the road, rather than on the right. A car's steering wheel is therefore on what American's would consider the passenger side.

A radial road network of 29,145 miles of main roads is centered on London, Edinburgh and Belfast, whilst, in Great Britain, a motorway network of 2,173 miles is centered on both Birmingham and London. There are a further 213,750 miles of paved roads. The National Rail network of 10,072 route miles in Great Britain and 189 route miles in Northern Ireland carries over 18,000 passenger and 1,000 freight trains daily. Urban rail networks are also well developed in London and several other cities. Heathrow Airport is the world's busiest international airport, and the UK has a considerable network of ports which received over 573 million tons of goods in 2004.

The Channel Tunnel is a 31 mile (50.5 km)-long rail tunnel beneath the English Channel at the Straits of Dover, connecting Folkestone, Kent in England to Coquelles near Calais in northern France. Completed in 1994 it is the second-longest rail tunnel in the world, with the Seikan Tunnel in Japan being longer, but the undersea section of 24 miles (39 km) is the longest undersea tunnel in the world. It is operated by Eurotunnel. Before and during construction it was widely known by the nickname Chunnel, but today it is normally known as the Channel Tunnel.

## **MONEY**

The unit of currency of the United Kingdom is the pound sterling, divided into 100 pence (p). The bills are 5, 10, 20- and 50-pound notes. Coins are 1, 2, 5, 10, 20, and 50 p. There are also 1 pound and 2-pound coins. The current exchange rate is about \$1.33 US to the pound sterling (December 16, 2019).



## **ECONOMY**

The British economy is the home of the Anglo-Saxon model, focusing on the principles of liberalization, the free market, 'common law' relating to property, and low taxation and regulation. Based on market exchange rates, the United Kingdom is the fifth largest economy in the world, the second largest in Europe after Germany, and the sixth-largest overall by purchasing power parity (PPP) exchange rates.

Over the past two decades, the government has greatly reduced public ownership and contained the growth of social welfare programs. Agriculture is intensive, highly mechanized, and efficient by European standards, producing about 60% of food needs with less than 2% of the labor force and contributes to around 2% of the GDP. About two thirds of production is devoted to livestock and one third to arable crops. The UK has large coal, natural gas, and oil reserves; primary energy production accounts for 10% of GDP, one of the highest shares of any industrial nation. Services, particularly banking, insurance, and business services, account by far for the largest proportion of GDP while industry continues to decline in importance.

Despite slower growth, the economy is one of the strongest in Europe; inflation, interest rates, and unemployment remain low. The relatively good economic performance complicated government efforts to make a case for Britain to join the European Economic and Monetary Union (EMU) when Tony Blair was Prime Minister. Critics point out that the economy is doing well outside of EMU, and public opinion polls show a majority of the British are opposed to the use of the Euro. Meantime, the government has been speeding up the improvement of education, transport, and health services, at a cost of higher taxes and a widening public deficit.

GDP Composition by sector: (2016 est.)

Agriculture: 0.6%  
Industry: 19.2%  
Services: 80.2%

Export Commodities: manufactured goods, fuels, chemicals, food, beverages, tobacco

Import Commodities: manufactured goods, machinery, fuels, foodstuffs

The average gross domestic product (GDP) per capita for the UK is \$45,741 (PPP, 2018 est. US.)

## **LIFESTYLES**

### **THE PEOPLE**

The United Kingdom has a long and rich history, and thus the people enjoy tradition and custom more so than Americans. They often find Americans to be too casual. Cut off from the rest of

Europe by the sea and secure from invasion, the British developed their own character and way of life. They came to respect privacy and to value old traditions. They developed a dry wit, a love for personal freedom, and a high degree of self-criticism. The British have shown themselves at their best—brave and united—in times of crisis. Their courage against German bombs and overwhelming odds during World War II (1939-1945) won the admiration of the world.

## **LANGUAGE**

Though the UK does not, by law, have an official language, the predominant spoken language is English, a West Germanic language descended from Old English featuring a large number of borrowings from Old Norse and Norman. The other indigenous languages of the UK are Scots (which is closely related to English) and four Celtic languages. The latter fall into two groups: two P-Celtic languages (Welsh and Cornish); and two Q-Celtic languages (Irish and Scottish Gaelic). Celtic dialectal influences from Cumbric persisted in Northern England for centuries, most famously in a unique set of numbers used for counting sheep.

Immigrant languages are spoken by up to 10% of the UK's population. French is spoken by 2.3% of the country's population, 1.0% of Britons speak Polish (reflecting the recent mass migration to the UK), 0.9% of the UK's population speaks German and 0.8% Spanish. The majority of other foreign languages spoken in the UK originate from Europe, Asia and Africa. A large percentage of the immigrants to the UK come from Anglophone countries (such as Nigeria, Jamaica, Hong Kong and the Philippines), which is why there is not a great deal of diversity between some of the country's ethnic minority communities.

## **HEALTH**

The United Kingdom's National Health Service provides, through taxation, free medical treatment and many other social services to the people. Only prescriptions and some dental services must be paid for by the individual. Medical facilities are advanced and life expectancy of 80.96 years is similar to that in the United States. Infant mortality is 3.09 per 1,000 (2016).

## **RELIGION**

During the reign of King Henry VIII, England split from the Roman Catholic Church to the Anglican Church of England, which then became the official state religion. The Church of England exercised great influence over the country throughout history, but it no longer has political power. Still, the Queen is the head of the church. Most Britons retain their ties to the Church of England; there are at least 27 million Anglican in the UK. Also, in the UK, there are Baptists, Congregationalists, Episcopalians, Free Presbyterians, Methodists and others. Religion is considered a very private matter by the British.

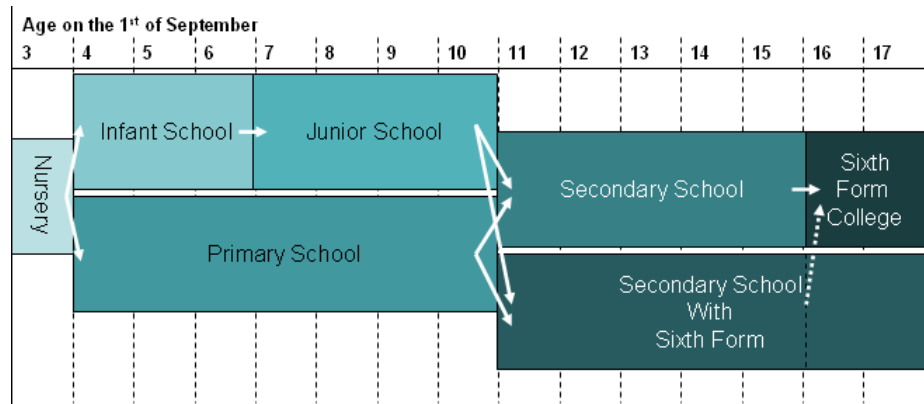
The United Kingdom is traditionally a Christian state, though of the four constituent countries, only England still has a state faith in the form of an established church.

Christianity is the majority religion, and a wide variety of Christian churches, denominations, and sects exists.

Apart from a period of expulsion between 1290 and 1656, there has been a Jewish minority in the United Kingdom for many centuries.

During the 20th century, many other religions have established a presence, mainly through

immigration, though also partly through the attraction of converts. Those religions with the most adherents are Hinduism, Sikhism, and various forms of Islam (mainly among immigrants from southern Asia). Other minority faiths include Buddhism, the Baha'i Faith, and Rastafarianism. There are also small neopagan groups, and various organizations which actively promote rationalism and secularism.



## EDUCATION

The UK's education system has produced a 99 percent literacy rate. A large portion of tax revenues are spent on education needs. Schooling is free and compulsory between the ages of 5 and 16. Welsh and English systems are similar. At the age of sixteen, students take an exam to earn the General Certificate of Secondary Education (GCSE's).

The sixth form, in the English, Welsh and Northern Irish education systems is the term used to refer to the final (optional) two years of secondary schooling (when students are about sixteen to eighteen years of age), during which students normally prepare for their GCE A-level examinations. The term is used to describe the final two years spent in a secondary school as opposed to a college (UK use) where students start at age sixteen after leaving secondary school.

At eighteen, students may take an entrance exam for college-General Certificate of Education (A Levels). Students may then choose to apply to attend University or "Uni." It is very common for students to take a gap year in between secondary school and University (college, USA use).

## CULTURE

### VISITING

It is common courtesy to telephone ahead before visiting someone. When visiting, flowers or chocolates are suitable gifts to present to the lady of the house on arrival. Gifts are usually opened immediately in the giver's presence. It is polite to send a thank you note after a dinner appointment. Good manners are expected of visitors. Discussion is enjoyed on a wide variety of

topics, usually with a meal or tea. When using someone's phone, it is courteous to offer to pay, as even local calls are billed separately.

## **EATING**

The continental style, with fork in the left hand and the knife in the right, is practiced in most of the UK. Proper manners are a must, and loud boisterous behavior should be avoided. Often, dinner plates will be served out of the kitchen; whereas when a family is alone, they may place dishes in the middle of the table and family members will help themselves. At restaurants, waiters are summoned usually with a simple raised hand.

Breakfast is typically eaten around 9 a.m. often after the morning jobs or chores have been completed. Dinner or the main meal of the day is typically eaten around 1:00 p.m. Tea is eaten at approximately 5:00 p.m. and could be compared to our supper. This meal is lighter than the mid day meal. Typically, every meal is accompanied with tea which is most commonly served with milk.

## **COURTESIES**

Excessive hand gestures should not be used when speaking, and conversely, it is considered rude to have one's hands in one's pockets or to shuffle the feet. Crossing the legs at the knees is more polite than placing the ankle of one leg in the knee of the other. Especially the English appreciate a good distance between participants when meeting; touching (backslapping or putting an arm around the shoulders) is avoided with new acquaintances. It is polite for a man to give up his seat on public transportation to a woman.

When visiting someone or receiving guests, tea is served as a rule or offered out of hospitality. Tea is generally served with biscuits (cookies), cakes or buns (scones or bars).



## **Scotland**

### **NATION**

#### **LOCATION**

Scotland comprises the northern third of the island of Great Britain, which lies off the northwest coast of Continental Europe. The Atlantic Ocean borders the west coast and the North Sea is to the east. The island of Ireland lies only 20 miles from the southwestern peninsula of Kintyre; Norway is 190 miles to the east and the Faroes, 168 miles to the north. The geographical centre of Scotland lies a few miles from the village of Newtonmore in Badenoch.

The territorial extent of Scotland is generally that established by the 1237 Treaty of York between Scotland and England and the 1266 Treaty of Perth between Scotland and Norway. Important exceptions include the Isle of Man, which having been lost to England in the 14th century is now a crown dependency outside of the United Kingdom; the island groups Orkney and Shetland, which were acquired from Norway in 1472; and Berwick-upon-Tweed, lost to England in 1482.

#### **SIZE & POPULATION**

Scotland is approximately 30,414 miles squared. This is about the same size as the state of Maine. Scotland's only land border is with England and runs for 60 miles between the basin of the River Tweed on the east coast and the Solway Firth in the west.

The population of Scotland, according to a 2010 estimate, is about 5.438 million.

Approximately 99% of the Scottish population is literate (defined as ages 15 and older being able to read and write), whilst 95% of Scottish higher education students study in Universities in Scotland.

#### **CAPITAL**

Edinburgh is the capital of Scotland; its second largest city after Glasgow which is situated 45 miles to the west, and one of Scotland's 32 local government council areas.

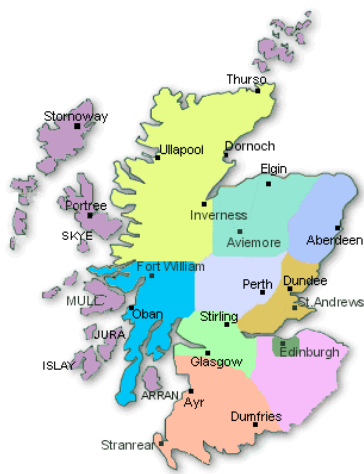
Located in the south-east of Scotland, Edinburgh lies on the east coast of Scotland's Central Belt, along the Firth of Forth, near the North Sea. Owing to its rugged setting and vast collection of Medieval and Georgian architecture, including numerous stone tenements, it is often considered one of the most picturesque cities in Europe.

It has been the capital of Scotland since 1437 (replacing Scone) and is the seat of the Scottish Parliament. The city was one of the major centers of the Enlightenment, led by the University of Edinburgh, earning it the nickname *Athens of the North*. The Old Town and New Town districts of Edinburgh were listed as a UNESCO World Heritage Site in 1995. There are over 4,500 listed buildings within the city. In a 2010 population estimation, Edinburgh had a total resident population of 486,120.

Edinburgh is well-known for the annual Edinburgh Festival, a collection of official and independent festivals held annually over about four weeks from early August. The number of visitors attracted to Edinburgh for the Festival is roughly equal to the settled population of the city. The most famous of these events are the Edinburgh Fringe (the largest performing arts festival in the world), the Edinburgh International Festival, the Edinburgh Military Tattoo, the Edinburgh International Film Festival, and the Edinburgh International Book Festival.

## LAND AND CLIMATE

The whole of Scotland was covered by ice sheets during the Pleistocene ice ages and the landscape is much affected by glaciation. From a geological perspective the country has three main subdivisions. The Highlands and Islands lie to the north and west of the Highland Boundary Fault,



which runs from Arran to Stonehaven. This part of Scotland largely comprises ancient rocks from the Cambrian and Precambrian periods, which were uplifted during the later Caledonian Orogeny. It is interspersed with igneous intrusions of a more recent age, the remnants of which have formed mountain massifs such as the Cairngorms and Skye Cuillins. A significant exception to the above are the fossil-bearing beds of Old Red Sandstones found principally along the Moray Firth coast.

The Highlands are generally mountainous and the highest elevations in the British Isles are found here, including Ben Nevis, which reaches 4,409 ft. Scotland has over 790 islands, divided into four main groups: Shetland, Orkney, and the Inner Hebrides and Outer Hebrides. There are numerous bodies of freshwater including Loch Lomond and Loch Ness. Some parts of the coastline consist of machair, a low-lying dune of pasture.

The Central Lowlands is a rift valley mainly comprising Paleozoic formations. Many of these sediments have economic significance for it is here that the coal and iron bearing rocks that fuelled Scotland's industrial revolution are to be found. This area has also experienced intense volcanism,

Arthur's Seat in Edinburgh being the remnant of a once much larger volcano. This area is relatively low-lying, although even here hills such as the Ochils and Campsie Fells are rarely far from view.

The Southern Uplands are a range of hills almost 125 miles long, interspersed with broad valleys. They lie south of a second fault line running from Stranraer towards Dunbar. The geological foundations largely comprise Silurian deposits laid down some 400–500 million years ago. Scotland's granite Highlands are famous for their rugged mountains, green valleys, deep blue lakes and bays (called *lochs*) and offshore islands. There are approximately 790 islands off the shores of Scotland. The fertile agricultural land lies off the east and in the southern border regions.

The climate of Scotland is temperate and oceanic and tends to be very changeable. It is warmed by the Gulf Stream from the Atlantic, and as such is much warmer than areas on similar latitudes, for example Oslo, Norway. However, temperatures are generally lower than in the rest of the UK, with the coldest ever Scotland temperature of -17.0 °F recorded at Braemar in the Grampian Mountains, on February 11, 1895 and January 10, 1982 and also at Altnaharra, Highland, on December 30, 1995. Winter maximums average 42.8 °F in the lowlands, with summer maximums averaging 64.4 °F. The highest temperature recorded was 91.2 °F at Greycrook, Scottish Borders on August 9, 2003.

Generally, western Scotland is warmer than the east because of the influence of the Atlantic Ocean currents and the colder surface temperatures of the North Sea. Tiree, in the Inner Hebrides, is the sunniest place in Scotland: it had 300 days with sunshine in 1975. Rainfall varies widely across Scotland. The western highlands of Scotland are the wettest place, with annual rainfall exceeding 120 inches. In comparison, much of lowland Scotland receives less than 31 inches annually. Heavy snowfall is not common in the lowlands but becomes more common with altitude. Braemar experiences an average of 59 snow days per year, while coastal areas have an average of fewer than 10 days.

## NATIONAL SYMBOLS

The Flag of Scotland, known as the Saltire or St. Andrew's Cross, dates (at least in legend) from the 9th century, and is thus the oldest national flag still in use. The Saltire now also forms part of the design of the Union Flag. There are numerous other symbols and symbolic artifacts, both official and unofficial, including the thistle, the nation's floral emblem, the 1320 statement of political independence the Declaration of Arbroath, the textile pattern tartan that often signifies a particular Scottish clan, and the Lion Rampant flag.



*Flower of Scotland* is popularly held to be the National Anthem of Scotland and is played at events such as football or rugby matches involving the Scotland national team. However, since devolution, more serious discussion of the issue has led to this being disputed.

Other candidates include *Highland Cathedral*, *Scotland the Brave* and *A Man's A Man for A' That*.



St Andrew's Day, November 30, is the national day, although Burns' Night tends to be more widely observed. Tartan Day is a recent innovation from Canada. In 2006, the Scottish Parliament passed the St. Andrew's Day Bank Holiday (Scotland) Act 2007 designating the day to be an official bank holiday.

## **GOVERNMENT**

The Scottish Parliament is the national governing body of Scotland. It is located in the Holyrood area of Edinburgh, the capital city. The body of the Scottish Parliament is formed by 129 democratically elected members. The members of the Scottish Parliament, or MSPs, are elected for four-year terms. The last general election for the Parliament was held May 5, 2011.

The original Scottish Parliament was the national legislature of the Kingdom of Scotland. It was in existence from the early 13<sup>th</sup> Century until the Kingdom of Scotland merged with the Kingdom of England in 1707. The Parliament of Scotland merged with that of England and became the Parliament of Great Britain, which was located at Westminster in London.

In 1997, the people of Scotland gave their consent to reform their own Parliament, so the current Parliament was formed by the Scotland Act 1998. This act states that Parliament's power in Scotland is that of a devolved legislature. This means there are some powers that are 'reserved' only for the Parliament of the United Kingdom to make. The Parliament of the United Kingdom has retained its ability to amend the terms of the Scottish Parliament at any time.

## **LIFESTYLES**

### **PEOPLE**

The Scottish people (Scottish Gaelic: Albannaich (plural)) are a nation and an ethnic group indigenous to Scotland. As an ethnic group, they are a composition of groups such as the Picts, Gaels, Brythons, Angles, and Norse.

In modern use, "Scottish people" or "Scots" refers to anyone born or living in Scotland. In another sense, it applies to people who are descended from the Scots and who identify ethnically as Scottish. While the Latin word *Scoti* originally applied to a particular 5th century, Gaelic tribe that inhabited areas in the north of Ireland and western Scotland, the term *Scots* is now used to describe all Scottish people. Though usually considered archaic or pejorative, the term *Scotch* has also been used for the Scottish people, but this use has been primarily by people outside of Scotland.

There are people of Scottish descent in many countries other than Scotland. Emigration, influenced by factors such as the Highland and Lowland Clearances, and the formation of the British Empire, has resulted in Scottish people being found throughout the world. Large populations of Scottish people settled the new-world lands of North and South America, Australia and New Zealand, with a large Scottish presence being particularly noticeable in Canada. They took with them their Scottish languages and culture.

## **LANGUAGE**

Historically, Scottish people have spoken many different languages and dialects. The Pictish language, Norse, Norman-French and Brythonic languages have been spoken by descendants of Scottish people. However, none of these are in use today. The remaining three major languages of the Scottish people are English, Lowland Scots (various dialects) and Gaelic. Of these three, English is the most common form as a first language. There are some other minority languages of the Scottish people, such as Spanish, used by the population of Scots in Argentina. The Norn language was spoken in the Northern Isles into the early modern period — the current dialects of Shetlandic and Orcadian are heavily influenced by it, to this day.

## **RELIGION**

In 563, Saint Columba left Ireland with 12 companions and founded a church on the small island of Iona. This became the central hub of Christianity in the Highlands of Scotland. Throughout the Middle Ages, Scotland remained Roman Catholic.

Lutheran ideas were introduced to Scotland in the 16th century. This was the Scottish Reformation. Bolstered by reformers such as John Knox, the Reformed Church became the established church in Scotland with an act of 1560. This developed into the Presbyterian Church.

Religious ideology was to be a driving force throughout the 17th century. The Covenanters were to play an important role in the wars and in the later reinstatement of Charles II. Though Charles then turned persecutor, trying to stamp out the Covenanters.

The 18th century would again see religion of the Scottish people used in war, in the Jacobite uprisings of 1715 and 1745. While common modern perception was of a war between Scots and English people, it was more accurately between Protestants and Catholics. Lowland Scots tended to support the Protestant Hanoverian King's red coats while Catholics, and mainly Highlanders, stood with the Catholic Jacobites.

The modern people of Scotland remain a mix of different religions. The Protestant and Catholic divisions remain in the society. Immigration of new people to Scotland has led to the establishment of new religions. Scotland has populations of Jews, Hindus, Muslims, Buddhists and other faiths; however, the largest church remains the national Church of Scotland.

## **CULTURE**

### **CUISINE**

Scotland's natural larder of game, dairy, fish, fruit, and vegetables is the integral factor in traditional Scots cooking, with a high reliance on simplicity and a lack of spices from abroad, which were often very expensive. While many inveterate dishes such as Scotch broth can be considered healthy, many common dishes are rich in fat; which contributes to the high rates of heart disease and obesity in the country. In recent times greater importance has been placed on the

consumption of fresh fruit and vegetables, but many Scots, particularly those of low incomes, continue to have extremely poor diets, which contributes to Scotland's relatively high mortality rate from coronary heart diseases.

Although the deep-fried Mars bar is jokingly said to exemplify the modern Scottish diet, Scottish cuisine offers such traditional dishes as haggis, Buccleuch Scotch beef, the Arbroath Smokie, salmon, venison, cranachan, bannock, Scotch Broth and shortbread.

## **RECIPES**

### **SCOTCH BROTH**

1 lb. mutton  
10 cups cold water  
1 tsp salt  
¼ tsp pepper  
1/8 cup pearl barley  
3 onions  
3 leeks  
1 grated carrot  
4 tbsp chopped kale

#### **Method:**

Wipe the meat with a clean, damp cloth, then place (without removing the bones) in a large saucepan and add the water, seasonings and barley. Halve and slice the onions and leeks, add to the soup and simmer gently for about 1 hour.

The mutton can be taken out in one piece, if wished, and served as a separate course. It can also be diced and returned to the soup. If serving with the soup, skim the excess grease from the top, add the grated carrot and kale, simmering for a further-10 minutes before serving.

### **OATCAKES**

1 cup fine oatmeal  
½ tsp baking soda  
pinch of salt  
2 tbsp bacon fat (melted butter)  
5 oz. hot water  
extra oatmeal for rolling

#### **Method:**

Set the oven to 375F or heat a griddle or heavy frying-pan. Mix the oatmeal, the baking soda and salt together in a bowl. Add the melted fat and the hot water. Stir well until it makes a soft paste. Sprinkle some oatmeal on a board. Form the dough into a round and roll it out as thinly as possible, adding oatmeal to the surface as necessary, to prevent sticking. Brush off the excess oatmeal. Cut

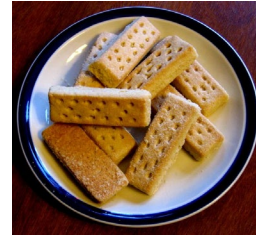
the dough into 4 or 6 pieces.

To oven bake; place on a large baking sheet. Bake for 15-20 minutes. To griddle bake; bake on a hot griddle or frying-pan until the edges begin to curl. Turn over and cook the other side. Do not let the oatcakes brown; they should be a pale fawn color. Put on a wire rack to cool. They are delicious served with cheese

**Note:** To test the correct heat of the griddle, sprinkle it with a little flour. If the flour browns at once it is too hot; it should take a few seconds to turn color.

### **SHORTBREAD**

½ cup sugar  
1 cup butter  
1 ½ cups flour



Method:

Sift the flour and sugar, then rub in the butter - be careful not to rub too much or the mixture will not be short. Work the mixture, which should be crumbly, into a ball. Butter/grease a baking tray and then spread in the mixture. Bake in a pre-heated oven (gas mark 4, 190°C, 375°F) for roughly 25 minutes or until a light golden brown. Remove from oven, let it cool for a couple of minutes and cut into squares. Sprinkle with castor sugar.

### **GAMES**

#### **FROG IN THE MIDDLE**

One child is seated on the ground with his legs under him; the other players form a ring round. They pull the center child or Frog, who tries to catch one of them without rising from the floor. The child who is caught takes the place of the center child.

Another method of playing the game is like "Bull in the Park." The child in the center tries to break out of the ring, those forming it keeping the Frog in the ring by any means in their power, while keeping their hands clasped. They sometimes sing or say—

Hey! hey! hi! Frog in the middle and there shall lie;  
He can't get out and he shan't get out—hey! hey! hi!

They dance round when saying this, keeping a watch on the Frog, who suddenly makes a rush, and tries to break through the ring.

#### **KING CAESAR**

One player is chosen to be King Caesar by lot or naming. All the others stand in two rows, one row at each end of the ground. A line is drawn on the ground in front of them to mark "dens." All the players must keep within this line. King Caesar stands in the middle of the ground. Any number of the players can then rush across the ground from one den to another. King Caesar tries to catch

one as they run. When he catches someone, he must count from one to ten before he leaves hold of that person and in the meantime the person tries to get away.

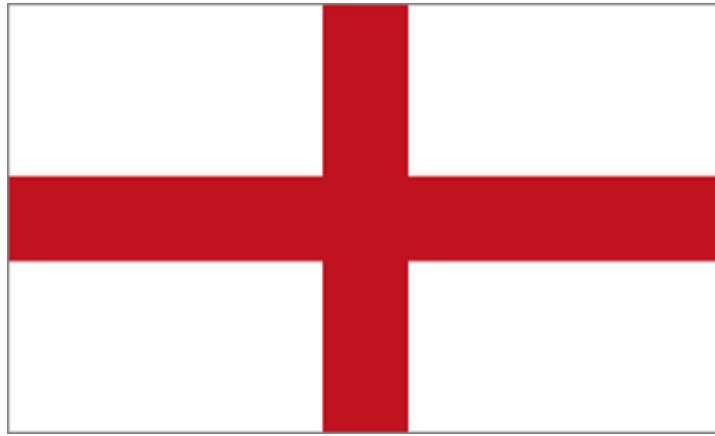
If King Caesar succeeds in holding someone, s(he) stays in the center and assists in catching the other players (always counting ten before a captive is secured). The dens must always be occupied by some players. If all the players get into one den, King Caesar can go into the empty den and say, "Crown the base, one, two, three," three times before any of the other players get across to that den. If he succeeds in doing this, he can select someone to run across from one den to the other, which that person must do, King Caesar trying to catch him.

Other and bigger children can help this one to get across, to save him/her from being captured, either by carrying him/her or running across with him/her. The game ends when all have been captured and are in the center. King Caesar and the other captured children can leave the center if they each successively catch three players.

### **SQUEAK PIGGY SQUEAK**

One person is blindfolded. Everyone else sits on the floor, or on chairs, in a circle. The blindfolded person is spun around until disorientated, and then finds a lap to sit on. Once perched on the lap, they shout, "squeak piggy squeak!" and the sat-upon person must oink, squeak or squeal.

The blindfolded "it" must attempt to recognize the squeaker from the squeak. If successful, they change places. If not, off they go again, to find a more identifiable squeaker. It is, of course, okay to distract the blindfolded lap-sitter by poking them in the ribs or tickling them.



## England

### NATION

#### LOCATION

England comprises the central and southern two-thirds of the island of Great Britain, plus offshore islands of which the largest is the Isle of Wight. It is bordered to the north by Scotland and to the west by Wales. It is closer to continental Europe than any other part of Britain, divided from France only by a 52 km (24 statute mile or 21 nautical mile) sea gap. The Channel Tunnel, near Folkestone, directly links England to the European mainland. The English/French border is halfway along the tunnel.

#### SIZE AND POPULATION

The mainland territory of England occupies most of the southern two-thirds of the island of Great Britain and shares land borders with Scotland to the north and Wales to the west. Elsewhere, it is bordered by the North Sea, Irish Sea, Celtic Sea, Bristol Channel and English Channel. England is about the size of Alabama, at 50,350 miles<sup>2</sup>.

According to a July 2007 estimate, the population of England is approximately 50,869,711, which is about 83% of the total population of the United Kingdom.

#### CAPITAL

London is the capital city of England and the United Kingdom. An important settlement for around two millennia, London is today one of the world's most important business and financial centers, and its influence in politics, culture, education, entertainment, media, fashion, sport, and the arts all contribute to its status as one of the key global cities.



London is the most populous city in the European Union with a population of 7.5 million and a metropolitan area population of between 12 and 14 million. Its population is very cosmopolitan, drawing from a wide range of peoples, cultures and religions, with over 300 different languages spoken in London. London is an international transport hub, with five international airports and a large port. It serves as the largest aviation hub in the world, and its principal airport, Heathrow, carries more international passengers than any other airport in the world.

London is a major tourist destination, with iconic landmarks including the Houses of Parliament, Big Ben, Tower Bridge, the Tower of London, Westminster Abbey, Buckingham Palace and the London Eye. In addition to these landmarks, London is home to many well-known and reputable institutions, such as the British Museum and the National Gallery.

## LAND & CLIMATE

Much of England consists of rolling hills, but it is generally more mountainous in the north with a chain of low mountains, the Pennines, dividing east and west. Other hilly areas in the north and Midlands are the Lake District, the North York Moors, and the Peak District. The approximate dividing line between terrain types is often indicated by the Tees-Exe line. To the south of that line, there are larger areas of flatter land, including East Anglia and the Fens, although hilly areas include the Cotswolds, the Chilterns, the North and South Downs, Dartmoor and Exmoor.

The largest natural harbor in England is at Poole, on the south-central coast. Some regard it as the second largest harbor in the world, after Sydney, Australia, although it is not proven.

England has a temperate climate, with plentiful rainfall all year round, although the seasons are quite variable in temperature. However, temperatures rarely fall below 23 °F or rise above 86 °F. The prevailing wind is from the south-west, bringing mild and wet weather to England regularly from the Atlantic Ocean. It is driest in the east and warmest in the south, which is closest to the European mainland. Snowfall can occur in winter and early spring, although it is not that common away from high ground.

The highest temperature recorded in England is 101.3 °F on August 10, 2003 at Brogdale, near Faversham, in Kent. The lowest temperature recorded in England is -15.0 °F on January 10, 1982 at Edmond, near Newport, in Shropshire.



## NATIONAL SYMBOLS

The two traditional symbols of England are the St George's cross (the English flag) and the Three Lions coat of arms, both derived from the great European powers that formed the monarchy – the Cross of Aquitaine and the Lions of Anjou.

The three lions were first definitely used by Richard I (Richard the Lion heart) in the late 12th century (although it is also possible that Henry I may have bestowed it on his son Henry before then). Historian Simon Schama has argued that the Three Lions are the true symbol of England because the English throne descended from the Angevin line.

The rose is widely recognized as the national flower of England and is used in a variety of contexts. Predominantly, this is a red rose (which also symbolizes Lancashire), such as the badge of the England national rugby union team. However, a white rose (which also symbolizes Yorkshire) or a "Tudor rose" (symbolizing the end of the War of the Roses) may also be used on different occasions.



The Three Lions badge plays a similar role to the rose for the English national football (soccer) team and English national cricket team.

## LIFESTYLES

### PEOPLE

The ancestry of the English, considered as an ethnic group, is mixed; it can be traced to the mostly Celtic Romano-Britons, to the eponymous Anglo-Saxons, the Danish-Vikings that formed the Danelaw during the time of Alfred the Great and the Normans, among others. The 19th and 20th centuries, furthermore, brought much new immigration to England.

Ethnicity aside, the simplest view is that an English person is someone who was born in England and holds British nationality, regardless of his or her racial origin. It has, however, been a notoriously complicated, and controversial identity to delimit. Centuries of English dominance within the United Kingdom has created a situation where to be English is, as a linguist would put it, an "unmarked" state. The English frequently include themselves and their neighbors in the wider term of "British", while the Scots and Welsh tend to be more forward about referring to themselves by one of those more specific terms. This reflects a more subtle form of English-specific patriotism in England; St George's Day, the country's national day, is barely celebrated. However, in the last five years, celebration of St. George's Day has increased.

Modern celebration of English identity is often found around its sports, one field in which the British Home Nations often compete individually. The English Association football team, rugby union team and cricket team often cause increases in the popularity of celebrating Englishness.



## **LANGUAGE**

As its name suggests, the English language, today spoken by hundreds of millions of people around the world, originated as the language of England, where it remains the principal tongue today (although not officially designated as such). An Indo-European language in the Anglo-Frisian branch of the Germanic family, it is closely related to Scots and the Frisian languages. As the Anglo-Saxon kingdoms merged into England, "Old English" emerged; some of its literature and poetry has survived.

Used by aristocracy and commoners alike before the Norman Conquest (1066), English was displaced in cultured contexts under the new regime by the Norman French language of the new Anglo-Norman aristocracy. Its use was confined primarily to the lower social classes while official business was conducted in a mixture of Latin and French. Over the following centuries, however, English gradually came back into fashion among all classes and for all official business except certain traditional ceremonies, some of which survive to this day. Although, Middle English, as it had by now become, showed many signs of French influence, both in vocabulary and spelling. During the Renaissance, many words were coined from Latin and Greek origins; and in more recent years, Modern English has extended this custom, willing to incorporate foreign-influenced words.

## **RELIGION**

Due to immigration in the past decades, there is an enormous diversity of religious belief in England, as well as a growing percentage that have no religious affiliation. Levels of attendance in various denominations have begun to decline. England is classed largely as a secular country even allowing for the following affiliation percentages: Christianity: 71.6%, Islam: 3.1%, Hindu: 1.1%, Sikh: 0.7%, Jewish: 0.5%, and Buddhist: 0.3%, No Faith: 22.3%. The EU Eurobarometer poll of 2005 shows that only 38% of people in the UK believe in a god, while 40% believe in "some sort of spirit or life force" and 20% do not believe in either.

## **CULTURE**

### **CUISINE**

Although highly regarded in the Middle Ages, English cuisine later became a source of fun among Britain's French and European neighbors, being viewed until the late 20th century as crude and unsophisticated by comparison with continental tastes. However, with the influx of non-European immigrants (particularly those of South and East Asian origins) from the 1950s onwards, the English diet was transformed. Indian and Chinese cuisines were absorbed into British culinary life, with restaurants and takeaways appearing in almost every town in Britain.

'Going for an Indian (getting an Indian takeaway)' has also become a regular part of British social life. A distinct hybrid food style composed of dishes of Asian origin, but adapted to British tastes, emerged and was subsequently exported to other parts of the world. Many of the well-known Indian dishes in the western world, such as Tikka Masala and Balti, are in fact dishes of this sort.

## RECIPES

### TOAD IN THE HOLE

1lb of good pork sausages  
1 egg  
4 oz flour  
Pinch of salt  
pinch of sage  
10 oz milk

Sift flour, salt and sage together, break in the egg, and gradually stir in the milk. When the batter is smooth and creamy, stand aside for at least an hour. Prick the sausages all over and grill them lightly to give them a pleasant savory taste and ensure that they will be well cooked in the batter.

Put about 4 tablespoonfuls of dripping into a Yorkshire pudding dish or small baking tin and heat it until it splutters. At once stir in 1 tablespoonful of the hot fat into the batter. Quickly arrange the sausages in the tin with the rest of the fat and pour in the batter.

This must all be done very quickly, because the batter must get into the fat while it is hot enough to crimp it round the edge of the tin as soon as it is poured in. Put the tin back into the hot oven near the top and bake for 30-35 minutes at or 450 degrees F.

### MINCE PIES

1 C cold butter, diced  
1 ½ C plain flour  
½ C golden caster sugar  
1 ¼ C mincemeat  
1 small egg beaten  
icing sugar, to dust



To make the pastry, rub the butter into the flour, then mix in the sugar and a pinch of salt. Combine the pastry into a ball - don't add liquid - and knead it briefly. The dough will be fairly firm like shortbread dough. You can use the dough immediately, or chill for later.

Preheat the oven to 350°. Line 18 holes of two 12-hole tins, by pressing small walnut-sized balls of pastry into each hole. Spoon the mincemeat into the pies. Take slightly smaller balls of pastry than before and pat them out between your hands to make round lids, big enough to cover the pies. Top the pies with their lids, pressing the edges gently together to seal - you don't need to seal them with milk or egg as they will stick on their own. (The pies may now be frozen for up to 1 month).

Brush the tops of the pies with the beaten egg. Bake for 20 minutes until golden. Leave to cool in the tin for 5 minutes, then remove to a wire rack. To serve, lightly dust with icing sugar. They will keep for 3 to 4 days in an airtight container.

## GAMES

### SHIP'S CAPTAIN

One player is chosen as the captain and all the others are the crew. The crew is required to carry out the captain's orders, and if they do so incorrectly, they are out. Just remember, the captain is always right...it's the rules.

The orders usually include the following, although there are variations:

**Port:** everyone runs to the left hand side of the room or playing space.

**Starboard:** everyone runs to the right.

**Bow:** everyone runs to the front of the 'boat'.

**Stern:** everyone runs to the back.

**Hit the deck!:** players have to lie on their stomachs on the ground, as fast as humanly possible.

**Attention on deck!:** all the players must stand to attention, salute and yell, "Aye, Aye, Captain!" They may not move until the Captain gives the follow up order, "At Ease." Anyone caught moving is out.

**Scrub the deck:** all players should drop to their hands and knees and pretend to scrub the floor.

**Up Periscope!:** players must lie on their backs on the ground, and stick one leg in the air. The last to comply may be called as out.

**Sick turtle:** all players lie on their backs, and wave their hands and legs in the air.

**SHARK!:** all players must find a safe space off the ground. The last to get to safety is declared out and eaten.

**The love boat:** players must pair up, and dance around the playing space. Anyone caught without a partner is out.

**Crow's nest:** players need to pair up, and one should leap onto the other's back, piggyback style, and gaze out across the horizon. Anyone left as odd one out or the last pair to get into position are out.

**Three men in a boat:** players need to form into groups of three, hook arms, and sing "Row, row, row your boat". Anyone left outside of a threesome is out.

**Row the boat:** players form pairs, and sit on the ground facing each other, pretending to row. Anyone left without a partner is out. Or, anyone who is deemed too slow is out.



**RED LETTER**

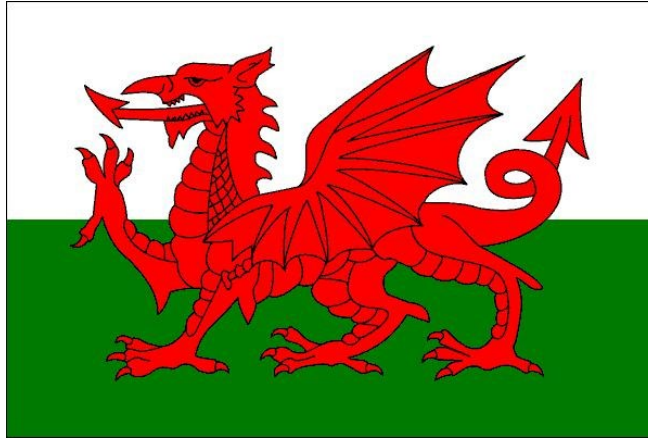
A person is picked to be the leader. He stands with his back to the rest of the players who stand 10 meters back from him. The leader calls a letter of the alphabet (for example "a"). If a player's name contains that letter the player can move a step forward. The number of steps forward depends on the number of that letter in his name. The leader continues calling out letters until someone reaches the leader.

**QUEENIE, QUEENIE**

A person is picked to be the "queenie," and that person turns her back to everyone else. The "queenie" then throws the ball over her shoulder and one of the other players needs to catch it or pick it up. Everyone, except the "queenie", puts their hands behind their backs so that the "queenie" doesn't know who has the ball. The "queenie" then turns around and everyone shouts:

"Queenie, Queenie who's got the ball?  
Are they short, or are they tall?  
Are they hairy, or are they bald?  
You don't know because you don't have the ball!"

The "queenie" must guess who has the ball through a process of elimination. If the person with the ball is the last one to be picked, that person becomes the new "queenie."



## Wales NATION

### LOCATION

Wales is located on a peninsula in central-west Great Britain, and is bordered by England to the east and by sea in the other three directions: the Môr Hafren (Bristol Channel) to the south, St. George's Channel to the west, and the Irish Sea to the north. Altogether, Wales has over 1,200 km (750 miles) of coastline. There are several islands off the Welsh mainland, the largest being Ynys Môn (Anglesey) in the northwest.

### SIZE AND POPULATION

The country of Wales is about 8,023 square miles—about the same size as Massachusetts. It spans about 170 miles north to south and 60 miles east to west.

The population of Wales is about 3.319 million people, which is approximately 5% of the total population of the United Kingdom.

### CAPITAL

Cardiff is the capital and largest city of Wales, and is considered the country's commercial, sporting, tourism, transport, media and political centre. According to data collected in 2011, Cardiff was the 12th largest settlement in the United Kingdom, and the 21st largest urban area. However, recent local estimates by the local Welsh government have put the population of the unitary authority as 317,500, which makes Cardiff one of the fastest growing cities in the United Kingdom.

The city of Cardiff is the county town of the historic county of Glamorgan (now known as South Glamorgan). Cardiff is part of the Eurocities network of the largest European cities. The Cardiff Urban Area covers a slightly larger area, including Dinas, Powys, Penarth and Radyr.



Cardiff is home to the National Assembly for Wales, which is in Cardiff Bay. It is also home to much of the media in Wales, and television series such as Doctor Who, Torchwood, The Worst Witch and Tracey Beaker are filmed mostly within the City and County of Cardiff. Cardiff has the biggest media sector in the UK outside London and is home to a number of television studios and radio stations, like the BBC, ITV, HTV, S4C and Capital TV.

Cardiff was a small town until the early 19th century and came to prominence as a major port for the transport of coal following the arrival of industry in the region. Cardiff was made a city in 1905 and proclaimed capital of Wales in 1955. Since the 1990s Cardiff has seen significant development with a new waterfront area at Cardiff Bay which contains the new Welsh Assembly Building, and the city centre is currently undergoing a major redevelopment.

## **LAND AND CLIMATE**

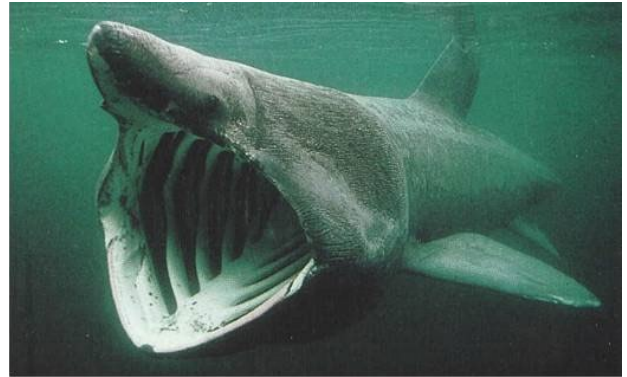
Much of Wales' diverse landscape is mountainous, particularly in the north and central regions. The mountains were shaped during the last ice age, the Devensian glaciation. The highest mountains in Wales are in Snowdonia (*Eryri*), and include Snowdon (*Yr Wyddfa*), which, at 3,560 ft is the highest peak in Wales. The 14 Welsh mountains over 3,000 feet high are known collectively as the Welsh 3000s. The Brecon Beacons (*Bannau Brycheiniog*) are in the south (the highest point is Pen-y-Fan at 2,907 ft) and are joined by the Cambrian Mountains in Mid Wales, the latter name being given to the earliest geological period of the Paleozoic era, the Cambrian.

Wales has three National Parks: Snowdonia, Brecon Beacons and Pembrokeshire Coast. It also has four Areas of Outstanding Natural Beauty. These areas include Anglesey, the Clwydian Range, the Gower peninsula and the Wye Valley. The Gower peninsula was the first area in the whole of the United Kingdom to be designated as an Area of Outstanding Natural Beauty, in 1956.

Along with its Celtic cousins in Cornwall, the coastline of South and West Wales has more miles of Heritage Coast (protected, similar to National Parks in the U.S.) than anywhere else. The coastline of the Glamorgan Heritage Coast, the Gower peninsula, Pembrokeshire, Carmarthenshire, and Ceredigion is particularly wild and impressive. Gower, Carmarthenshire, Pembrokeshire and Cardigan Bay all have clean blue water, white sand beaches and impressive marine life.

Despite this scenic splendor the coast of Wales has a dark side; the south and west coasts of Wales, along with the Irish and Cornish coasts, are frequently blasted by huge Atlantic westerlies/south westerlies that, over the years, have sunk and wrecked many vessels. On the night of October 25, 1859, 114 ships were destroyed off the coast of Wales when a hurricane blew in from the Atlantic; Cornwall and Ireland also had a huge number of fatalities on its coastline from shipwrecks that night. Wales has the somewhat unenviable reputation, along with Cornwall, Ireland and Brittany, of having per square mile, some of the highest shipwreck rates in Europe. The shipwreck situation was particularly bad during the industrial era when ships bound for Cardiff got caught up in Atlantic gales and were decimated by "the cruel sea."

Like Cornwall, Brittany and Ireland, the clean, clear waters of South-west Wales of Gower, Pembrokeshire and Cardigan Bay attract marine visitors including basking sharks, Atlantic grey seals, leatherback turtles, dolphins, porpoises, jellyfish, crabs and lobsters. Pembrokeshire and Ceredigion are recognized as areas of international importance for Bottlenose dolphins, and New Quay in the middle of Cardigan Bay has the only summer residence of bottle nosed dolphins in the whole of the U.K.



The modern border between Wales and England was largely defined in the 16th century, based on medieval feudal boundaries. The boundary line (which very roughly follows Offa's Dyke up to 40 miles (64 km) of the northern coast) separates Knighton from its railway station, virtually cuts off Church Stoke from the rest of Wales, and slices straight through the village of Llanymynech (where a pub actually straddles the line).

The *Seven Wonders of Wales* is a list in verse of seven geographic and cultural landmarks in Wales probably composed in the late 18th century under the influence of tourism from England. All the "wonders" are in north Wales: Snowdon (the highest mountain), the Gresford bells (the peal of bells in the medieval church of All Saints at Gresford), the Llangollen bridge (built in 1347 over the River Dee, *Afon Dyfrdwy*), St Winefride's Well (a pilgrimage site at Holywell, *Treffynnon*) in Flintshire), the Wrexham (*Wrecsam*) steeple (16th century tower of St. Giles Church in Wrexham), the Overton Yew trees (ancient yew trees in the churchyard of St. Mary's at Overton-on-Dee) and Pistyll Rhaeadr (Wales' tallest waterfall, at 240 ft (73 m)). The wonders are part of the rhyme:

*Pistyll Rhaeadr and Wrexham steeple,  
Snowdon's mountain without its people,  
Overton yew trees, St Winefride's Wells,  
Llangollen bridge and Gresford bells.*

## NATIONAL SYMBOLS

The Flag of Wales incorporates the red dragon (Y Ddraig Goch) of Prince Cadwalader along with the Tudor colors of green and white. It was used by Henry VII at the battle of Bosworth in 1485 after which it was carried in state to St. Paul's Cathedral. The red dragon was then included in the Tudor royal arms to signify their Welsh descent. It was officially recognized as the Welsh national flag in 1959. The British Union Flag incorporates the flags of Scotland, Ireland and England but does not have any Welsh representation. Technically, however, it is represented by the flag of England due to



the Laws in Wales act of 1535 which annexed Wales following the 13th century conquest.

The Prince of Wales's feathers, the heraldic badge of the Prince of Wales is sometimes adapted by Welsh bodies for use in Wales. The Welsh Rugby Union uses such a design for its own badge. The national sport is often considered rugby union, though football is very popular too.

The Dragon, part of the national flag design, is also a popular Welsh symbol. The oldest recorded use of the dragon to symbolize Wales is from the *Historia Brittonum*, written around 820, but it is popularly supposed to have been the battle standard of King Arthur and other ancient Celtic leaders. This myth is likely to have originated from Merlin's vision of a Red (The Native Britons) and White (The Saxon Invaders) dragon battling, with the Red dragon being victorious. Following the annexation of Wales by England, the dragon was used as a supporter in the English monarch's coat of arms.

The leek is another national symbol and is worn every year on Saint David's Day. According to legend, St. David (the patron saint of Wales) ordered his troops to identify themselves by wearing the plant on their helmets during a battle against the Saxons. The daffodil is the national flower, symbolizing chivalry and respect in the language of flowers. The *Narcissus obvallaris* species only grows in the Tenby area of Wales.

## LIFESTYLES

### PEOPLE

In two books, *Blood of the Isles*, by Brian Sykes and *The Origins of the British*, by Stephen Oppenheimer, both authors state that according to genetic evidence, most Welsh people and most Britons descend from the Iberian Peninsula, as a result of different migrations that took place during the Mesolithic and the Neolithic eras, and which laid the foundations for the present-day populations in the British Isles, indicating an ancient relationship among the populations of Atlantic Europe.

According to Oppenheimer 96% of lineages in Llangefni in north Wales derive from Iberia. Genetic research on the Y-chromosome has shown that the Welsh, like the Irish are genetically very similar to the Basques of Northern Spain and South Western France although the Welsh do contain more Neolithic input than both the Irish and the Basques.

The people in what is now considered Wales continued to speak Brythonic languages with additions from Latin, as did some other Celts in areas of Great Britain. The surviving poem *Y Gododdin* is in early Welsh and refers to the Brythonic kingdom of Gododdin with a capital at Din Eidyn (Edinburgh) and extending from the area of Stirling to the Tyne. John Davies places the change from Brythonic to Welsh between 400 and 700.

The process whereby the indigenous population of 'Wales' came to think of themselves as Welsh is not clear. There is plenty of evidence of the use of the term *Brythoniaid* (Britons); by contrast, the earliest use of the word *Cymru* (referring not to the people but to the land—and possibly to



northern Britain in addition to modern day territory of Wales) is found in a poem dated to about 633. The name of the region in northern England now known as Cumbria is believed to be derived from the same root. Only gradually did Cymru (the land) and Cymry (the people) come to supplant Brython.

The word Cymru is believed to be derived from the Brythonic *combrogî*, meaning fellow-countrymen, and thus Cymru carries a sense of "land of fellow-countrymen", "our country"- and, of course, notions of fraternity. The name "Wales", however, comes from a Germanic *walha* meaning "stranger" or "foreigner."

There are two words in modern Welsh for the English and this reflects the idea held by some that the modern English derive from various Germanic tribes (although there is little evidence for the extinction of the pre-Germanic inhabitants of England, and the idea ignores both the Scandinavian settlers in England and the Roman and Norman-French influences on English language, culture and identity): Saeson (singular: Sais), meaning originally Saxon; and: Eingl, denoting: Angles,; meaning Englishmen in modern Welsh. The Welsh word for the English language is Saesneg, while the Welsh word for England is Lloegr.

## **LANGUAGE**

According to the 2001 census the number of Welsh speakers in Wales increased for the first time in 100 years, with 20.5% in a population of over 2.9 million claiming fluency in Welsh, or one in five. The issue of locals being priced out of the local housing market is common to many rural communities throughout Britain, but in Wales the added dimension of language further complicated the issue, as many new residents did not learn the Welsh language.

Even among the Welsh speakers, very few people speak only Welsh, with nearly all being bilingual in English. However, many Welsh speakers are more comfortable expressing themselves in Welsh than in English and vice versa, usually depending on the area spoken. Many prefer to speak English in South Wales or the urbanized areas and Welsh in the North or in rural areas. A speaker's choice of language can vary according to the subject domain (known in linguistics as code-switching).

Although Welsh is a minority language, and thus threatened by the dominance of English, support for the language grew during the second half of the 20th century, along with the rise of Welsh nationalism in the form of groups such as the political party Plaid Cymru and Cymdeithas yr Iaith Gymraeg (Welsh Language Society). The language is used in the bilingual Welsh Assembly and entered on its records, with English translation. Technically it is not supposed to be used in the British Parliament as it is referred to as a "foreign language" and is effectively banned as disruptive behavior, but several Speakers (most notably George Thomas, 1st Viscount Tonypany, himself born in Wales) spoke Welsh during his longer English-language speeches.

Welsh as a first language is largely concentrated in the less urban north and west of Wales, principally Gwynedd, inland Denbighshire, northern and south-western Powys, Ynys Môn, Carmarthenshire, North Pembrokeshire, Ceredigion, and parts of western Glamorgan, although

first-language and other fluent speakers can be found throughout Wales. However, Cardiff is now home to an urban Welsh speaking population (both from other parts of Wales and from the growing Welsh medium schools of Cardiff itself) due to the centralization and concentration of national resources and organizations in the capital.

The Welsh language is an important part of Welsh identity, but not an essential part. Welsh people actively distinguish between 'Cymry Cymraeg' (Welsh-speaking Welsh), Cymry di-Gymraeg (non-Welsh speaking Welsh) and Saeson (English). Parts of the culture are however strongly connected to the language - notably the Eisteddfodic tradition, poetry and aspects of folk music and dance. However, Wales has a strong tradition of poetry in the English language.

## **RELIGION**

Most Welsh people of faith are affiliated with the Church of Wales or other Christian denominations such as the Presbyterian Church of Wales or Catholicism, although there is even a Russian Orthodox chapel in the semi-rural town of Blaenau Ffestiniog. Wales has a long tradition of non-conformism and Methodism. Other religions Welsh people may be affiliated with include Buddhism, Hinduism, Judaism, Islam, and Sikhism, with most non-Christian people in Wales found in Cardiff.

The 2001 Census showed that slightly less than 10% of the Welsh population regularly goes to church or chapel (a slightly smaller proportion than in England or Scotland), although about 70% of the population see themselves as some form of Christian. Judaism has quite a long history in Wales, with a community recorded in Swansea from around 1730. In August 1911, during a period of public order and industrial disputes, Jewish shops across the South Wales coalfield were damaged by mobs. Since that time the Jewish population of that area, which reached a peak of 4,000 – 5,000 in 1913, has declined with only Cardiff retaining a sizeable Jewish population, of about 2,000 in the 2001 Census.

The largest non-Christian faith in Wales is Islam, with about 22,000 members in 2001 served by about 40 mosques, following the first mosque established in Cardiff in 1860. A college for training clerics has been established at Llanybydder in west Wales. Islam arrived in Wales in the mid-nineteenth century, and it is thought that Cardiff's Yemeni community is Britain's oldest Muslim community, established when the city was one of the world's largest coal-exporting ports. Hinduism and Buddhism each have about 5,000 adherents in Wales, with the rural county of Ceredigion being the centre of Welsh Buddhism. Govinda's temple & restaurant, operated by the Hare Krishna's in Swansea is a focal point for many Welsh Hindus. There are about 2,000 Sikhs in Wales.

In 2001 around 7,000 people classified themselves as following "other religions" including a reconstructed form of Druidism, which was the pre-Christian religion of Wales (not to be confused with the Druids of the Gorsedd at the National Eisteddfod of Wales).

## CULTURE

### CUISINE

About 80% of the land surface of Wales is given over to agricultural use. However, very little of this is arable land; the vast majority consists of permanent grass pasture or rough grazing for herd animals such as sheep and cows. Although both beef and dairy cattle are raised widely, especially in Carmarthenshire and Pembrokeshire, Wales is more well-known for its sheep farming, and thus lamb is the meat traditionally associated with Welsh cooking.

Some traditional dishes include laverbread (made from seaweed), bara brith (fruit bread), cawl cennin (leek soup), Welsh cakes, Welsh rarebit, and Welsh lamb. Cockles are sometimes served with breakfast bacon.

### RECIPES

#### WELSH CAWL

750 g (3 ¼ C) Welsh lamb shoulder or middle neck  
1 small swede (rutabaga)-diced  
6 potatoes, peeled and cut into chunks  
4 parsnips, peeled and diced  
3 carrots, peeled and sliced  
3 leeks, finely chopped  
Chopped parsley  
Seasoning

Place the meat in a large saucepan, cover with water and bring to the boil. Simmer gently until the meat is tender. When the meat is cooked, remove and set aside. Skim any fat off the surface. Slice the meat and reserve. Add the vegetables, apart from the leeks, to the lamb stock and cook until tender. Add the leeks, cook for 3-4 minutes before adding the reserved meat and parsley. Heat through, season, and serve.

#### WELSH CAKES

1 C plain flour  
1/3 C caster sugar  
mixed spice  
Baking powder  
1 egg  
¼ C butter, cut into small pieces  
¼ C black currants  
Splash of milk  
¼ C lard, cut into small pieces, plus extra for frying  
Tip the flour, sugar, mixed spice, baking powder and a pinch of salt into a bowl. Then, with your fingers, rub in the butter and lard until



crumbly. Mix in the currants. Work the egg into the mixture until you have soft dough, adding a splash of milk if it seems a little dry - it should be the same consistency as shortcrust pastry. Roll out the dough on a lightly floured work surface to the thickness of your little finger. Cut out rounds using a 6cm cutter, re-rolling any trimmings. Grease a flat griddle pan or heavy frying pan with lard, and place over a medium heat.

Cook the Welsh cakes in batches, for about 3 mins each side, until golden brown, crisp and cooked through. Delicious served warm with butter and jam, or simply sprinkled with caster sugar. Cakes will stay fresh in a tin for 1 week.

## **GAMES**

### **THE BOMB**

Numbers of players: 5 players and up

Length of game: About 4 minutes and up

How to win: You win by not having the ball on 10 and you have to catch it!

Form a circle and pick someone to hold a tennis ball. The person with the ball, throws it to someone and everyone starts counting until they get to 10. The person, who gets the ball, throws it to someone else. They keep doing that until reaching the number 10 and whoever has the ball when the number 10 is reached is out because the bomb has exploded.

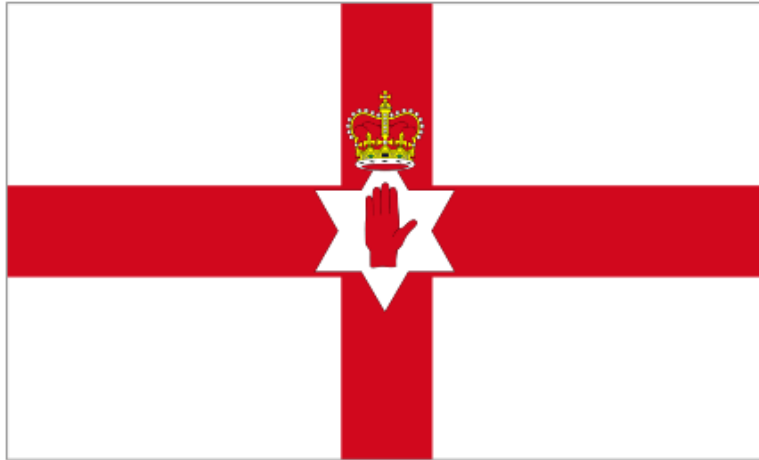
If the ball is in mid-air the person who threw it is out. The ball must be aimed for the chest and must be caught. The game keeps going on until there is one person left who hasn't been blown up.

### **CELTIC MARBLES**

Choose if you want to be in pairs or as individuals. Find a hole in the ground whether it be a dent, a grid or any other hole. Mark out 2 circles around the hole: 1 of 12 inches in diameter (RED) and 1 of 1 yard in diameter (YELLOW).

After completing that mark out a start line, which should be about 6 yards away from the hole. Decide the order of play and stick to it. Each player has 1 marble, and they take turns trying to flick their marble towards the center circle. They must use the official technique and keep their knuckles on the ground.

If a person gets in the 12-inch circle he or she may shoot for the hole, only if there is not another marble in the center circle. If there is, the player must knock it out using their own marble. If a player scores they get a point and their marble is put on the side of the hole. The other players now try to knock the scorer away. If they don't the scorer has another shot.



## Northern Ireland NATION

### LOCATION, SIZE & POPULATION

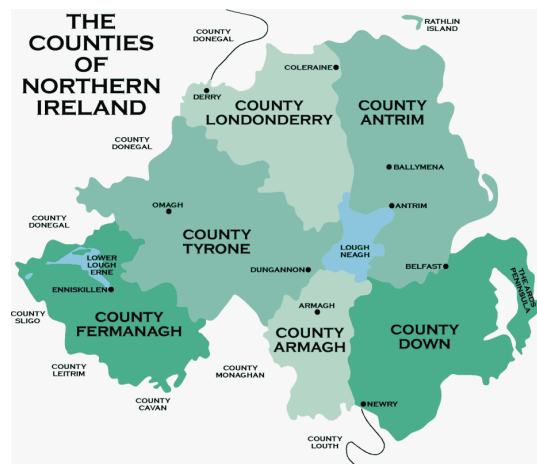
Northern Ireland is a constituent country of the United Kingdom, lying in the northeast of the island of Ireland, covering 5,459 square miles, which is about a sixth of the island's total area. Northern Ireland consists of six of the nine counties of the historic Irish province (similar to a county) of Ulster. In the UK, it is generally known as one of the four Home Nations that form the Kingdom.

Accounting for about 3% of the total population of the United Kingdom, Northern Ireland has approximately 1.882 million people. However, this is about 1/3 of the population of the island of Ireland.

### CAPITAL

Belfast (from the Irish *Béal Feirste* meaning "Mouth of the (River) Farset") is the capital of Northern Ireland. It is the largest urban area in Northern Ireland and the province of Ulster and the second-largest city in Ireland. In the 2001 census, the population within the city limits (the Belfast Urban Area) was 276,459, while 579,554 people lived in the wider Belfast Metropolitan Area. This made it the fifteenth-largest city in the United Kingdom. It is also the home of Stormont, the Parliament Office Buildings of the Northern Ireland Assembly. The Northern Ireland Office represents the UK government in Northern Ireland on set aside topics and represents Northern Irish interests within the UK government.

Belfast is situated on Ireland's eastern coast. The city is flanked to the northwest by a series of hills, including Cavehill, which is thought to be the inspiration for Jonathan Swift's novel, *Gulliver's Travels*. Belfast is located at the western end of Belfast Lough and at the mouth of the River Lagan



making it an ideal location for the shipbuilding industry that once made it famous. Belfast was the only city in Ireland to experience the Industrial Revolution to its fullest. Its focus on shipbuilding, linen, ropemaking and tobacco industries caused the population to increase to its capacity today. When the *Titanic* was built in Belfast in 1912, Harland and Wolff had the largest shipyard in the world. Originally a town in County Antrim, the County borough of Belfast was created when it was granted city status by Queen Victoria in 1888.

## **LAND AND CLIMATE**

Northern Ireland was covered by an ice sheet for most of the last ice age and on numerous previous occasions, the legacy of which can be seen in the extensive coverage of drumlins in Counties Fermanagh, Armagh, Antrim, and particularly Down.

The centerpiece of Northern Ireland's geography is Lough Neagh which, at 151 square miles, is the largest freshwater lake both on the island of Ireland and in the British Isles. A second extensive lake system is centered on Lower and Upper Lough Erne in Fermanagh. The largest island of Northern Ireland is Rathlin, off the Antrim coast. Strangford Lough is the largest inlet in the British Isles, covering 58 square miles.

There are substantial uplands in the Sperrin Mountains (an extension of the Caledonian fold mountains), with extensive gold deposits, the granite Mourne Mountains and the basalt Antrim Plateau, as well as smaller ranges in South Armagh and along the Fermanagh–Tyrone border. None of the hills are especially high, with Slieve Donard in the dramatic Mournes reaching 2,782 feet, Northern Ireland's highest point.

Belfast's most prominent peak is Cave Hill. The volcanic activity which created the Antrim Plateau also formed the eerily geometric pillars of the Giant's Causeway on the north Antrim coast. Also, in north Antrim are the Carrick-a-Rede Rope Bridge, Mussenden Temple and the Glens of Antrim.

The Lower and Upper River Bann, River Foyle, and River Blackwater form extensive fertile lowlands, with excellent arable land also found in North and East Down, although much of the hill country is marginal and suitable largely for animal husbandry.

The valley of the River Lagan is dominated by Belfast, whose metropolitan area includes over a third of the population of Northern Ireland, with heavy urbanization and industrialization along the Lagan Valley and both shores of Belfast Lough.

The whole of Northern Ireland has a temperate maritime climate, rather wetter in the west than the east, although cloud cover is persistent across the region. The weather is unpredictable at all times of the year, and although the seasons are distinct, they are considerably less pronounced than in interior Europe or the eastern seaboard of North America. Average daytime maximums in Belfast are 43.7 °F in January and 63.5 °F in July. The damp and pure water were well suited to the cultivation and preparation of flax, which is what linen is made of. This weather conditions helped Northern Ireland become world famous for its production of linen. The damp climate and extensive

deforestation in the 16<sup>th</sup> and 17<sup>th</sup> centuries resulted in much of the region being covered in rich green grassland.

## **NATIONAL SYMBOLS**

The Red Hand of Ulster is the official seal of the O'Neill family. It is believed to originate from a mythical tale wherein two chieftains were racing across a stretch of water in a bid to be the first to reach the land and claim it as his own. Realizing his foe would touch the land first, one chieftain cut off his hand and threw it onto the shore, thereby claiming the land before his adversary reached it.



The Red Hand is one of the only emblems in Northern Ireland used by both communities in Northern Ireland although it is more associated with the Protestant community. Catholics see it as representing the nine counties of Ulster while Protestants see it as representing the six counties of Northern Ireland. The Red Hand of Ulster appears on many murals and flags.

The harp is an ancient instrument that has long symbolized the island of Ireland. Its Nationalist origins come from when Owen Roe O'Neill, a Gaelic Chieftain, adopted a green flag incorporating the harp. Seen as a threat to the English invaders, playing the harp was banned, despite remaining on the royal insignia as representing Ireland in the growing British Empire. It was revived in Belfast in 1792 and was the prime symbol of the United Irishmen. The symbol of the harp also represents Loyalist Irishmen when it is surmounted by a crown and it is used in this form on, for example, the cap badges of the Royal Ulster Constabulary.

Legend has it that the shamrock was used by St. Patrick, the patron saint of Ireland, to illustrate the Holy Trinity, hence its widespread use on St. Patrick's Day on March 17. It is one of Ireland's national emblems, and is used mainly by the Nationalist tradition, but is also evident within the Unionist tradition, with bodies such as the Royal Irish Rangers wearing the Shamrock every St. Patrick's Day.

## **LIFESTYLES**

### **PEOPLE**

People from Northern Ireland are British citizens on the same basis as people from any other part of the United Kingdom (e.g. by birth in the UK to at least one parent who is a UK permanent resident or citizen, or by naturalization).

As an alternative to British citizenship (or in addition to British citizenship), people who were born in Northern Ireland on or before December 31, 2004 (and most persons born after this date) are entitled to claim Irish citizenship. This was originally a result of the Republic of Ireland extending Irish nationality law on an extra-territorial basis. First passed in 1956, the legislation was further developed in 2001 as a result of the Belfast Agreement of 1998, which stated that:

*“The two governments recognize the birthright of all the people of Northern Ireland to identify themselves and be accepted as Irish or British, or both, as they may so choose, and accordingly confirm that their right to hold both British and Irish citizenship is accepted by both Governments and would not be affected by any future change in the status of Northern Ireland.”*

This was subsequently qualified by the 27th Amendment of the Constitution of Ireland, which stated that, "notwithstanding any other provision of [the] Constitution," no-one would be automatically entitled to Irish citizenship unless they had at least one parent who was (or was entitled to be) an Irish citizen. The subsequent legislation (Irish Nationality and Citizenship Act of 2004) came into effect on January 1, 2005 and made Irish nationality law similar to British nationality law. This was in response to a large increase in the number of immigrants coming to Ireland whose children automatically acquired citizenship on birth. It was not specifically related to persons born in Northern Ireland.

Today, a constitutional right to Irish citizenship still exists for anyone who is *both*:

- Born on the island of Ireland (including its "isles and seas").
- Born to at least one parent who is, or is entitled to be, an Irish citizen.

In general, Protestants in Northern Ireland see themselves primarily as being British, while Catholics regard themselves primarily as being Irish. Several studies and surveys performed between 1971 and 2006 show this.

This does not however, account for the complex identities within Northern Ireland, given that many of the population regard themselves as "Ulster" or "Northern Irish", either primarily, or as a secondary identity. In addition, many see themselves as both British and Irish, a 1999 survey showed that 51% of Protestants felt "Not at all Irish" and 41% only "weakly Irish."

Economically, Northern Ireland is the smallest of the four home nations to the United Kingdom. Traditionally, Northern Ireland has had a notable industrious economy. Now heavy industry has been replaced with different public services. Tourism is starting to play a major role in the local economy. Agriculture has become highly mechanized due to the increase in prices and only constitutes approximately 2.4% of the economical output.

Recently, large investments by multi-national corporations into high tech industries have helped the economy greatly. However, the largest employer of the country is the government. Unemployment has decreased considerably in the past recent years and is only at 4.5%.

## **LANGUAGE**

The Mid Ulster dialect of English spoken in Northern Ireland shows influence from Scotland, with the use of Scottish words such as "*wee*" for little, and "*aye*" for yes. Some jocularly call this dialect phonetically by the name *Norn Iron*. There are supposedly some minute differences in pronunciation between Protestants and Catholics, the best known of which is the name of the letter *h*, which Protestants tend to pronounce as "aitch", as in British English, and Catholics tend to pronounce as "haitch", as in Hiberno-English. However, geography is a much more important



determinant of dialect than ethnic background. English is spoken as a first language by almost 100% of the Northern Irish population, though under the Good Friday Agreement, Irish and Ulster Scots (one of the dialects of the Scots language), sometimes known as *Ullans*, have recognition as "part of the cultural wealth of Northern Ireland."

The Irish language is the native language of the whole island of Ireland. It was spoken predominantly throughout what is now Northern Ireland prior to the settlement of Protestants from Great Britain in the 17th Century. Most place names throughout Northern Ireland are Anglicized versions of their Gaelic originals. These Gaelic place names include thousands of lanes, roads, townlands, towns, villages and all of its modern cities. Examples include Belfast- derived from *Béal Feirste*, Shankill- derived from *Sean Cill* and Lough Neagh- derived from *Loch nEathach*.

In Northern Ireland the Irish language has long been associated with Irish Nationalism; however, this association only developed gradually. The language was seen as a common heritage and indeed the object of affection by many prominent 19th century Protestant Republicans and Protestant Unionists.

Verbally, there are three main dialects in the island of Ireland: Ulster, Munster and Connaught. Speakers of each dialect often find others difficult to understand. Speakers in Northern Ireland naturally use the Ulster dialect. Ulster Gaelic/Ulster Irish or Donegal Gaelic/Irish is the dialect which is nearest to Scots Gaelic. Some aspects of the dialect are more similar to Scots Gaelic than to the Gaelic dialects of Connacht and Munster.

The dialects of East Ulster - those of Rathlin Island and the Glens of Antrim - were very similar to the Scots Gaelic dialect formerly spoken in Argyll, the part of Scotland nearest to Rathlin Island. The Ulster Gaelic is the most central dialect of Gaelic, both geographically and linguistically, of the once vast Gaelic speaking world, stretching from the south of Ireland to the north of Scotland. At the beginning of the 20th century, Munster Irish was favored by many revivalists, with a shift to Connaught Irish in the 1960s, which is now the preferred dialect by many in the Republic.

## **RELIGION**

The main religious denominations in Northern Ireland are Catholic, Church of Ireland, Presbyterian, Free Presbyterian, Methodist, Baptist, and Brethren. The 1991 census returns showed that 84% of people were members of one of the main Christian denominations. Eleven percent of people either refused to answer the question on religion or gave their religion as "none." The figure of 84% in Northern Ireland is significantly higher than the 56% of people in Britain who consider themselves to belong to a Christian denomination. People in Northern Ireland are also more frequent attendees at church than those in the UK. More than 50% in Northern Ireland are churchgoers compared with 15% in the rest of the UK.

Furthermore, women in Northern Ireland are more frequent churchgoers than men, with 61% of women attending church *frequently*, compared with just 39% men. A survey carried out in 1993 by the Northern Ireland Social Attitudes Survey showed that, 77% of marriages in Northern Ireland are

to partners of the same religion, compared with only 55% in Britain. As in most other societies a person's religion in Northern Ireland is largely determined by the religion of his/her parents. Whilst in Britain, the membership of churches is ageing, this is not the case in Northern Ireland, where the churchgoing population is getting younger. In a survey carried out in 1995 by the Northern Ireland Social Attitudes Survey, 90% of Protestants opted to remain part of the UK, compared to just 24% of Catholics, while 60% of Catholics were in favor of the reunification of Ireland. On the question of constitutional identity in Northern Ireland, 76% of Protestants consider themselves to be Unionists, while 54% of Catholics consider themselves to be Nationalist.

## **CULTURE**

### **CUISINE**

Colcannon is a good dish made of potato and wild garlic (the earliest form), cabbage or curly kale, (compare bubble and squeak). Champ consists of mashed potato into which chopped scallions (spring onions) are mixed. It is not unusual to have potatoes several times a day. The potato remains a constant in the Northern Irish diet.

Other examples of simple Irish meals are Irish stew, and bacon and cabbage (boiled together in water). Boxty, a type of potato pancake, is another traditional dish. A dish mostly particular to Dublin is coddle, which involves boiled pork sausages. Northern Ireland is famous for the Ulster Fry which is a dish of fried foods. A traditional Ulster Fry includes bacon, eggs, sausage, a farl of soda bread, potato bread, and tomatoes. Other common components of also include mushrooms, wheaten bread, or pancakes.

While seafood has always been consumed by Irish people, shellfish dishes have increased in popularity in recent times, especially due to the high quality of shellfish available from Ireland's coastline, e.g. Dublin Bay Prawns, Oysters (many oyster festivals are held annually around the coast where oysters are often served with Guinness, the most notable being held in Galway every September) as well as other crustaceans. Salmon and cod are perhaps the two most common types of fish used.

Traditional Irish breads include soda bread, wheaten bread, soda farls, and blaa, a doughy white bread roll particular to Waterford.

There are many references to food and drink in early Irish literature. Honey seems to have been widely eaten and used in the making of mead (an alcoholic beverage made from the fermenting of honey with yeast). The old stories also contain many references to banquets, although these may well be greatly exaggerated and provide little insight to every diet. There are also many references to fulacht fiadh. These were sites for cooking deer which consisted of holes in the ground which were filled with water. The meat was placed in the water and cooked by the introduction of hot stones. Many fulacht fiadh sites have been identified across the island of Ireland, and some of them appear to have been in use up to the 17th century.

From the Middle Ages, until the arrival of the potato in the latter half of the 17th Century, the dominant feature of the rural economy was the herding of cattle. The meat produced was mostly the preserve of the gentry and nobility. The poor generally made do with milk, butter, cheese, and offal, supplemented with oats and barley. The practice of bleeding cattle and mixing the blood with milk and butter (not unlike the practice of the Maasai) was not uncommon. Black pudding, made from blood, grain (usually barley) and seasoning remains a breakfast staple in Ireland.

While corned beef and cabbage is a traditional Easter dish in Ireland, bacon and cabbage was historically more commonly had among the Irish not of noble rank due to pork's greater availability than beef to most Irish. Corned beef, rather than bacon, became far more popular in Irish-American households than it ever was in Ireland since beef was more readily available than it would have been in Ireland and immigrants had difficulty obtaining bacon or pork.

## RECIPES

### ***Cabbage and Potatoes***

4 lbs potatoes, or about 7-8 large potatoes  
1 green cabbage or Kale  
1 cup milk (or cream)  
1 stick butter, divided into three parts  
4-5 scallions (green onions), chopped  
Salt and Pepper  
Fresh Parsley or chives

Peel and boil the potatoes. Remove the core from the cabbage, slice it thinly, and put into a large saucepan. Cover with boiling water from the kettle and keep at a slow rolling boil until the cabbage is just wilted and has turned a darker green. This can take anywhere from 3-5 minutes depending on the cabbage. Test it and don't let it overcook; if anything, it should be slightly undercooked. When the cabbage is cooked, drain it well, squeeze to get any excess moisture out then return to the saucepan. Add one third of the butter and cover. Leave it covered and in a warm place, but not on a burner, with the butter melting gently into it while you continue.

When the potatoes are soft, drain and return the saucepan, with the drained potatoes in, to a low burner, leaving the lid off so that any excess moisture can evaporate. When they are perfectly dry, add the milk to the saucepan along with a third of the butter and the chopped scallions if you are using them. Allow the milk to warm but not boil - it is about right when the butter has fully melted into it and it is starting to steam. With a potato masher or a fork, mash the potatoes thoroughly into the butter/milk mixture. Do NOT pass through a ricer or, worse; beat in a mixer as it will make the potatoes gluey and disgusting.

Mix the cabbage thoroughly through the mashed potato. Before serving; season with a little salt and sprinkle with fresh parsley or chives. Most importantly, make a well in the center of the mound of potato and put the last third of the butter in it to melt.

## BARM BRACK

Barm Brack or Tea Brack is sort of a cross between cake and bread traditionally eaten at Halloween. While bracks bought in stores will use yeast as a rising agent, this version is closer to the original, using bread soda instead. It is very moist and delicious and although it will stay fresh for several days never lasts that long!



The word Brack comes from an old Irish word, '*breac*', meaning speckled, which I imagine is referring to the fruit specks. Barm (often pronounced Barn) is thought by some to be from an old English word '*beorma*' meaning yeasty. Others say it is a mispronunciation of '*aran*', which means bread. *Aran Breac* would have meant speckled bread.

Traditionally small items are mixed into the brack before it is baked, each with a message or prediction for the person who gets it in a slice. The items always include a ring, which predicts a wedding within the year, but any or all of the following are sometimes included:

- a coin for wealth
- a small piece of cloth for poverty
- a pea for plenty
- a thimble for a spinster
- a button for a bachelor

If you are using any of these items, wrap them well in greaseproof paper before adding them to the mix.

1½ cups Cold strong tea  
2 cups Plain or all-purpose flour  
1 egg  
1 lb mixed raisins & sultanas  
½ teaspoon Bread soda (Bicarbonate of Soda)  
½ teaspoon Mixed Spice or allspice  
1 teaspoon grated lemon rind (optional)  
½ cup Soft brown sugar

Put the tea, sugar, lemon rind and dried fruit in a bowl. Stir well, then cover and leave to soak overnight. The next day, preheat the oven to 350°F and grease the loaf tin with a little butter. Beat the egg and mix it thoroughly with the fruit. Sieve the flour, spices and bread soda together and stir well into the fruit mixture.

You can mix in any of the charms you are using at this point or wait until the batter is in the tin and push them in then. The latter method ensures they are 'fairly' distributed, especially important if children will be eating the brack!

Turn the batter into the tin, place in the oven and bake for 90 minutes. Allow the brack to cool for about 20 minutes in the tin before turning it out to cool on a wire rack. Don't be tempted to eat until completely cool!

## **WHEATEN BREAD**

Temperature: 350 Degrees Fahrenheit

3 ½ cups Plain Flour  
2 ½ cups Buttermilk  
3 1/3 cups Medium Whole meal  
1 tsp Salt (optional)  
3 tsp Baking Soda  
½ cups of Sugar  
1/3 cup Margarine

Instructions:

- Mix together dry ingredients
- Rub in margarine
- Add buttermilk, gradually work in until mix is quite soft.
- Turn out into a floured surface. Do not knead.
- Shape into a round
- Put in a loaf tin and flatten slightly
- Bake for approximately 30 minutes

## **GAMES**

### **52 BONKERS (QUITE SIMILAR TO TAG)**

You need five or more players to play. One person is in "Den" and with his/her back to the other players, counts to fifty-two. The other players run off and hide. When the person who is "on" has finished counting he/she turns around and tries to find the others.

When he/she spots somebody, he/she runs back to den and Shouts "52 Bonkers, I see (name). The named player tries to beat the "On" player back to den, and shouts "52 Bonkers Save my soul!" if he/she gets back there first. If the last player "off" beats you to den, you are on again. If you beat him/ her to "den," the first person caught is "on."

### **CONKERS**

A conker is the seed of the horse chestnut tree. On finding your first conker of the season, you should say: "Oddly oddly onker my first conker." This ensures good fortune and few tangles throughout the coming season. The game of conkers is known as 'Kingers' in some parts of the world.

**Prepare your conker for playing:**

The best conkers to play with, are uncracked, firm and symmetrical. Make a hole through the middle of your chosen conker. Thread a strong piece of string about 25cm long, through the hole and tie a knot at one end, so that it doesn't pull through.

**Playing Conkers:**

Each player has a conker hanging on a string. Players take turns at hitting their opponent's conker. If you are the one whose conker is to be hit first, let it hang down from the string which is wrapped round your hand. The conker is held at the height your opponent chooses and is held perfectly still. Your opponent, the striker, wraps his conker string round his hand just like yours. He then takes his conker in the other hand and draws it back for the strike. Releasing the conker he swings it down by the string held in the other hand and tries to hit his opponent's conker (yours) with it.

If a player misses hitting his/her opponent's conker they are allowed up to two further tries. If the strings tangle, the first player to call "strings" gets an extra shot. If a player hits his/her opponents conker in such a way that it completes a whole circle after being hit - known as 'round the world' – the player gets another go.

If a player drops his conker, or it is knocked out of his hand the other player can shout 'stamps' and jump on it; but should its owner first cry 'no stamps' then the conker, hopefully, remains intact.

The game goes on in turns until one or other of the two conkers is destroyed.

**Note:** Walnuts can be used for conkers, as there are not many horse chestnut trees in Montana.

### **NATION-QUESTIONS TO THINK ABOUT**

- 1) What is a constitutional monarchy? How is the government structured and how is it similar to or different from the government of the United States?
- 2) What is an export? What is an import? Name some of the products which are produced in the United Kingdom and exported to other countries in the world.
- 3) Why does the United Kingdom have a Royal Family and what is their role? Why is there no King and/or Queen of the United States?

### **LIFESTYLES-QUESTIONS TO THINK ABOUT**

- 1) English is the language that nearly all citizens of Montana speak, however, that is not necessarily the case in all areas of the United States. What types of language difficulties, similar to those in the United Kingdom, could you expect to find in the United States when more than one language is spoken by a country's people?
- 2) How many years of school are compulsory (required) for youth in the United Kingdom? In the United States?
- 3) How is the religion situation in the United Kingdom similar to that of the US? How is it different?

### **CULTURE-QUESTIONS TO THINK ABOUT**

- 1) People in the United Kingdom eat in the continental style, or with the knife in the right hand and the fork in the left. Would you feel comfortable eating this way? Why or why not?
- 2) How do you think attitudes and customs in the United Kingdom compare to and differ from those in the United States?
- 3) Do you feel that the people in the United Kingdom are more formal than we are in the United States? If so, why is there this difference and what are some examples?

### **QUESTIONS FOR ADDITIONAL THOUGHT AND STUDY**

- 1) What countries compose United Kingdom?
- 2) Is the United Kingdom an important country militarily? Why or why not?
- 3) What does the flag of the United Kingdom look like? What do the colors symbolize?
- 4) What is the capital of the United Kingdom? Has this city always been the capital?
- 5) What is the currency of the UK called? What does it look like? What is the current exchange rate with the American dollar?
- 6) What are the major tourist attractions in the United Kingdom? In what cities are they found?
- 7) What kind of wildlife can be found in the United Kingdom?
- 8) What does "culture" mean? What kinds of things act as an influence on a country's culture?
- 9) Discuss the importance of providing foreign languages in UK schools. Compare this with the importance in American schools. Give reasons for your responses.

## Test Questions

(can used once or before and after study)

**Directions:** Select the one best answer for the following questions.

1. The United Kingdom is a country located on which continent?  
A. Asia      B. Europe      C. South America      D. Africa
2. What type of topography would you **not** likely find in the United Kingdom?  
A. Forests      B. Lakes      C. Deserts      D. Rivers
3. What is the name given to the currency of Scotland?  
A. Euro      B. US Dollar      C. Swiss Franc      D. Pound Sterling
4. What is the most common means of transportation in the UK?  
A. Private Cars      B. Buses      C. Waterways      D. Subways
5. Which climate best describes that of the United Kingdom?  
A. Hot and dry      B. Hot and rainy  
C. Temperate and humid      D. Cold and rainy
6. Which of the following countries is **not** part of the United Kingdom?  
A. Northern Ireland      B. Republic of Ireland  
C. Wales      D. Scotland
7. What religion was "created" in England during the reign of King Henry VIII?  
A. Catholic      B. Anglican Church of England  
C. Protestant      D. England Lutheran Church
8. What role does Prince Charles fill?  
A. President of England      B. Prince of State  
C. Prime Minister responsible for parliament      D. Prince of Wales
9. What form of government is found in the United Kingdom?  
A. Representative Democracy      B. Constitutional Monarchy  
C. Monarchy      D. Socialist
10. In which country is Welsh spoken?  
A. Scotland      B. England      C. Wales      D. Northern Ireland

Answers:

1.B 2.C 3.A 4.A 5.C 6.B 7.B 8.D 9.B 10.C



## ACTIVITIES

### ***Communicating with Gestures***

**Description:** An icebreaker to show the difficulties of communicating without spoken language.

**Objective:** To put youth at ease about being able to communicate with others and to increase their sensitivity for using and reading gestures.

**Time:** 10 - 15 minutes, depending upon the number of people involved.

**Audience:** Both youth and/or adults, 15 - 30 persons.

**Materials:** 3" x 5" cards with needs to be communicated (i.e., you are tired and want to go to bed, you are hungry, you have to go to the bathroom, you have a stomach ache); slides picturing emotions; projector and screen.

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#### ***Procedure:***

- a) Played like charades.
- b) No words are to be used between youth and/or their parents. It is the decision of the group as to who presents and who receives the message while others look on and silently try to guess.
- c) The receiver can solicit hints from the audience if needed. The cards are not to be seen by the receiver.
- d) If assistance is needed by the presenter, the person in charge may give him/her some hints.
- e) Show slides depicting people showing different emotions and gestures, and have audience discuss the emotions they see on the screen.

#### ***Discussion:***

1. What difficulties were encountered in this exercise? Why?
2. How can we overcome these difficulties? *By learning to "listen" to feelings and emotions as well as words.*
3. Do you think it is important to be able to communicate in other languages? Why? Why not?
4. How do you increase understanding of other cultures? *Possible responses: Movies and books written by people of that country, listening to music of that country, reading about their history and geography*
5. What is the role of language in understanding other cultures? *Possible responses: It provides insights into the culture through understanding the historical meaning of words, common phrases and expressions.*
6. Should children learn other languages in school? Why? *Possible responses: Makes them more sensitive to other cultures, increases their global awareness.*
7. Are there any immigrants from other countries living in your community? From which countries? Do they speak English? If not, how do you communicate with them
8. How can communication with these people be improved? *learn their language, teach them*

English...

*Variations:* Role play first meeting with host family, boy-girl, or parent-child relationships.

### ***Finding the World in your State and Community***

*Description:* A map-searching activity to find names of places which have been borrowed from around the world.

*Objective:* Participants will learn about the influence of world cultures, geography and leaders on their state and community. Participants will learn more about state and world geography.

*Time:* 30 minutes.

*Audience:* Youth or adults, age 12 and older, any size group.

*Materials:* Each team of 2 - 4 will need:

- A state map
- Paper and pen or marker
- Globe or world map
- Device to research information - Smart phone, computer, etc.

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### ***Procedure:***

- a) Divide the group into teams.
- b) Give each team the materials listed above.
- c) Allow each team 15 –20 minutes to search the state map for names of towns, roads, rivers, mountains, etc., which have been borrowed from other places in the world. They can be a city, river, mountain or person from another country. For example: Montezuma, Iowa - named for an Aztec ruler; Pisqah, Iowa - named after a mountain in the Middle East; Berne, Indiana - named after Berne, Switzerland; Johannesburg, Michigan - same as Johannesburg, South Africa; Upsala, Minnesota - named for Uppsala, Sweden.
- d) The teams should make a list of these then find the country of origin on the world map or globe or they can use the device to help them do the research too. After 20 minutes, have the teams share what they have found with each other.

### ***Discussion:***

1. Were you surprised at the number of similar place names?
2. Why do some of these places have names that are like those of other countries? *Possible responses: People migrated here from that culture. People migrated to several places from the same ethnic background. For example: Dutch people migrated to South Africa and to upper Michigan (Hence - Johannesburg). Towns were named after a person, i.e., Charleston, SC - "Charles' town;" Pittsburgh - berg or town of William Pitt. New immigrants wanted to be reminded of their homes (New York).*
3. What do place names tell us about the history of our state and nation? Our own family's history?

To increase your knowledge of world geography, hang a world map in your home or have a globe available and look up unfamiliar place names you come across. Use a county map instead of the state map for a more local study. Use encyclopedias or world almanacs to research the history behind some of the names along with devices.

### ***What Perceptions do others hold of Americans?***

*Description:* A speaker will be invited to talk about his/her opinions on the USA and its people.

*Objectives:* To build an understanding among participants that people from other cultures see the world differently.  
To build an awareness of the influence of the environment one lives in on opinions of other cultures.

*Time:* 1 - 2 hours.

*Audience:* Youth and adults, approximately 25.

*Materials:* None

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### *Procedure*

1. Invite a speaker - an immigrant, International student or visitor.
2. The speaker will talk about his or her country of origin, but about how he/she looks at and thinks about the U.S.A., and whether his/her opinion has changed over time.

*Discussion:* Focus should be on building awareness and acceptance of differing world views.

- a) What have you learned from the speaker?
- b) Why do you think foreigners think this way about the U.S. and Americans? (some potential responses are included)
  - Media's influence.
  - Political differences.
  - Educational system.
  - Movies and television.
  - American tourists they have seen abroad.
  - Historical views.
- c) Do we as Americans think the same about people in foreign countries? Can you give some examples?  
For example: Afghanistan
  - It is an evil empire.
  - Very inefficient system.
  - People are "brain-washed."

- Everyone there is a terrorist
- They all hate Americans

d) How can we increase awareness between the different cultures in the world? (some possible responses):

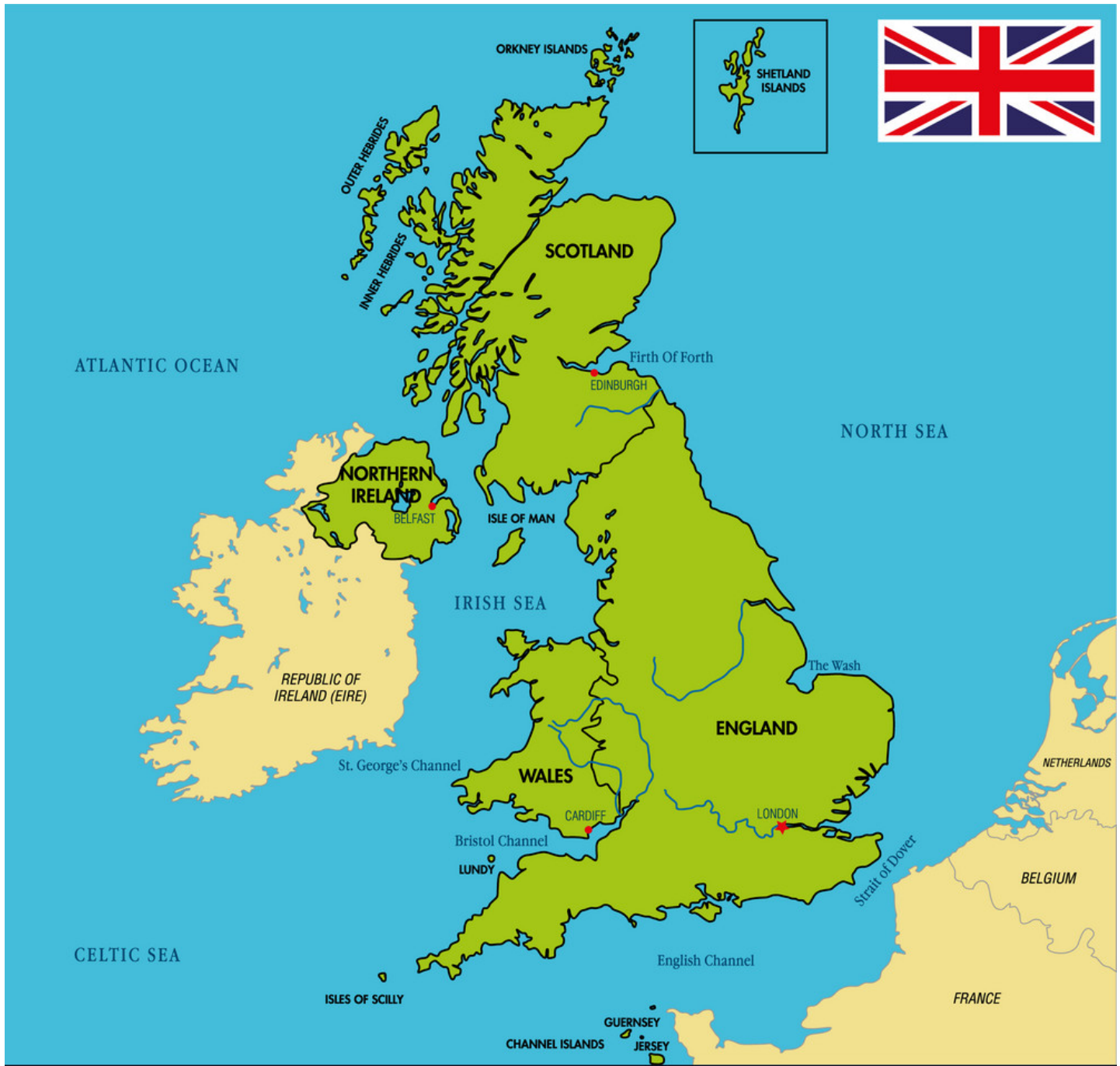
- Invite foreign visitors to our schools and social gatherings.
- Films and television documentaries.
- Increased flow of information.
- Read books by foreign authors.
- Travel abroad.

e) Why is an understanding of the countries and cultures of the world important to us? (possible responses):

- Modern communication has made the world a small place.
- Increased foreign trade.
- Increased flow of information.
- Increased travel.
- To understand people in our own country.
- We are all world citizens.
- We can learn a great deal from other cultures.

### **Variations**

1. Ask an American that has lived and worked overseas to talk about his/her preconceptions about the host country and how his/her opinions changed over time.
2. Ask an American that has lived and worked overseas to talk about his or her opinion about the USA after coming back.



## MONTANA 4-H IS...

4-H is a division of the Montana State University Extension cooperating with the United States Department of Agriculture and your local county government. 4-H members are those young people who participate in Extension-sponsored educational programs which are open to all youth regardless of race, creed, color, religion, sex, sexual orientation, handicap or national origin. Rural and farm youth have long enjoyed the benefits of Extension programs.

Many people think that to participate in 4-H a person must live on a farm. However, 4-H has broadened its scope over its long history and rural youth are not our only audience. In fact, 4-H is active in every city and town in Montana, and well over half of all 4-H members live in urban areas.

The mission of Montana 4-H youth programs is to educate youth and adults for living in a global world through experiential programs using the resources of the Land Grant University and the USDA.

4-H is a voluntary, informal, educational program designed to meet the needs and interests of all youth in Montana. Its purpose is to help youth develop to their full potential and to develop a positive image of themselves. Thus, 4-H is a human development program and seeks to teach five pro-social skills:

- fostering positive self-concept;
- learning decision-making and responsibility for choices;
- developing an inquiring mind;
- relating to self and others;
- acquiring a concern for communities - local and global.

The emblem of 4-H is well-known: a green four-leaf clover with a white "H" in each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health. As a teacher/leader of this program, you will help your students/youth develop their:

**HEAD:** Learning to think, making decisions, understanding the "whys", gaining new and valuable insights and knowledge.

**HEART:** Being concerned with the welfare of others, accepting the responsibilities of citizenship in local and our global communities, determining values and attitudes by which to live, and learning how to work with others.

**HANDS:** Learning new skills, perfecting skills already known, developing pride in work, and respect for work accomplished.

**HEALTH:** Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

This four-fold development is vital to every individual. The four "H's" should become important goals for youth as they participate in 4-H sponsored activities and programs.

This guide is part of Montana 4-H's school enrichment initiative to make our educational resources available to youth and adults across Montana. As a recognized leader in curriculum development, 4-H provides a variety of opportunities to enhance and enrich school programs.

You are invited as a schoolteacher, scout leader, recreation director, church program leader or other youth leader to consider using 4-H curriculum in your youth activities. This program is just one example of the many different programs that are available through your county Extension office. We encourage you to contact your county Extension agent to find out about other 4-H programs.

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