

International Study Guide Series

FINLAND



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 Randee Shannon, 2019 representative to Finland 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.

GEOGRAPHY

Location

Finland is a Scandinavian country bounded on the northwest and north by Norway, east by Russia, and south by the Baltic Sea. The Gulf of Bothnia and Sweden make up its western borders. Finland is situated between the 60th and 70th degrees latitude. Finland is one of the most northern countries of the world.

Size

Finland is the 8th largest country in Europe. Its area is 338,000 square kilometers or 130,600 square miles. The maximum length of the country is 689 miles and the maximum width is 275 miles. It is slightly smaller than Montana.

Land and Climate

Seventy-four percent of Finland is covered by forests and there are more than 187,888 lakes. Due to the vicinity of the Atlantic Ocean and the Gulf Stream, Finland's climate is temperate. The low humidity in Finland makes it feel warmer than the temperature indicates. Summers are short and quite warm with occasional hot days. In July, the temperatures average between 70- and 85-degrees Fahrenheit. Snow covers the ground for three months in the south and six months in the far north. In February the temperature averages between 26- and 50-degrees Fahrenheit. Precipitation is light throughout the country, with one third falling as snow and the remaining as rain during the summer and autumn months. The annual rainfall is approximately 28 inches (700 mm). The climate is characterized by long, cold, snowy winters and short, warm summers. Because Finland lies so far north, the difference between the amount of sunlight in the summer and the winter is great. During the winter, the days are very short. During the shortest day in the south, the sun comes up about 9:30 a.m. and sets just after 3:00 p.m. The days get shorter the farther north one travels in the country. In one northern area, the sun does not rise for 51 days. During the summer, the reverse is true. More than 73 days of continuous daylight can be observed in the far north.

Geography – Questions to Think About

1. How do the temperatures in Montana compare with those of Finland in the summer and winter?
2. How does the longest day in Montana compare with the longest day in Finland? How about the shortest day? Why do you think the daylight and darkness are the way they are in Finland?
3. How does the country of Finland compare in size to the state of Montana?
4. What countries border Finland?

THE NATION

History

The earliest known inhabitants of Finland were the Lapps. The ancestors of the present-day Finns gradually moved into the country from the south and pushed the Lapps to the north. They lived by farming, hunting, and fishing. In the early 1000's, Sweden gained control over Finland.

In the 18th century, parts of southeastern Finland were conquered by Russia and the rest of the country was given to Russia by the peace treaty of Hamina in 1809. Finland became an autonomous grand duchy which retained its previous laws and institutions under the Grand Duke, the Emperor of Russia.

After the Russian Revolution, Finland declared itself independent on December 6, 1917. The Civil War began in January 1918, and the defeat of the Red Guards (Bolshevik Troops) in May 1918 meant freedom from the country of Russian troops. A peace treaty with the Soviet Union was signed in 1920.

On November 30, 1939, Soviet troops invaded Finland because Finland rejected territorial concessions demanded by the USSR. In the March 12, 1940 Treaty of Moscow, the Finns gave the USSR 32,806 square kilometers of land.

When a German attack on the Soviet Union was launched in June 1941, Finland again became involved in war. On September 19, 1941, an armistice was signed in which Finland agreed to give Russia the Petsamo area and to lease to Russia the Porkkala headland for 50 years. They planned to use this area as a military base. In 1956, the USSR returned Porkkala and the two nations renewed the 1948 treaty of friendship and assistance.

Government

Finland is a constitutional republic. Its original constitution, adopted in 1919, was repealed in 1995 and a new one adopted in 1999. Their constitution guarantees the people such rights as freedom of speech, freedom of worship, equality before the law, right to social security, and responsibility to the environment, among others. Like the United States, Finland's constitution provides for three branches of government – governmental (executive) legislative, and judicial.

In the governmental branch, the president is the head of state and handles foreign relations and is commander in chief of the armed forces. The president is elected to a 6-year term by popular vote. After the president, the most important figure is the prime minister who is the head of the government and the council of state (cabinet). The legislative branch is a one-house parliament which is made up of 200 representatives elected by the people every four years. The judicial branch consists of a Supreme Court, regional appellate court and local courts.

Finland is divided into six provinces, 20 regions, and 430 municipalities which are governed by elected councils. The 19 regions plus Aland Island (Swedish-speaking, autonomous

region) are governed by councils that are elected, indirectly, by municipalities. All citizens over the age of eighteen can vote.

Transportation

Finland is served by its national airline - Finnair - and there are more than forty airports in the country. The state railways are the country's major transportation undertaking and are comprised of thousands of miles of tracks connecting all of Finland. Even the smallest towns and villages generally have a railway station. Finland also has an extensive waterway and bus system; subways are available in large cities. Most families own at least one car. Driving is done on the right side of the road and the roads are generally good. The use of seatbelts is compulsory, and headlights must be kept on always.

Media

Finland publishes about 43 daily newspapers and more local and online news outlets. Finland has approximately 70 television stations and more than 100 radio stations. The government owns about 90 percent of the stock in the main radio and television networks. Most families have a radio, television set, and telephone.

Money

The unit of Finnish currency is the Euro, divided in 100 Euro cents (like one penny, one Euro cent). The rate of exchange in 2019 was 1 Euro equals \$1.11 U.S. dollar. Denominations are coins – 1, 2, 10, 20 and 50 cents and 1 and 2 euro; bills 5, 10, 20, 50,100, 200, and 500.

Economy

Finland's economy is based mostly on private ownership. Forestry is an important part of Finland's economy, but electronics and services are its largest industry. Finland's natural resources are forests, minerals, (copper, zinc, iron) and farmland. Metal engineering is the largest industry followed by forestry. A wide range of other industries produce everything from electronics to motor vehicles. Finnish design is highly prized world-wide and recognized in everything from architecture to advertising.

Farms in Finland are small, but they provide all the needed dairy and meat products for the country. Finland is also self-sufficient in grain production in good harvest years, but it imports large amounts of fruits and vegetables. Additional agricultural products are chocolates, refined sugar, bread, liqueurs, and vodka.

Trade is important to Finland with the combined export of goods and services is about 39 percent of its GDP (Gross Domestic Product). Finland's major trade relations are with Germany, Sweden, the United States, Netherlands, China, Russia and the rest of Europe.

Employment

Finland has one of the highest standards of living in the world. About 45 percent of the workers are in industry, commerce and finance. Approximately 28 percent of the workers are in service-oriented jobs and 11 percent in agriculture. The rest of the population works in transportation or government jobs. Financing for Finland's welfare services (health care and education, for example) is obtained from the paychecks of Finnish workers.

The Nation- Questions to Think About

1. What is a constitutional republic? How is the Finnish government structured and how is it similar 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 Finland and exported to other countries in the world.
3. What do you think is the major form of transportation in Montana? In the United States? How is this similar or different from that found in Finland?

LIFESTYLES

The People

The population of Finland is approximately 5.5 million and is growing at an annual rate of 0.3% (0.9% in the U.S.). Most of the people are Finns, although there is a significant Swedish minority and very small minorities of native Lapps and Russians.

The population density is only 19 people per square kilometer, the third lowest rate in Europe (58 people per square mile in the U.S. and approximately 5 people per square mile in Montana). Due to the extreme northern location of Finland, however, more than half of the population lives in the southern part of the country.

Language

Over 89 percent of the population speaks Finnish, a member of the Finno-Ugrian language family. Swedish, although spoken by only about five percent of the people is also an official language. There are also small minorities that speak Lappish, Russian, and other unofficial languages native to immigrant populations. English is widely spoken as a second language, especially among the young and well-educated.

Religion

The two state churches are the Evangelical Lutheran Church of Finland and the Orthodox Church of Finland. Currently 71 percent of the population identifies with the Lutheran church and 22 percent as atheist or agnostic. There are also small groups of Roman Catholics, Jews, Muslims, and Protestants.

Family Life

Because of a decrease in the proportion of working people to those receiving pensions, the Finnish government is now trying to increase the birth rate; paid maternity is 105 working days with up to 50 working days allowed prior to a child's birth. Finland also offers 54 days of paternity leave. Birth rate is 1.65 percent. The average size of a Finnish family is 3 people (3.1 in the U.S.).

Marriage and Dating

Dating begins at about age 15, at first in groups, then in couples. Movies and dances are

popular dating activities. Many young couples live together under "open covenants" instead of the traditional covenant of marriage. Public displays of affection are more common than in the past, especially among the youth. The average age of marriage for Finnish women is 31 and 34 for men.

Education

Education is a major priority of the Finnish government. Every child is required to attend a free comprehensive school for at least nine years, after which he or she may attend a vocational school or complete three years of senior secondary school. In 2017, Finland had the second highest rate of enrollment in secondary schools in the world. Many students go on to further studies at one of Finland's nine universities. The literacy rate is 99%. Many Finns are well read, and public libraries are well patronized.

Lifestyles - Questions to Think About

1. English is the language 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 might you expect to see in Finland where more than one language is spoken by a country's people?
2. How many years of school are compulsory for Finnish youth? For youth in the United States?
3. What are some of the differences in the education system found in Finland and the school you are enrolled in?
4. How does the family size of three in Finland compare to other European countries? Why is this important to the country?

CULTURE

Greetings

When meeting new people, Finns say their own name and shake everyone's hand. Everyone in the group will do the same. A raised hat (or raised hand if a hat is not worn) is the proper way of greeting people from a distance. Finns always say "kiitos" (thank you) after coffee or meals. "Bless you" is never used after someone sneezes and "excuse me" is rarely used.

Visiting

It is customary to take a token of thanks for hospitality when you visit someone's home. Often gifts are flowers, linen, glass, or sometimes farm products such as eggs or milk. The sending of thank you notes is not widely practiced in Finland. Punctuality is expected when visiting a home or office.

Holidays

Every holiday in Finland calls for music, dance or a church service and always means dressing up frequently in national costumes. Each region in Finland has a slightly different style of costume which is very colorful and beautiful. Extra-special clothes are worn on Midsummer's Eve, the Friday closest to June 21. Houses are decorated with birch tree branches, twigs and flowers for this celebration of spring and summer. Traditional holidays such as Christmas, New Year's Eve, Easter, and Finnish Independence Day are also observed.

Dress

Finns wear clothes very similar to what we wear in the United States. Light colored clothes are very popular in the summer as are sweatshirts. Due to the cold climate in the winter, coats and warm clothing are necessary. Hats are worn during winter; men remove their hats when entering a house, church, or elevator, or when speaking to another person.

Recreation and Leisure Activities

Finns love the outdoors. They boast many Olympic champions in both skiing and speed skating. They also enjoy rowing, running, swimming, boating, hiking, archery, bowling, and pesapallo (a Finnish form of baseball). The sauna (pronounced "sow-na") is a special Finnish bath. Virtually every home in Finland has a sauna. Favorite spectator sports include track and field events and ice hockey matches. The Finns also enjoy ballet, concerts, motion pictures, plays and opera.

Diet and Table Manners

The Finns like fish of all kinds, sausage, reindeer, beef, veal, pork and boiled potatoes. Breakfast is usually light - coffee and a sweet, bread-like bun, which is called pulla. Lunch, eaten in the late morning usually consists of soup and a sandwich. Reindeer sausage, meatballs, spicy stuffed cabbage and soups of all kinds are common Finnish fare. The Finns are also fond of milk products and drink a great deal of coffee. Finland is the number one coffee consumer in the world. The Finnish people have informal table manners and eat European style, holding a fork in the right hand and a knife in the left (the knife is used to push food onto the fork).

Culture - Questions to Think About

1. How do attitudes and customs compare to those we have in the United States? Do you think the attitudes we have in Montana differ from people living in other areas of the United States? How might they be similar or different?
2. In which ways are our holidays similar or different from those celebrated by the Finnish?

Questions for Additional Study and Thought

1. Are Finnish farms larger or smaller than the average U.S. farm? Montana farm?
2. What is the capitol of Finland? Does it have any significance or importance to the rest of the world? Why?
3. How long was Finland part of the Kingdom of Sweden?
4. Who is the U.S. Ambassador to Finland?
5. What does the flag of Finland look like? What do the colors symbolize? How does this compare with the colors of the United States flag?
6. Is Finland an important country militarily? Why or why not?
7. What are the major tourist attractions in Finland? In which cities are they found?
8. What kind of wildlife can be found in Finland?
9. What does "culture" mean? What kinds of things act as an influence on a country's culture?
10. Discuss the importance of providing foreign languages in Finnish schools. Compare this with the importance in American schools. Give reasons for your responses.

RECIPES

Finnish Cake

1 c. butter
1-3/4 to 2 c. flour
1-1/2 c. sugar
3 eggs
2 tbsp. cognac
1 banana, mashed
1 apple, grated
2 tsp. baking powder
juice of 1 orange

Beat sugar and butter. Add eggs one at a time. Add other ingredients in order. Bake 45 minutes at 350 degrees. **Note:** You can substitute 2 tbsp. thin cream or sour cream for cognac.

Pulla

2 pkg. dry yeast
1/4 c. warm water
2-1/2 c. milk
1-1/2 c. sugar
1 c. butter
1 tsp. salt
6-8 c. flour
3 eggs
2 tsp. cardamon
1 c. currants or raisins

Sprinkle yeast into warm water. Combine milk, sugar, butter and salt. Cool to lukewarm. Stir in 1 c. Hour and beat well. Add softened yeast to this mixture. Add enough remaining flour to make a soft dough and mix well. Place in a greased bowl, turning dough once to grease surface. Cover and let rise until doubled (about 2 hours). Punch dough down and let rest 10 minutes. Divide dough into 6 portions and form into balls. Roll each ball into a rope. Braid 3 ropes to form a loaf. Place on baking sheet. Brush with egg whites, if desired.

Bake at 350 degrees for about 30 minutes. Makes 2 loaves.

Rosolli

16 oz. can cubed beets
16 oz. can cubed carrots
6 potatoes, boiled and cubed
1 onion, chopped thin
1 small apple, chopped

sweet pickles, chopped
wine herring, minced
heavy cream, whipped
sugar
vinegar

Mix beets, carrots, potatoes, onion, apple, sweet pickles, and herring. Whip cream and add sugar and vinegar to taste for dressing. This colorful salad is served at Christmas time.

Sekahedelmakeitto (Fruit Soup)

12 oz. pkg. mixed, dried
fruit
6 c. water
1/2 c. sugar
1 cinnamon stick
grated rind of lemon
2 tbsp. tapioca
juice from half a lemon

Mix all ingredients except lemon juice and let set for 30-40 minutes. Add the lemon juice and cook slowly until the fruit is tender and the tapioca is clear. Serve warm or cold with sugar and cinnamon.

Serves 6.

Karelian Pies

Filling

2 cups water
1 cup uncooked rice
2 cups milk
salt

Crust

1/2 cup water
1 teaspoon salt
1 cup rye flour
1/4 cup all-purpose flour

Egg Butter

1/2 cup butter, at room temperature
2 hard-boiled eggs, chopped
1 pinch fresh ground white pepper (optional)
1 pinch ground ginger (optional)

For the Filling:

In a saucepan combine the water and rice. Bring to a boil. Stir, cover, and cook over low heat for 20 minutes, stirring occasionally. Add the milk, cover, and continue cooking until the milk is completely absorbed and the rice is soft and creamy. Preheat oven to 450°F. Line a baking sheet with parchment paper.

For the Pastry:

In a medium-sized bowl, combine the water, salt, and rye and white flours to make a stiff dough. Shape the dough into a log and cut into 16 portions and shape each into a round. On a lightly floured board, roll out each round into a 6-inch circle. Spread about 3 tablespoons of filling evenly on each round. Fold two opposite edges of the pastry over the filling and crimp the edges of the dough toward the center to make an oval-shaped pastry, allowing about 1/2-inch of the crust to overlay the filling and leaving the center of the filling exposed. Place on the prepared baking sheet.

In a small bowl, stir together the melted butter and hot milk and brush on the pastries. Bake for 10 to 15 minutes, brushing once during baking, until the pastries are golden on the edges. Remove from the oven and brush again.

For the Egg Butter:

In a small bowl, cream the butter. Stir in the eggs. Season with the white pepper and ground ginger, if desired. Cool the pastries and serve with the egg butter at room temperature.
Yield: 1 cup.

Test Questions

(can used once or before and after study)

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

1. Finland is a country located on which continent?
A. Asia B. Europe C. South Africa D. Africa
2. Which climate best describes Finland's?
A. Hot and dry B. Hot and rainy C. Temperate D. Cold and rainy
3. What type of topography would you not likely find in Finland?
A. Forests B. Lakes C. Deserts D. Rivers
4. What form of ruling government is found in Finland?
A. Constitutional Republic B. Representative Democracy
C. Constitutional Monarchy D. Monarchy
5. What religion do most people in Finland claim?
A. Lutheran B. Catholic C. Protestant D. Orthodox
6. What is the name given to Finnish currency?
A. Gilder B. Markka C. Franc D. Euro
7. Which of the following is the most important means of transportation in this country?
A. Automobiles B. Subways C. Waterways D. Railways
8. Which of the following languages is not usually spoken in Finland?
A. Finnish B. Danish C. Swedish D. Lappish
9. What is largest industry in Finland (GDP)?
A. Agriculture B. Forestry C. Electronics D. Fisheries
10. What is a sauna (pronounced "sow-na")?
A. Finnish boat B. Special type of food eaten in Finland
C. Finnish bath D. None of the above

Answers: B, C, C, A, A, D, D, B, C, C

ACTIVITIES

A View of the World Through the News

Purpose: Students will determine how many different countries are discussed in a print or online news source over one week.

Time: 15-25 minutes

Ages: All ages, mix ages in small groups

Materials: Daily news source for each day over the past week, paper, pencil, map

Description of Activity:

- a) Divide members into 5-7 groups depending on the number of news sources.
- b) Ask each group to choose a recorder who will write the names of the countries they find.
- c) Give each group a news sources and ask them to identify all the different countries mentioned. Each country need only be written once by the recorder.
- d) As each group finishes, ask them to mark the countries they find on a wall map using removable stickers.
- e) Discuss where we get our news. Which counties were mentioned most often? Why are these countries mentioned frequently? What topics are discussed? (Ex: economics, politics, weather, natural disasters, health, famine, etc.)
- f) Another version of this activity is entitled "Human Connections."

Begin with a discussion of global interdependence, how people from one country might depend on people from another country; economics, agriculture, politics, world hunger, fashion, ecological, etc. Small groups look for examples of global interdependence. Groups can describe how one of the articles they find demonstrates interdependence.

Global Awareness

PURPOSE: To clarify students' understanding of countries and cultures of the world through their knowledge

AGES: Most suited for older students who have studied world geography.

TIME: Approximately 30 minutes.

MATERIALS: News sources and markers; world map or globe

DESCRIPTION OF ACTIVITY:

- a) Divide the class into small groups of 4-6 students.
- b) Assign each group a continent. (Ex: Europe, North America, Africa, South America, Asia) and give the groups a map to represent their continent.
- c) Tell groups to put as much information on the maps as possible: countries, river, oceans, mountains, deserts, natural resources, industries, customs, foods, and include information about current events and political leaders' names related to the continent or countries.
- d) Ask someone from each group to explain their map or allow groups to move around the room to look at other maps.
- f) Discussion of experience to follow – optional points to emphasize:
 - This exercise shows how much we know and don't know about the world we live in.
 - Why were some countries left out?
 - Do current news stories influence the maps?
 - Does a person's awareness of the shape of the country reveal that person's awareness of the shape of the culture?
 - What stereotypes exist about a country's culture?
 - No one leaves out a country he or she has visited.
 - If assigned to draw a world map, one usually puts his/her country in the middle.
 - Adaptability of exercise to world map, country map, state map, country map
 - What do students do as a result of what they learned in this exercise?
 - Expand activity by supplying background information on the country/countries providing international music, foods, games, or speakers.

FINLAND

Road Map



0 50 100Km
0 25 50 Miles

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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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