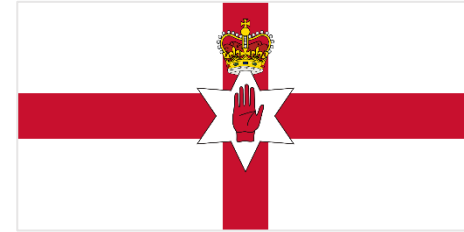


*It's the same old theme since 1916; in your head, in your head, they're still fighting.*



- "Zombie" by The Cranberries



(among others)



## Constitution

<h3>Bunreacht na hÉireann</h3> <p>Is ionann téacs an Bhunreacht mar atá foilsithe ar eISB, an téacs réamhráiteach agus liosta na nAchtanna leasúcháin san áireamh, agus an téacs atá san eagrán clóite is déanaí d'eagrán móréilimh an Bhunreacht.</p> <p><a href="#">VISIT THE PAGE</a></p> <p>i nGaeilge</p>	<h3>Constitution of Ireland</h3> <p>The text of the Constitution published on the eISB, including the introductory text and the list of amending Acts, reflects the most recently printed version of the popular edition.</p> <p><a href="#">VISIT THE PAGE</a></p> <p>in English</p>
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## Bundesverfassung der Schweizerischen Eidgenossenschaft

## Task 1: Reassembling Irish History ~1 lesson

### 1. Learning Aims

- Students can identify elements of Irish history and how they interlink.
- Students can categorize their elements of Irish history and explain them to their peers.
- Students can assess the importance of history and language for a national identity.

### 2. Short Description: Group Puzzle

Students will be separated into three groups and given disorganized cut-outs of elements in Irish history (internal and external political events, linguistic events). The students are then asked to reorganize and discuss their events. After that, they will be regrouped so there is one person of each previous group where they will reconstruct (some of) Irish history. Lastly, they will be given some events in Roger Casement's life to add to their chronology of Irish history to discuss how individual history connects to the larger national history.

### 3. Prerequisites & Required Material

Students should already be aware of Roger Casement as a person, so it is advisable to have done one of the general units before this task. There is no additional material required for this task. The events should be cut out before they are distributed to the students.

### 4. Main Type of Student Activity / Output & Key Skills Involved

Reading comprehension and language production. Reading, speaking, and listening.

### 5. Based on the Following Sources

*Ask About Ireland*. Libraries Development, LGMA, no date, [www.askaboutireland.ie](http://www.askaboutireland.ie). Accessed 21 Nov. 2021.

Biletz, Frank A. "Casement, Sir Roger (1864–1916)." *Historical Dictionary of Ireland*. Historical Dictionaries of Europe. Scarecrow Press, 2014, pp. 69-70.

"Derry." *BBC News Styleguide D*, BBC, Aug. 2020, [www.bbc.co.uk/newsstyleguide/d](http://www.bbc.co.uk/newsstyleguide/d). Accessed 21 Nov. 2021.

Government of Ireland. "Constitution of Ireland." *electronic Irish Statute Book (eISB)*, Jan. 2020, [www.irishstatutebook.ie/eli/cons/en/html](http://www.irishstatutebook.ie/eli/cons/en/html). Accessed 21 Nov. 2021.

Mitchell, Angus. "'A Strange Chapter of Irish History': Sir Roger Casement, Germany and the 1916 Rising." *Field Day Review* 8, 2012, pp. 4-21.

Rudkin, David. *Cries From Casement as His Bones Are Brought to Dublin*. 1973. BBC, 1974.

Weatherup, the Honourable Mr Justice. "Application by Derry City Council for Judicial Review ([2007] NIQB 5)." *Judiciary Northern Ireland*, Jan. 2007, [www.judiciaryni.uk/judicial-decisions/2007-niqb-5](http://www.judiciaryni.uk/judicial-decisions/2007-niqb-5). Accessed 21 Nov. 2021.

1864	Roger Casement is born in Dublin. His mother is of Catholic background from County Cork, his father is of Protestant background from Ulster.
1892	Casement joins the British colonial service.
1903	Casement's report on the atrocities in the Congo is published.
1903	Roger Casement joins the Gaelic League, having become involved in the Irish language movement and nationalist politics.
1911	Casement's report on the exploitation of the Putumayo Indians is published. He is knighted for his humanitarian efforts.
1913	Casement retires from the consular service and joins the Irish Volunteers in the same year.
1914	In autumn, Roger Casement travels in disguise to Germany with three aims: Secure Germany's alliance in the fight for Irish independence; educate the German people about the plight of Ireland to gain public support for an alliance; and to recruit Irish prisoners of war for the Irish Brigade, a fighting unit to help in the struggle for independence.
1916	April: Casement returns to Ireland on a German submarine and is arrested almost immediately upon his landing.
1916	August 3 <sup>rd</sup> : Roger Casement is convicted of treason and hanged in Pentonville Prison. He is buried in the prison grounds.

1965

Britain and Ireland finally agree to repatriate what little is left of (supposedly) Roger Casement's remains. He is buried in Glasnevin Cemetery in Dublin after receiving a state funeral.

*The Irishman is denied the right of having a history, as he is denied the right of having a country.*

- Roger Casement, *The Crime Against Ireland*, 87.

**Task 1:** You have been given parts of Irish history. There are three groups with different parts of Irish history.

Part 1: Please reassemble the chronology of your events within your group.

What do these events have in common? What do you think is their importance for an Irish national identity?

Part 2: Now change groups so that there are groups of three with one person of each previous group. Combine your events to reconstruct (some of) Irish history.

To what extent has the addition of other events changed your answers to Part 1?

How do the events connect to the introductory handout?

Part 3: Please add the events pertaining to Roger Casement into your Irish history.

How does his personal history pertain to the more general Irish history? What connections can you make out?

The hundreds AD	Ireland is a dyarchy: The Crown of All Ireland is passed alternately from the northern to the southern federation.
After 795	The dyarchy fragmentates after the invasion of the Danes.
1014	Good Friday, Battle of Clontarf: Boromhe drives the invading Danes back into sea. Ireland fragmentates further.
1746	A supposedly 'independent' Parliament is set up at Dublin.
1821	Famine.
1847	Potato famine.
1886	Draft of the first Irish Home Rule Bill, which would allow Ireland to have its own government. It is defeated, however, and the result is an even more divided Ireland, with Unionists (anti Home Rule) and Nationalists (pro Home Rule) on either side.
After 1896	Irish nationalists split into two movements: the Home Rulers (content with self-government within the United Kingdom) and Sinn Féin (seeking complete independence)
1912-13	With the Home Rule Bill looming, some form of dividing Ireland becomes more and more likely.

1916	April 24 <sup>th</sup> , the Dublin insurrection: Irish rebel forces take over government buildings and proclaim an independent Ireland. The Easter Rising results not in an independent Ireland, but in 485 casualties, 16 of which are Irish rebels executed by the British for their roles in the Rising.
1918	Sinn Féin win most of the nationalist seats outside Ulster, withdraw from Westminster and set up a parliament of the Irish Republic (Dail Eirann) as proclaimed in 1916 at Dublin.
1949	Ireland officially becomes the Republic of Ireland.



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How does his personal history pertain to the more general Irish history? What connections can you make out?

1170	Anglo-Normans invade. Repression.
1487	Tudor invasion of Ireland. More repression.
1687	James the Second attempts to restore native Irish rights.
1690	July 12 <sup>th</sup> , the Battle of the River Boyne: James the Second (backed by the Irish) fights against William of Orange (the English King). James loses and is from then on referred to as <i>Séumas an Chaca</i> (James the Shite) in Ireland.
1690	Treaty of Limerick: Ireland is guaranteed equality of rights. However, only for Protestant Irishmen. The Catholic-Irish identity goes underground.
1801	Act of Union: The bribed Dublin Parliament agrees to its own dissolution. Ireland is now officially part of the United Kingdom.
1817	Famine.
1846	Potato famine.
1892	The second Home Rule Bill is proposed. It passes the House of Commons at Westminster but is then defeated in the House of Lords.
1910	Attempts of a third Home Rule Bill.

1920	The British government divides Ireland in the Government of Ireland Act into two separate jurisdictions: Northern and Southern Ireland. However, both are still subordinate to Westminster, within the Empire and under the King.
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*The Irishman is denied the right of having a history, as he is denied the right of having a country.*

- Roger Casement, *The Crime Against Ireland*, 87.

**Task 1:** You have been given parts of Irish history. There are three groups with different parts of Irish history.

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1367	Statutes of Kilkenny: The Irish native law is delegitimized. Intermarriage, wearing of Irish dress and speaking Irish Gaelic is now punishable by death.
1556	Catholic Mary Tudor renames the counties Laois and Offaly Queen's and King's County after herself and Philip of Spain.
1613	Derry is renamed Londonderry, after the city is turned over to a group of London speculators.
1845	Potato famine.
1851	According to the census, there are only approximately 1.5 million Irish speakers left. The Irish language has become increasingly associated with poverty.
1879	Potato famine. Within 50 years, the Irish population is almost halved.
1893	The Gaelic League (Conradh na Gaeilge) is founded in Dublin with the aim to restore the Irish language. This leads to a renaissance in Irish and Anglo-Irish literature.
1922	With the foundation of the Irish Free State, the Irish language at last has the official backing of the state, i.e. a political institution. The language is valued as central to the Irish national identity. Alongside, Queen's and King's County regain their old names of County Laois and County Offaly (Uíbh Fhailí).

1937	Article 8 in the Irish Constitution declares “The Irish language as the national language is the first official language”, while “The English language is recognised as the second official language”.
1984	The local government district of Londonderry (City Council) is renamed Derry. Sparking further debate about the name of the city.
1998	In the Good Friday Agreement (between British and Irish governments), a cross-border body Foras na Gaeilge is established with the responsibility to develop the Irish language in both the Irish Republic and Northern Ireland.
2007	An application to officially change the name of the city from Londonderry to Derry is rejected. The name change of the City Council has no bearing on the name of the city, it remains Londonderry.
2020	The BBC guidelines state that “The city and county are Londonderry. The city should be given the full name at first reference, but Derry can be used later”.
~Today	There are approximately 30.000 native speakers of Irish and a further 100.000 speakers who use the language regularly. The majority of Irish people regard the Irish language as a marker of national identity.

## Task 2: The Irish Language ~half a lesson

### 1. Learning Aims

- Students are able to define terms unfamiliar to them through their context.
- Students can delineate the significance of Irish Gaelic for Irish national identity according to the poem.
- Students are able to assess how the use of language can shape a national identity.

### 2. Short Description: Matching Pairs Exercise

The students will receive the full text of the poem to read through so they can get familiar with the language and the context. They will then match the terms to their definitions – they may use a dictionary in case they need help. There are three answers that do not match the terms. The second part of the task is for the students to discuss in pairs how the poem frames Irish Gaelic through the language used.

### 3. Prerequisites & Required Material

The first task of the unit must be completed before this task. Students should make sure to bring their phones to the lesson for the matching exercise at:

<https://learningapps.org/watch?v=pmzytgs5c21>.

### 4. Main Type of Student Activity / Output & Key Skills Involved

Language practice: vocabulary and reading comprehension. Reading, speaking, and listening.

### 5. Sources

Poem:

Casement, Roger. "The Irish Language." *Some Poems of Roger Casement*, ed. Gertrude Perry, Talbot, 1918, pp. 12-13.

Images:

"Litriocht na Gaeilge." *Ask About Ireland*, no date, [www.askaboutireland.ie/learning-zone/secondary-students/irish/an-cultur-gaelach/litriocht-na-gaeilge/](http://www.askaboutireland.ie/learning-zone/secondary-students/irish/an-cultur-gaelach/litriocht-na-gaeilge/). Accessed 21 Nov. 2021.

**Task 2:** Below you find a poem by Roger Casement called “The Irish Language” (undated).

Part 1: Read the poem carefully and then match the definitions to the correct terms on LearningApps.com.

## The Irish Language

1                   IT is gone from the hill and the glen—  
2                    The strong speech of our sires ;  
3                    It is sunk in the mire and the fen  
4                    Of our nameless desires :  
5                We have bartered the speech of the Gael  
6                    For a tongue that would pay,  
7                    And we stand with the lips of us pale  
8                    And all bloodless to-day ;  
9                We have bartered the birthright of men  
10                  That our sons should be liars.  
11                It is gone from the hill and the glen,  
12                  The strong speech of our sires.  
  
13                Like the flicker of gold on the whin  
14                  That the Spring breath unites,  
15                It is deep in our hearts, and shall win  
16                  Into flame where it smites :  
17                It is there with the blood in our veins,

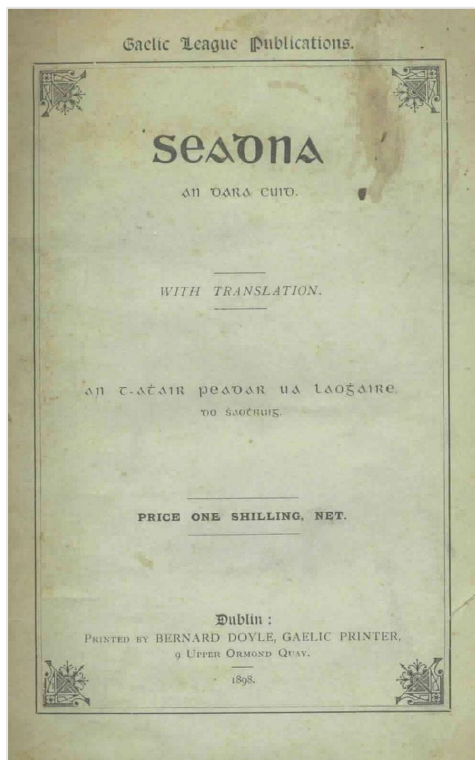


18                               With the stream in the glen,  
 19                               With the hill and the heath and the weans  
 20                               They shall *think* it again ;  
 21                               It shall surge to their lips and shall win  
 22                               The high road to our rights—  
 23                               Like the flicker of gold on the whin  
 24                               That the sun-burst unites.

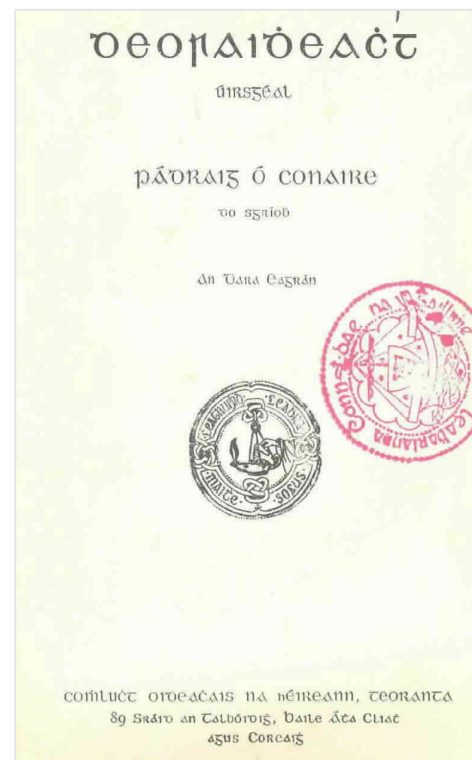
Part 2: Discuss in pairs.

How does the poem depict the Irish language? What do you think is its importance for an Irish national identity, especially considering how it frames the connection between the land and the body? You might also want to think about the form of the poem and the fact that this is a poem written in English.

*Two novels in Irish Gaelic (Gaeilge) attributed to the Gaelic revival.*



*Séadna* by Peadar Ó Laoghaire, 1904



*Deoraíocht* by Pádraic Ó Conaire, 1910

### Task 3: Dunluce Castle ~half a lesson

#### 1. Learning Aims

- Students are able to identify the missing words in the poem read in an accent different from RP.
- Students can appraise how the poetic devices in the poem depict Irish national identity.
- Students are able to assess how the use of language can shape a national identity.

#### 2. Short Description: Sentence Completion Exercise

The students will receive the poem with twelve terms missing. They may read through the gap text once before the recording is played for the first time. The recording should be played at least twice in order for the students to have a chance to fill in the gaps and identify the mispronunciations. In a second part, the students will discuss the significance of the language used in the poem for Irish national identity in pairs. They will also discuss how the change from “mocked” to “marked” and “portals” to “mortals” influences the meaning of the poem.

#### 3. Prerequisites & Required Material

The first task of the unit must be completed before this task. The recording of the poem by Neil O'Driscoll can be found and downloaded on the website.

#### 4. Main Type of Student Activity / Output & Key Skills Involved

Language practice: vocabulary and reading comprehension to an extent. Listening, reading, and speaking.

#### 5. Sources

Poem:

Casement, Roger. “Dunluce Castle.” In: O’Callaghan, Margaret. “‘With the Eyes of Another Race, of a People Once Haunted Themselves’: Casement, Colonialism and a Remembered Past.” *Ireland in Transition, 1867—1921*, ed. D. George Boyce and Alan O’Day, Routledge, 2004, pp. 159-175.

Image:

Tourism Northern Ireland. “An Image of Dunluce Castle Medieval Irish Castle on the Antrim Coast.” *Discover Northern Ireland*, [www.discovernorthernireland.com/things-to-do/dunluce-castle-medieval-irish-castle-on-the-antrim-coast-p675011](http://www.discovernorthernireland.com/things-to-do/dunluce-castle-medieval-irish-castle-on-the-antrim-coast-p675011). Accessed 21 Nov. 2021.

**Task 3:** You will hear a recording of Neil O’Driscoll reading Roger Casement’s poem “Dunluce Castle” (undated). Fill in the gaps according to what you hear. There are two mispronunciations in the poem, see if you can identify them.

### Dunluce Castle

1 Can these be the \_\_\_\_\_ that once mocked the fierce Dane  
2 Where the \_\_\_\_\_ of the Saxon was poured in vain  
3 Where the bard and the harper were loved and caressed,  
4 And the \_\_\_\_\_ was ever the welcomest guest?

5 How often at \_\_\_\_\_ would gaily ride forth  
6 From these high-pillared portals the \_\_\_\_\_ of the north  
7 O’Neill and O’Donnell, McQuillan the proud  
8 Too soon to lie \_\_\_\_\_ and cold in his shroud.

9 In thy storm \_\_\_\_\_ turrets so hoary and grey  
10 The banshee at midnight laments thy \_\_\_\_\_  
11 And the sea bird screams shrill on the night breeze’s breath  
12 While thy halls are the dwelling of \_\_\_\_\_ and death.

13 The morning sun breaks and still \_\_\_\_\_ is that song  
14 Yet its walls in my bosom doth \_\_\_\_\_ prolong  
15 And grief’s wasted hand strikes a chord in my heart  
16 Whence the \_\_\_\_\_ of sorrow shall never depart.

Discuss in pairs: What do the words have in common? How does the poem depict the castle in relation to an Irish national identity? What do you notice about the form of the poem?

How do the mispronunciations change the meaning of the individual lines and the entire poem?



## Task 4: The Irish Language, Grammar Task ~half a lesson

### 1. Learning Aims

- Students are able to identify the correct verb tense.
- Students can interpret the use of different tenses in the poem in connection to its stance on Irish national identity.
- Students are able to formulate their interpretations within a set word count.

### 2. Short Description: Grammar and Writing Exercise

The students will receive another copy of Casement's "The Irish Language". They shall then identify the verbs in the poem and determine their tenses. In a second part, they will have to comment on the speaker's attitude to the Irish language in writing using at least three of the verbs and their tenses within 120-150 words.

### 3. Prerequisites & Required Material

Both the first and the second task must be done before doing this task, as the students need to be familiar with the poem already. There is no additional material needed for this task.

### 4. Main Type of Student Activity / Output & Key Skills Involved

Language practice: grammar and language production. Reading and writing.

### 5. Source

Casement, Roger. "The Irish Language." *Some Poems of Roger Casement*, ed. Gertrude Perry, Talbot, 1918, pp. 12-13.

**Task 4: Part 1:** Identify the verbs in this poem and determine their tenses.

### **The Irish Language**

1                   It is gone from the hill and the glen—  
2                    The strong speech of our sires ;  
3                   It is sunk in the mire and the fen  
4                    Of our nameless desires :  
5                We have bartered the speech of the Gael  
6                    For a tongue that would pay,  
7                   And we stand with the lips of us pale  
8                    And all bloodless to-day ;  
9                We have bartered the birthright of men  
10                  That our sons should be liars.  
11                It is gone from the hill and the glen,  
12                  The strong speech of our sires.

13                Like the flicker of gold on the whin  
14                    That the Spring breath unites,  
15                It is deep in our hearts, and shall win  
16                    Into flame where it smites :  
17                It is there with the blood in our veins,  
18                    With the stream in the glen,  
19                With the hill and the heath and the weans  
20                    They shall *think* it again ;  
21                It shall surge to their lips and shall win  
22                    The high road to our rights—  
23                Like the flicker of gold on the whin  
24                    That the sun-burst unites.



## Task 4: Dunluce Castle, Grammar Task ~half a lesson

### 1. Learning Aims

- Students are able to identify the correct verb tense.
- Students can interpret the use of different tenses in the poem in connection to its stance on Irish national identity.
- Students are able to formulate their interpretations within a set word count.

### 2. Short Description: Grammar and Writing Exercise

The students will receive another copy of Casement's "Dunluce Castle". They shall then identify the verbs in the poem and determine their tenses. In a second part, they will have to comment on the speaker's attitude to the Irish national identity in writing using at least three of the verbs and their tenses within 120-150 words.

### 3. Prerequisites & Required Material

Both the first and the third task must be done before doing this task, as the students need to be familiar with the poem already. There is no additional material needed for this task.

### 4. Main Type of Student Activity / Output & Key Skills Involved

Language practice: grammar and language production. Reading and writing.

### 5. Source

Casement, Roger. "Dunluce Castle." In: O'Callaghan, Margaret. "With the Eyes of Another Race, of a People Once Haunted Themselves': Casement, Colonialism and a Remembered Past." *Ireland in Transition, 1867—1921*, ed. D. George Boyce and Alan O'Day, Routledge, 2004, pp. 159-175.



**Task 4: Part 1:** Identify the verbs in this poem and determine their tenses.

### **Dunluce Castle**

1           Can these be the walls that once mocked the fierce Dane  
2                 Where the wrath of the Saxon was poured in vain  
3           Where the bard and the harper were loved and caressed,  
4                 And the stranger was ever the welcomest guest?  
  
5                 How often at morning would gaily ride forth  
6           From these high-pillared portals the chiefs of the north  
7                 O'Neill and O'Donnell, McQuillan the proud  
8                 Too soon to lie bloody and cold in his shroud.  
  
9                 In thy storm shattered turrets so hoary and grey  
10                 The banshee at midnight laments thy decay  
11           And the sea bird screams shrill on the night breeze's breath  
12                 While thy halls are the dwelling of darkness and death.  
  
13           The morning sun breaks and still hushed is that song  
14                 Yet its walls in my bosom doth memory prolong  
15           And grief's wasted hand strikes a chord in my heart  
16                 Whence the murmur of sorrow shall never depart.



## Task 5: Creative Remediation, homework

### 1. Learning Aims

- Students are able to produce audio-visual material within the constraints of the task.
- Students can take up what they have learnt in the previous tasks and incorporate that into their personal narrative.
- Students are able to express thoughts and opinions on more abstract topics such as national identity.

### 2. Short Description: Creative Homework Task

The students will produce a 2-4-minute video answering the question “What does national identity mean to you?”. They may be as creative as they like. The video should, however, display an engagement with the topic of the unit on the part of the students.

### 3. Prerequisites & Required Material

The task should be done as a final task. There is no additional required material as the students should produce the video as homework.

### 4. Main Type of Student Activity / Output & Key Skills Involved

Language production. Speaking and / or writing.

### 5. Image Sources

The images are used for illustrative purposes only.

Allen, Kenneth. “Derry Stranorlar N13 Roadsign.” *Wikimedia Commons*, 16 Apr. 2009, commons.wikimedia.org/wiki/File:Derry\_Stranorlar\_N13\_roadsign.jpg. Accessed 21 Nov. 2021.

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Invincible, Danny. “Signpost in Strabane.” *Wikimedia Commons*, 7 July 2007, commons.wikimedia.org/wiki/File:Signpostinstrabane.JPG. Accessed 21 Nov. 2021.

Irish Football Association. “Irish Football Association Logo.” *Wikipedia*, 29 Apr. 2019, en.wikipedia.org/wiki/File:Irish\_Football\_Association\_logo.svg. Accessed 21 Nov. 2021.

Jonto. “Map of Ireland’s Capitals.” *Wikimedia Commons*, 5 July 2015, commons.wikimedia.org/wiki/File:Map\_of\_Ireland%27s\_capitals.png. Accessed 21 Nov. 2021.

Mamadou. “Flag of Northern Ireland (1953-1972).” *Wikimedia Commons*, 18 Mar. 2021, commons.wikimedia.org/wiki/File:Flag\_of\_Northern\_Ireland\_(1953%E2%80%931972).svg. Accessed 21 Nov. 2021.

Republic of Ireland / Poblacht na hÉireann. “Flag of Ireland.” *Wikimedia Commons*, 16 May 2016, commons.wikimedia.org/wiki/File:Flag\_of\_Ireland.svg. Accessed 21 Nov. 2021.

**Task 5:** You have now been introduced to Irish nationalism and how history and language figure in the creation of a national identity.

Taking into consideration what you have read and discussed, please submit a 2–4-minute video answering the question **“What does national identity mean to you?”**. You may be as creative as you like. (You may simply record yourself answering the question; you may animate your answer; etc.)

