

II.C.4.4

Landeskunde – Political Life in Great Britain

Den Film „Belfast“ untersuchen – A cinematic story of Irish history

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Die Unterrichtsreihe zum Coming-of-age-Film „Belfast“ verbindet Film, Geschichte und politische Bildung auf Basis der aktuellen Abiturnichtlinien. Ihre Lernenden analysieren persönliche Perspektiven auf die Auseinandersetzungen im Zusammenhang mit dem Nordirlandkonflikt und setzen sie in einen historischen Kontext. Die Reihe fördert Medienkompetenz, Urteilsfähigkeit und interkulturelles Verständnis. Die Aufgabenformate sind gemäß den Abiturvorgaben operationalisiert und auf die unterschiedlichen Bedürfnisse Ihrer Schülerinnen und Schüler abgestimmt.

KOMPETENZPROFIL

Klassenstufe/Lernjahr:	12 /13; 8./9. Lernjahr
Dauer:	4–8 Unterrichtsstunden + LEK
Kompetenzen:	1. Text- und Medienkompetenz: Film und Texte analysieren; 2. Funktionale kommunikative Kompetenzen: Hör-Seh-Verstehen, Leseverstehen und Schreibkompetenz zeigen; 3. Interkulturelle Kompetenz: Perspektivwechsel vollziehen
Themen:	UK: <i>tradition and change</i> , Northern Ireland, Belfast, Filmanalyse
Materialien:	Videos, Filmbilder
Zusätzlich benötigt:	Film „Belfast“ (2021) von Kenneth Branagh

Auf einen Blick

1. Stunde

Thema: The film trailer: an introduction

M 1 Introducing the film “Belfast” – Focus on the trailer / in die Themen und die Hauptfiguren des Films sowie der Unterrichtsreihe einführen

Benötigt:

- M 1 analog in Klassenstärke oder digital
- digitales Endgerät mit Internetzugang zum Abspielen des Filmtrailers
https://raabe.click/trailer_belfast



2. Stunde

Thema: The city of Belfast

M 2 “Belfast” – The beginning of the film: setting, protagonist and riots / die Einstiegsszene des Films inhaltlich erfassen und mit Verweis auf landeskundliche und filmstilistische Informationen analytisch betrachten

Benötigt:

- M 2 analog in Klassenstärke oder digital
- DVD „Belfast“ und Abspielmöglichkeit
- Auswahl der ersten acht Filmminuten (bis ca. 7:45 Min.)



3. Stunde

Thema: Background information

M 3 The Troubles of Northern Ireland – Focus on background information / Hintergründe zum Film erarbeiten, eine Karikatur beschreiben und analysieren

Hausaufgabe: einen Tagebucheintrag aus Buddys Perspektive über die Ausschreitungen schreiben

Benötigt:

- M 3 analog in Klassenstärke oder digital

4. Stunde

Thema: Autobiographical aspects

M 4 The director of “Belfast” – Elements of fiction and reality / einen Zeitungsartikel über die autobiografischen Bezüge des Films untersuchen; eine Online-Recherche durchführen und die Relevanz des Films diskutieren

Hausaufgabe: eine Mindmap zur Figur Buddy vorbereiten (task 5)

Who is Buddy? – Focus on the main character

M 5



Method: Character poster

What is an analogue or a digital character poster? Creating a character poster is a useful technique to collect important information on a character. It provides information on a character's appearance, family, character traits as well as behaviour and relationships with other characters. You can create it on your own, with a partner or a group, on a piece of paper or in a digital form (e.g., TaskCards or Canva).

Tasks

1. Watch the film scenes 1 to 6. Focus on Buddy, the protagonist, and take notes on what is happening in the scenes:

Scene 1: 04:00–09:25 min.	Scene 2: 12:40–16:00 min.	Scene 3: 18:30–20:00 min.
Scene 4: 36:25–39:50 min.	Scene 5: 1:00:51–1:04:27 min.	Scene 6: 1:24:05–1:25:00 min.

2. Individual or group work: Follow the steps in the info box to create your own analogue or digital character poster.
3. Use the gathered information to write a detailed characterisation of Buddy.

Info box: Creating a character poster

- a) Use a large piece of paper or a digital board (e.g., TaskCards) and copy the character diagram below.
- b) Use all information you have collected about Buddy and put it into the categories. You can use a digital representation/avatar for Buddy in your digital board, too.
- c) Add more information as you continue watching further scenes from the film.
- d) Compare your results with a partner.

Buddy

Outward appearance:

thoughts

Relationships:

Main conflicts:

feelings

attitudes

character traits

Family and friends:

Buddy's position and function in the film:



M 6

Buddy's family – Belonging and choice

In “Belfast”, the Troubles force Buddy's family to consider leaving their home in search of safety and stability. Like many families during the Troubles, they consider moving to other parts of the United Kingdom or to cities across the Commonwealth, where better job opportunities and a more peaceful life seemed possible. For thousands of people, emigration became a way to escape violence and uncertainty, even though it often meant leaving behind family, community and a strong sense of belonging.

**Info box: The British Commonwealth**

The Commonwealth of Nations, often called the British Commonwealth, is an association of countries that are mostly former territories of the British Empire. It includes nations such as Canada, Australia, India and many countries in Africa and the Caribbean. The Commonwealth is based on shared historical ties, the English language and common political values like democracy and human rights. For many British people, especially during times of crisis such as the Troubles, Commonwealth countries offered opportunities for work, safety and a new start abroad. Many Commonwealth countries were attractive destinations because they already had strong cultural and economic connections to Britain. Over time, the Commonwealth has developed into a network that promotes migration and cooperation in areas such as trade, education and cultural exchange. Today, it continues to play an important role in shaping global relationships and postcolonial identities.

Source: https://de.wikipedia.org/wiki/Commonwealth_of_Nations cc by sa 3.0 (text shortened and adapted by Dirk Beyer)

Tasks

1. Watch the scenes and identify the main reasons why Buddy's parents are thinking about leaving Belfast, as well as the reasons why they ultimately stay in their home country.

Scene 1: 24:10–25:10 min.	Scene 2: 50:50–52:00 min.

2. In small groups of up to four students, prepare a presentation on the topic “Places of the Commonwealth and reasons why British people emigrated there.” For your presentation use a digital tool and research information online:

- https://raabe.click/commonwealth_network
- https://raabe.click/commonwealth_brexit
- https://raabe.click/emigration_commonwealth

3. Prepare cue cards to present your results in the next lesson.

Criteria of digital presentations – A checklist

- Your presentation has a good structure (introduction – main part – conclusion).
- Your presentation is based on informative facts, clear slides and accurate information.
- Your visuals support your content, and your style is consistent throughout your presentation.
- Information is more important than visuals and effects; make sure your classmates learn something new.

M 8



“Belfast” – Focus on cinematic techniques

The film “Belfast” uses a variety of cinematic techniques to tell a personal story in a time of political conflict. Through elements such as black-and-white cinematography, music, camera movement and lighting, the film creates a specific atmosphere and emotional impact. You will analyse how these techniques help to shape the viewer’s understanding of characters, mood and themes. By focusing on selected film stills, you will explore how film form and content work together to convey meaning.

Film still	Cinematic technique(s)	Effect(s) on the viewer
		
		
		
		
© Haris Zambarloukos/TKBC/Focus Features/Northern Ireland Screen Useful words – Cinematic techniques camera angle: high angle, low angle, eye-level – shot type: close-up, medium shot, long shot – point of view – use of colour / black-and-white – use of props: chair, table, equipment etc. – visual symbols: objects, barriers, doors etc. – use of light – atmosphere: nostalgic, calm, tense etc.		

Tasks

1. Look at the film stills and describe the cinematic technique(s) used. These can refer to, e.g., point of view, camera angle, perspective, use of colours.
2. Analyse the effect of the film still on the viewer.
3. Work with a partner: Place the film stills in their correct context within the film and discuss the significance of these scenes for the film’s development and overall meaning.