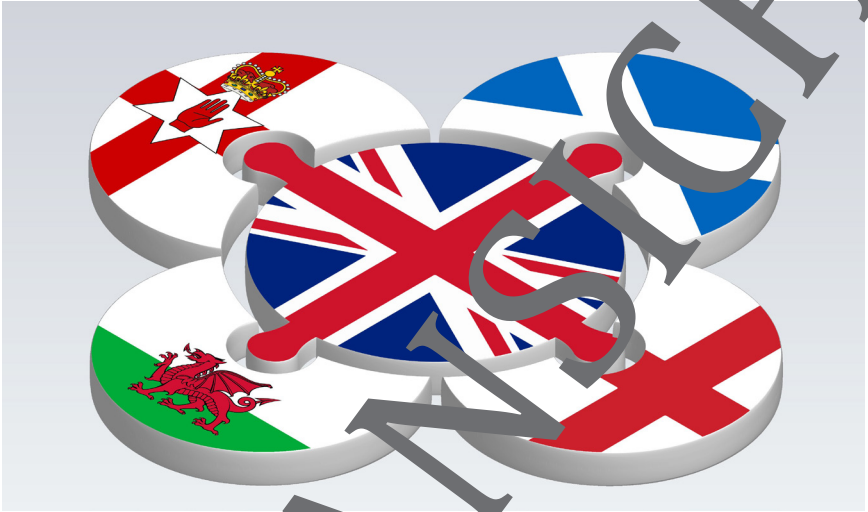


# Regional and social identity in the UK

By Paul Jenkinson



© RAABE 2020

© katarinanh/Adobe Stock

Diese Reihe gibt den Schülerinnen und Schülern einen kurzen Überblick über die regionalen und sozialen Identitäten im Vereinigten Königreich und Nordirland. Fragen der Identität sind in den letzten Jahren durch eine Verlagerung politischer Kompetenzen von den Houses of Parliament in London an gewählte Vertretungen in Schottland, Nordirland und Wales in den Vordergrund gerückt. Daneben spielen weitere Faktoren eine Schlüsselrolle, um Identitäten zu verstehen. Das übergeordnete Ziel der Einheit sind interkulturelle Kompetenzen, mit denen die Lernenden die Diskussionen infolge des Brexit besser einordnen können. Des Weiteren trainieren die Schülerinnen und Schüler insbesondere das Leseverständnis sowie ihr Hör-/Sehverstehen.

# Regional and social identity in the UK

By Paul Jenkinson

<b>Facts</b>	1
<b>Notes on the material</b>	1
<b>Topic 1: Regionalism</b>	2
<b>Topic 2: Elitist education</b>	12
<b>Topic 3: Regional identity through cultural roots</b>	20

## Competences and skills:

The overarching goal is the acquisition of **cultural competences**. To achieve this, students demonstrate their **reading skills** as they work with texts and their **viewing and listening skills** as they work with videos. They apply their analysing, presenting and writing competences as they work on the texts and videos. They frequently work with partners and, thus, use their **communicative** as well as their **social competences**. By completing various research tasks, they acquire additional **media competences**.

## Overview:

### List of abbreviations:

**A** Text analysis

**D** Discussion

**LVC** Listening/viewing comprehension

**PR** Presentation

**T** Working with the text

**C** Comment

**GW** Group work

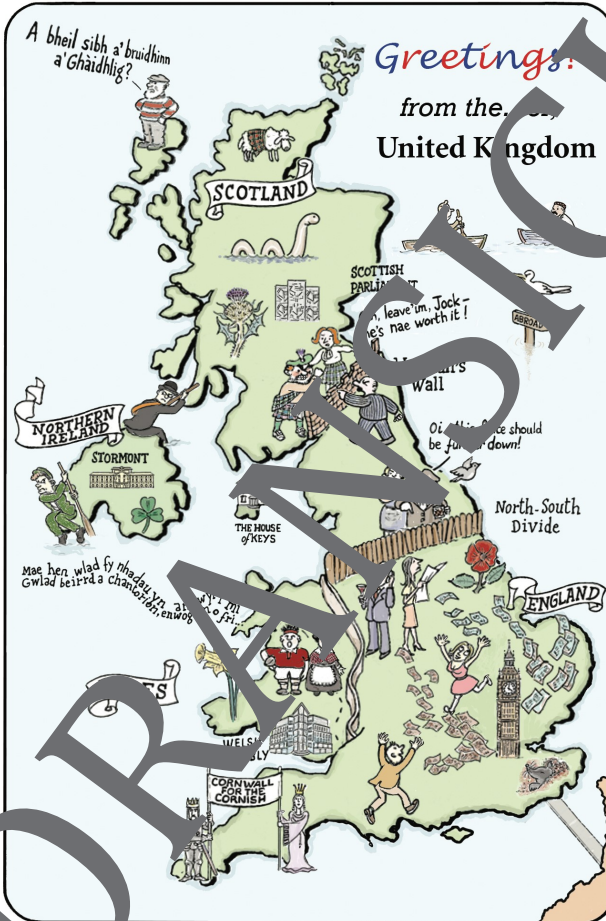
**P** Working with a picture/cartoon

**R** Research

**W** Writing

Topic	Material	Methods/skills
1: Regionalism	M1–M3	P, PR, T, W
2: Elitist education	M4–M6	C, D, LVC, T, W
3: Regional identity through cultural roots	M6, M7	A, GW, LVC, PR, R,

## M2 Cartoon: Greetings from the ... er, United Kingdom



Source: How to be British Collection Two/Published by Lee Gone Publishers, GB 2005. Copyright: LGP, Brighton, UK, [www.lgpcards.com](http://www.lgpcards.com) [last access: 04/09/2020]

## Viewing comprehension



6. Watch the video *Should we abolish private schools?*

[https://raabe.click/um\\_en\\_private\\_schools](https://raabe.click/um_en_private_schools)

[last access: 14/09/2020]



While watching and listening to the first three minutes of the video ending with "So what can we do about this?" tick (✓) the correct box to complete each sentence.



- a) Graduates who went to private schools usually earn ...
- more than those who didn't.
  - less than one expects.
  - the same.
- b) Privately educated children get jobs from ...
- their parents' friends.
  - people like themselves.
  - university contacts.
- c) The percentage of the population that go to a private school is ...
- more than one expects.
  - very low.
  - increasing.
- d) Eton has produced ...
- an elitism.
  - a long list of prime ministers.
  - a parallel society.
- e) The state school teacher complains about ...
- her lack of facilities.
  - unequal opportunities.
  - the number of private schools.
- f) Private schools were founded to help ...
- the church.
  - land owners.
  - poor people with little money.

## M7 Worksheet: Regional identity through cultural roots

### Group work



Present information about two aspects of regional identity in Britain. There are two topics to study; Cornwall and a Scottish island's celebration *Up Helly Aa*. Divide into two equal sized groups to work on each theme.

### Group A: Research and reporting



1. Divide your group into four subgroups. Each of these smaller groups should report on one of the following aspects; three of which require internet research.
  - a) Cornish National Identity – collect information from the text using these categories: the MP's purpose and argument, Cornwall's geography and associated humour, Cornish people
  - b) Origins and ingredients of Cornish pasties
  - c) St Piran/St Piran's Day
  - d) The Beast of Bodmin Moor
2. In each subgroup, prepare a brief talk about your topic to your class.



### Group B: Viewing comprehension



1. Watch the video: [http://raabe.com/en/up\\_helly\\_aa](http://raabe.com/en/up_helly_aa)  
[last access: 14/09/2020]

While watching, take notes about it using the categories below.

- a) The band and their audience
  - b) Describe the Shetlands
    - i) Colours : men, women, Guizer Jarl and the Jarl Squad
    - ii) Preparations
    - iii) Origins
    - iv) The event itself
  - c) The visual elements of the video in order to expand on the information; for example, clothes, atmosphere, accent, actions, descriptions
2. Coordinate all the information from the various groups to form a single presentation.



## Der RAABE Webshop: Schnell, übersichtlich, sicher!



### Wir bieten Ihnen:



Schnelle und intuitive Produktsuche



Übersichtliches Kundenkonto



Komfortable Nutzung über  
Computer, Tablet und Smartphone



Höhere Sicherheit durch  
SSL-Verschlüsselung

**Mehr unter: [www.raabe.de](http://www.raabe.de)**