

## Workshop: “Living Together... or not?”

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### Workshop content/theme:

This workshop considers the issues of integration. Students (and teachers) are encouraged to explore conflicts that may arise when groups within a community have different values and beliefs. They will consider reasons why people with different cultures may be reluctant to abandon them. They will also explore different ways of promoting integration without assimilation.

### Aims

⇒ **Learning objectives:**

- To consider issues of integration involving groups with different beliefs and values.
- To consider whether people have a right or duty to preserve their own culture in a new country.
- To explore ways in which integration can be promoted.
- To develop skills of critical thinking, emphatic reasoning, discussion and research.

### Method(s)/Approach:

- **Story: The School at the End of the Forest**  
Reading through the story or telling the story showing the pictures.  
In pairs or groups, asking them to discuss what they found interesting or surprising.  
Alternatively, there are a number of issues that you can raise for critical consideration by your students. Encourage students to make links with local circumstances or real issues where possible.
- **For and against rebuilding statements: Should the school be rebuilt?**  
Asking students to come up with arguments for and against the rebuilding of the school. This can be done as a statement sorting activity using the for and against rebuilding statements. Students can be asked to conduct a simple role play, working in pairs to imagine they are parents from the same community discussing whether the school should be rebuilt. If the students are confident in role play techniques, you could ask the pairs from the opposing side to meet and discuss the future of the school in role.
- **Advantages of common and segregated schools statements: One school or two?**  
Asking students about their views on the advantages of having one (common) school or two (segregated) schools. This can be done as a statement sorting activity (advantages of common and segregated schools). They must sort them into either advantages of one (common) school or two (segregated) schools.
- **Ideas for improving integration through education**  
Assuming that the rebuilt school is an integrated one, what else could be done to help with integration within the school? Students, in groups of two or more, are given ideas for improving integration cut up into individual ideas. They rank the ideas in order that they think will be most likely to help integration. They must be able to explain their choices.

### Further tips, sources, resource material or links:

The material used is part of the education strand of the **British Council's *Living Together project from South-East Europe***.

*Living Together* is a project initiated and facilitated by the British Council, aiming to promote intercultural dialogue and collaboration on equal terms. The project centres on the phenomenon of migration and the resulting contacts and interaction of groups from different backgrounds.

The material can be downloaded from <http://www.britishcouncil.org/living-together-materials-integration.pdf>

**Outcomes of the workshop:**

- The participants were able to identify a range of issues encountered when people from different countries begin to live together.
- The participants were able to articulate reasons for and against the preservation of people's own culture in multicultural communities.
- The participants were able to identify advantages and disadvantages of cultural assimilation.
- The participants were able to discuss different methods by which cultural pluralism can be achieved.