



# DARE

Depolarisation Activism for  
Resilient Europe

## **DARE to Care: Social Cohesion in Multicultural Communities**

Author: Robert Örell



Croatian Education and Development  
Network for the Evolution of  
Communication - HERMES  
Croatia



Kreisau-Initiative  
Kreisau Initiative e.V.  
Germany



Open Communication  
Serbia



TRANSFORM  
Sweden



Western Balkans  
Network  
Bosnia-Herzegovina



**Co-funded by  
the European Union**

This project was co-funded by the European Commission. The views and content of this lesson plan are the sole responsibility of its authors and do not reflect the views of the European Commission or the implementing organisations. The European Commission is not liable for any consequence stemming from the reuse of this publication.

# DARE to Care: Social Cohesion

## Background (about the DARE project)

---

The 'DARE - Depolarization Activism for Resilient Europe' initiative was created to inspire a critical learning space and youth-led and action-oriented dialogue about various contemporary challenges such as polarisation, radicalisation, mental health, human rights violations. The DARE educational materials seek to strengthen active citizenship and European values and promote and amplify youth voices and civic engagement.

For more information, please visit the project website: [www.depolarisation.eu](http://www.depolarisation.eu)

## Lesson Themes

---

- DARE to Care Theme is an insight into a young person's motivation and commitment to volunteering for a particular cause and through doing so, serving one's community;
- Integration of refugee and immigrant minorities and challenges minorities face;
- Exploring meaningful ways to learn about other cultures.

## Context

---

Discrimination, xenophobia, and group-based hatred have increased in Europe. Intolerance towards differences in cultures and faiths has been a source of discrimination and conflict within many communities.

This DARE to Care short film follows a young volunteer who works with youngsters in the Somali community in Sweden. Somali people arrived to Sweden as refugees fleeing two civil wars - one in 1980s, and another one from 2006 onward. Currently, there are estimated 110.000 Somalis living in Sweden (source: The Global Village, 2021).

This lesson seeks to raise awareness about discrimination, segregation and xenophobia towards minorities, to raise awareness about the issues related to integration and the challenges of starting a life in a new country, and to encourage students to actively engage in fighting intolerance and contributing to social cohesion.

## Goals

---

- To raise awareness about the challenges minorities may face (e.g., negative stereotypes, prejudice, discrimination and segregation);
- To understand what measures can be taken to help the integration of minorities;
- To explore meaningful ways how we can learn about each other's cultures.

## Learning Outcomes

---

It is expected that as a result of the class, the students will be able to:

- Have a better understanding of the challenges minority communities face;
- Identify ways of welcoming and integrating refugee and immigrant communities;
- Articulate ideas on how one can learn about other cultures.

## Material and Equipment Needed

---

To play the video: laptop, beamer/projector, speakers, internet/wi-fi

## Duration

---

45 minutes (one standard lesson)

## Overview of Lesson Activities (Process)

---

### Introduction (10 minutes)

The lesson starts with the instructor announcing that today's class will focus on the topic of social cohesion in multicultural communities, in other words, how we can strengthen relationships and the sense of solidarity among members of a diverse community.

The instructor continues by asking a few warm-up questions, for example:

- What does it mean to be (nationality of your country, e.g. Swedish)?
- In what ways can people become (nationality of your country, e.g. German)?
- What stereotypes do you know about your nationality? Are they positive or negative? Are they true? How do stereotypes about your nationality make you feel?
- What (religious, cultural) minorities do you know in your country?
- Why do you think people move to a different country? (E.g. fleeing from war or looking for better job opportunities)

### Short DARE to Care video clip viewing (5 minutes)

Play the video clip for the students: [depolarisation.eu/socialcohesion](https://depolarisation.eu/socialcohesion)

### Discussion about the video clip (15 minutes)

Useful exploratory and follow-up reflection questions:

- Who is Ilham? What is her day job? What does she do as a volunteer?

(Note: Ilham lives in Sweden, works as a nurse, and in her free time she works for an organisation that helps Somali children and adults integrate into Swedish society. In the organisation, Ilham is currently a board member and she takes care of the administrative work but in the past, she worked with Somali youngsters in the "Young Ambassadors" program. In that program Ilham educated Somali young people on topics such as mental health, with the aim that these youngsters will educate their peers.)

- What does she see as a problem in her community?

(Note: She identifies prejudice, segregation and discrimination against Somali people as the main challenges. When people don't know members of a minority group, they often rely on distorted and general stereotypes and sometimes may even have prejudices against them. In this case, they might try to avoid contact with them.)

### **Discussion about the video clip (continued):**

- What is Ilham's motivation to do this type of volunteer work?

(Note: She is motivated by her faith, Islam).

- What does she think should be done to improve the situation?

(Note: She emphasises the importance of letting people get integrated, facilitating language learning, and empowering and investing in the youths to become activists to help integration.)

- What do you think the majority can do to help the integration of refugees and immigrants?

(Offering help in learning the language and education, helping with finding housing and employment, having an open and curious attitude towards people who are different, building connections, etc.)

### **"Giving back to the community" - Group Brainstorming Activity (15 minutes)**

The instructor may introduce the group activity in the following way:

"Ilham talks about the problem of segregation in the video. When people have negative stereotypes and prejudice about a group, they might try to avoid talking to them or building a connection with them. This further isolates members of a minority group. What can we do to learn about each other, and each others' cultures, values and customs? I would like you to work in small groups, and come up with ideas, how we can learn about each other?"

Students are randomly assigned to small groups of ideally 5 students (but more or fewer students could work as well) to brainstorm ideas. (5 minutes)

Students share their ideas by appointing a group representative. While students present their ideas, the instructor offers feedback and follow-up clarification questions.

Note: Some ideas to learn about each others' culture may include:

- Organizing intercultural activities where students present their heritage or a culture they have chosen to learn more about.

The events can be thematic, for example:

- intercultural dinner where students bring food from their culture/from the culture they have chosen to research about;
- discussing different religious holidays, such as Christmas, Ramadan, Pesach, etc.;
- creating a presentation about clothing that is typical in certain cultures and norms and rules regarding clothing;
- inviting representatives of different cultures to talk about their culture and experiences of living in a new country.

## Sources

---

- DARE project, documentation and videos can be found on the project website: [www.depolarisation.eu](http://www.depolarisation.eu) or [www.resilienteurope.eu](http://www.resilienteurope.eu)
- Somali National Association in Sweden: [www.srfs.se](http://www.srfs.se)

## Activity Adaption for Online Implementation

---

This lesson easily transfers to online education, as much of it focuses on student reflection and conversation.

## Assessment and Evaluation Options

---

While some elements of this lesson relate to understanding and knowledge of information that can be evaluated, the core of this activity revolves around raising awareness of the challenges of integration and fostering empathy - and this should not be the subject to grading or other standard evaluation practices. If there is a knowledge-based follow-up assignment (e.g., a presentation about a chosen culture or religion) this could be the subject of evaluation. Teachers are encouraged to communicate clear evaluation criteria for the presentation.

## Homework Ideas

---

- Homework 1. Group assignment: Realizing the ideas created during the group brainstorm exercise. This homework can be a follow-up to execute some of the students' ideas that were presented as a result of their group work in class.
- Homework 2. Group assignment: The instructor can choose to use homework to elaborate on key topics related to social cohesion or to explore ways to help integration. In this case, student groups are given a topic to be researched and presented about in class, such as:
  - What acculturation strategies exist, what are their benefits and challenges from the perspective of the majority and from the minority community (assimilation, integration, segregation, marginalization)?
  - Research what measures the government/ local government employs to integrate refugees and immigrants in your country/city or town.