2014 marks the 20th anniversary of the Genocide in Rwanda. This lesson plan is to help any teacher who wishes to commemorate the anniversary, remember the victims and honour the survivors, specifically in conjunction with Holocaust Memorial Day and this year’s theme of Journeys.

This lesson plan is designed to be cross-curricular and suitable for all secondary school students, aged 11-18. Some of the images and activities are more suitable for older students, so please choose only those that you feel are appropriate for your students.

Before you teach this lesson, it is recommended that you read through the entire lesson plan and the accompanying PowerPoint presentation.

What you will need:
- means of displaying the accompanying PowerPoint presentation, such as computer/ laptop and projector and screen. It is recommended that you download the presentation in advance.
- a whiteboard or flipchart, and pens.
- these notes.
- the students will need writing equipment, paper, pens.
- luggage tags (optional – these could be purchased from a stationary shop, you could print these out from the PowerPoint presentation, or your students could create them themselves)
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Explain
Every year on 27 January we mark Holocaust Memorial Day by remembering the millions of people killed in the Holocaust, Nazi Persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia, and Darfur. We honour the survivors of these regimes and challenge ourselves to use the lessons of their experience to inform our lives today.

On Holocaust Memorial Day you will be joining thousands of others who come together at activities all over the UK to remember the past and consider the part they can play in challenging hatred and creating a safer, better future.

This year, the theme for Holocaust Memorial Day is **Journeys**. The theme reminds us that the experience of those affected by the Holocaust and subsequent genocides is characterised by forced **Journeys**. For Holocaust Memorial Day 2014, we will learn of the multitude of **Journeys** that people were forced to undertake, in fear of what would be found at the end. We will do so at events that bring us together with our neighbours, that strengthen bonds of respect, and that enable us to take a step to create a safer, better future.

**Ask: what do you know about Rwanda?**
Explain to your students that in today’s lesson you are going to be looking at one of the genocides which occurred after the Holocaust. Ask them what they know about Rwanda. Write their answers up on the board/flipchart to create a spider diagram.

This activity is designed to allow you to discover what your students already know and this activity will be repeated at the end of the lesson to ensure the students have learned something about Rwanda. At this stage, it does not matter how much or how little they know. You may want to prompt your students, for example, asking:

- where is Rwanda?
- how many people live there?
- which countries border Rwanda?

**Alternative: Rwanda factsheet**
Print out or display the Rwanda factsheet (below) and ask your students to fill out the answers in the column marked Round 1. If they don’t know they should just guess. Please note that you may add or remove questions as you see fit. It is unlikely your students will know the answers to all of the questions, but hopefully at the end of the lesson they will have a better understanding of Rwanda.

At the end of the lesson, this activity will be repeated, with answers going into the column marked Round 2 and hopefully your students will be able to fill out the correct answers. Please note there is a copy of the factsheet with the answers on for your benefit. You may choose to display this on screen to your students at the end of the lesson.

Now you know how much (or how little) your students know about Rwanda, you can begin to give them some background. If you can, show your students a map of Rwanda. Slides 2 and 3 contain maps of Rwanda, firstly locating it within Africa and then showing its borders.
Explain
Provide your students with a brief background to Rwanda. Below are two versions of this, one concise and one extended. Choose the one more suitable for your students.

Concise history of Rwanda:
Different tribes, Hutu, Tutsi and Twa, lived peacefully under a succession of Tutsi kings until 1899 when Rwanda became a German colony. When Germany lost World War One, Rwanda was given to the League of Nations and ruled by Belgium. The Hutu tribe established an independent Hutu-led state from 1962 and targeted the Tutsi tribe, discriminating against them and forcing around two million of them into exile to neighbouring countries. While in exile some Tutsis formed the Rwandese Patriotic Front (RPF). In just 100 days in 1994 extremist Hutus in the Government encouraged people across the country to kill Tutsis and moderate Hutus. The RPF liberated Rwanda in July 1994, after more than one million Tutsi and moderate Hutus had been murdered.

Extended history of Rwanda:
Rwanda is a small landlocked country in east-central Africa which is home to approximately 12 million people (2013 estimate). There are three main social groupings in the country – the majority Hutu (84%), the minority Tutsi (15%), and the much smaller Twa (1%). There are also South Asian, Arab and European minority groups.

Until 1899 an independent Tutsi monarchy ruled the nation, however in this year the country became a German province. After the end of the World War One Belgium took control of Rwanda under a League of Nations mandate. The Belgians initially relied on the traditional hierarchy and social structures including leaving the Tutsi King, who was recognised by both Hutus and Tutsis, to run the country. Under Belgian rule ethnic identity cards were introduced in 1926. Seven years later a census was carried out and identity cards became compulsory. Ethnic identity was now fixed from birth and was recorded on identity cards.

In 1957 the Hutu manifesto was published which denounced the Tutsis and their perceived dominant position in Rwandan leadership. When the King died in 1959 the Hutus, supported by the Belgians, rose up against the Tutsi leadership. Thousands of Tutsis were murdered and more fled to neighbouring countries. The first municipal elections held in Rwanda took place in 1960 and saw a Hutu majority being elected. In 1961, following the abolition of the monarchy Tutsis were attacked again. In 1962 Rwanda was granted independence from Belgium and George Kayibanda from the Hutu nationalist party came to power.

The years following independence saw repeated massacres of Tutsis. There were also attacks on Hutus by Tutsis, who formed the Rwandan Patriotic Front (RPF) while in exile. Tutsis also saw themselves denied political representation as the nation became a one-party state. Tutsis were denied jobs in the public service under an ethnic quota system which allocated them only 9% of available jobs. Tensions
were further inflamed by increasing pressures on the Rwandan economy, resulting in rising levels of poverty and discontent.

In October 1990 RPF rebels invaded Rwanda in the hope of creating a power-sharing agreement with President Habyarimana, the longstanding totalitarian Hutu President. They were opposed by Government forces which were equipped and trained by France and Zaire (now the Democratic of Congo). In March 1991 a ceasefire was declared. Despite this local attacks on Tutsis continued and the Rwandan Army trained civilian militia – the Interahamwe.

After a three year civil war negotiations led to the Arusha Accords in 1993. The President and the RPF signed up to a power sharing agreement.
Henriette Mutegwaraba's life story

Tell your students that, using the theme of Journeys, we are going to look at a few of the life stories of people affected by the Genocide in Rwanda.

Ask your students to read Henriette’s life story. You could choose to display her story through the PowerPoint presentation (slides 4 – 7) and have different students read different slides aloud. You could print them off and ask the students to read the life story to themselves. Please note that it is an abridged version of her story presented here. If you (or your students) would like to read her full story, please see the HMD website: hmd.org.uk/lifestories

Concise version of Henriette’s life story (also on the slides)

Henriette was born in 1971 in Rwanda, and had two brothers and three sisters. She had a happy childhood until 1990 when the RPF invaded the country, and Hutu students were cruel to her, because she was a Tutsi. Henriette’s parents decided to send her to neighbouring Burundi as they thought that young girls and women were more at risk. It was very difficult for Henriette and her two female cousins to get into Burundi. They slept in five different houses over a period of about a fortnight as they waited for the right moment to enter Burundi without being seen. They eventually crossed the river into Burundi, being carried on the shoulders of men as there was no boat.

“About four months later, some people who had fled from Rwanda told us that all my family had been killed in the genocide. That message hurt me so deeply. I had never felt so much bitterness in my life…I decided never to go back to Rwanda. There was no point in returning because no one had survived.”

Three months after the genocide had ended, Henriette received a letter from her younger sister, Chantal. In it Chantal wrote: “All our family has been killed… Aunt Marie Rose and I are the only ones who survived. Why don’t you come back? I need you, please come back.”

Henriette decided to go back to Rwanda. Life was very hard for Henriette and for Chantal, as they constantly had to face trauma, pain, hunger and sorrow.

Today, Henriette works as a guide at the Kigali Memorial Centre in Rwanda.

Questions about Henriette’s story

Split your students into groups; half of the groups should consider the journey Henriette made to Burundi, and the other half should examine the journey she made back to Rwanda. This activity should help your students to reflect on different journeys genocide survivors went on.

Ask the groups questions, such as:

- why did Henriette embark on this journey?
- was it her choice? What factors led her to make the choice?
• was it a difficult choice for her to make? Why/ why not?
• what made it a difficult journey? Think about the practical elements of the journey but also the emotional ones.

After allowing the groups time to explore these questions, bring the groups back together and ask people from different groups to feed back so that the students can compare their answers. Then ask them:

• was one of the journeys more difficult than the other one?
• What were the implications for Henriette in making these journeys?
Adrien Niyonshuti’s story
Watch the clip of Adrien Niyonshuti, talking about how he feels to represent Rwanda in the Olympics last year. It is four minutes 25 seconds long.

Play the video by clicking on the photograph of Adrien

Questions for Adrien
Allow your students time to process his story, and ask any questions they may have. In small groups ask your students to focus on how Adrien would have felt.

Suggested questions to discuss:
- how would he have felt representing Rwanda?
- why did he want to represent Rwanda?
- would he have enjoyed the Olympics?
- what was the best thing about the Olympics?
After the Genocide

Please note this activity may be more appropriate for older students.

Play Slide 9. These are all pictures taken in Rwanda after the Genocide. (Please note, these are the same images displayed in the HMD assembly on Rwanda). This activity is to encourage your students to think about survivors after the genocide. Different images will appear on screen.

Adrien and Henriette

Ask your students to think about the different journeys Adrien and Henriette went on after the Genocide in Rwanda. Examples could include:

- physical journey (eg returning to Rwanda)
- spiritual journey
- emotional journey (eg Henriette reuniting with her sister)

Ask the students (either as one whole group or you can split them into smaller groups) about the choices Adrien and Henriette were faced with.

- why did Henriette choose to work at the Kigali Memorial Centre?
- why did Adrien want to represent Rwanda at the Olympics?
- what factors do you think Henriette and Adrien took into consideration when they made these choices? Eg. families
- is it possible for Henriette and Adrien to move on from their experiences? Should they be expected to move on?

Alternative/ additional activity: after the Genocide: survivors

You may wish to explore the issue of the problems survivors of genocide face. Think about what survivors of the Genocide in Rwanda need and how they can achieve this.

You could show your students the following information which is on slide 10 as it may help inform their answer to this question.

- there are between 300,000 to 400,000 survivors of the Genocide
- 75,000 of survivors were orphaned as a result of the Genocide.
- of those that survived the genocide over half the children stopped their schooling, because of poverty.
- 40,000 survivors are still without shelter, many whose homes were destroyed in the Genocide.
- 7 in 10 survivors earn a monthly income of less than 5000 Rwandan Francs (equivalent to £5).

- If you have Post-16 students you may wish to consider the issue of rape and genocide, and the statistics on slide 11 will be of use. PLEASE REMOVE THIS SLIDE IF YOU DO NOT INTEND TO SHOW IT TO YOUR STUDENTS.
- You could challenge your students to think of ways to help Rwandan survivors.
Ask Again
Repeat activity 1 with your students, either using the question sheet from earlier, or using a board or flipchart to write down their answers. They should have a better understanding of Rwanda and the Genocide that occurred there.

Take a step

Explain that we have been learning about just some of the multitude of journeys that people were forced to undertake, in fear of what would be found at the end. What can your students do to take a step on their own journey to commemorate Holocaust Memorial Day?

Options:

- ask them what they would like to do!
- they could (under your supervision) light a candle
- perhaps they would like to write a letter to Adrien or Henriette
- whatever action they choose to take, they can share their action with everyone else who has taken a step for Holocaust Memorial Day through a special website: journeys.hmd.org.uk
- The logo for ‘taking a step’ is a luggage label. You could purchase luggage labels from a stationary shop, or use the last slide in the PowerPoint presentation to print a luggage tag for each student. Ask each of your students to write the step they will take on a luggage label. These can then be displayed in your classroom, as a reminder to everyone to take their step, or can be made into a display for an assembly (for example). If you choose this option, please remember to take a photo of your display and send it to HMDT; this can be the step you take: hmd.org.uk/letusknow and journeys.hmd.org.uk

Closing Stages

Leave time at the end of your lesson for your students to ask any questions, or to reflect on what they have learnt.

Remind them that the purpose of Holocaust Memorial Day is to remember the past to create a safer, better future. By taking a step, however big or small, on their own journey, we will be able to create that future.

Below are suggestions as to where you can go next.
Where next?

- HMDT has produced an assembly to commemorate the 20\textsuperscript{th} Anniversary of the Genocide in Rwanda. You might like to use this assembly with your class, or indeed, the whole school, particularly if your students have shown an interest in today’s lesson.

- For Henriette Mutegwaraba’s life story, and more life stories of survivors of the Genocide in Rwanda, please visit hmd.org.uk/lifestories

- If your students were interested in Adrien’s story, see the hmd website for more inspirational sports stars and ways of engaging students through sports and sporting activities: hmd.org.uk/sports

- Your students might be interested in finding out about the plight of survivors today, and could take action to improve their lives. SURF Survivors Fund supports survivors of the Rwandan Genocide. Find out more by visiting http://survivors-fund.org.uk/ Hope Survivors Foundation is a UK-based organisation, founded by survivors of the Genocide in Rwanda. Find out more by visiting http://www.hope-survivors.org.uk/

Suggestions for further reading

Here are some suggestions if you, or any of your students, are interested in finding out more about the Genocide in Rwanda. Please note that these are not all suitable for younger students.

**Books**

- *A Sunday at the Pool in Kigali* by Gil Courtemanche (Canongate Books Ltd, 2004)
- *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families* by Philip Gourevitch (Picador, 2000)
- *Speak Rwanda* by Julian R. Piere (Picador USA, 2000) – please note that this book is more suited to students in year 10 and above (aged 15+)

**Films**

- *Shooting Dogs*
- *Sometimes in April*
<table>
<thead>
<tr>
<th>Question</th>
<th>Round 1</th>
<th>Round 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which continent is Rwanda on?</td>
<td></td>
<td></td>
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<tr>
<td>What is the population?</td>
<td></td>
<td></td>
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<tr>
<td>What is the capital of Rwanda?</td>
<td></td>
<td></td>
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<tr>
<td>Draw the Rwandan flag</td>
<td></td>
<td></td>
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<tr>
<td>Which countries border Rwanda?</td>
<td></td>
<td></td>
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<tr>
<td>Does Rwanda have a coastline?</td>
<td></td>
<td></td>
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<tr>
<td>How many volcanoes are there?</td>
<td></td>
<td></td>
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<tr>
<td>What is the average temperature?</td>
<td></td>
<td></td>
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<tr>
<td>Which country ruled Rwanda in 1900?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which country ruled Rwanda from 1919?</td>
<td></td>
<td></td>
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<tr>
<td>Who does Rwanda belong to now?</td>
<td></td>
<td></td>
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<tr>
<td>What is the currency of Rwanda?</td>
<td></td>
<td></td>
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<tr>
<td>What are the official languages?</td>
<td></td>
<td></td>
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<tr>
<td>Who is the President?</td>
<td></td>
<td></td>
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<tr>
<td>What year did the Genocide in Rwanda begin?</td>
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</tbody>
</table>
**Rwandan factsheet – answers**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which continent is Rwanda on?</td>
<td>Africa</td>
</tr>
<tr>
<td>What is the population?</td>
<td>Around 12 million</td>
</tr>
<tr>
<td>What is the capital of Rwanda?</td>
<td>Kigali</td>
</tr>
<tr>
<td>Draw the Rwandan flag</td>
<td><img src="image" alt="Rwandan Flag" /></td>
</tr>
<tr>
<td>Which countries border Rwanda?</td>
<td>Uganda, Tanzania, Burundi and Democratic Republic of Congo</td>
</tr>
<tr>
<td>Does Rwanda have a coastline?</td>
<td>No, it’s a landlocked country</td>
</tr>
<tr>
<td>How many volcanoes are there?</td>
<td>Five</td>
</tr>
<tr>
<td>What is the average temperature?</td>
<td>25-28 °C</td>
</tr>
<tr>
<td>Which country ruled Rwanda in 1900?</td>
<td>Germany</td>
</tr>
<tr>
<td>Which country ruled Rwanda from 1919?</td>
<td>Belgium</td>
</tr>
<tr>
<td>Who does Rwanda belong to now?</td>
<td>Trick question – Rwanda is independent now</td>
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<tr>
<td>What is the currency of Rwanda?</td>
<td>Rwandan Franc</td>
</tr>
<tr>
<td>What are the official languages?</td>
<td>French, English and Kinyarwanda</td>
</tr>
<tr>
<td>Who is the President?</td>
<td>Paul Kagame</td>
</tr>
<tr>
<td>What year did the Genocide in Rwanda begin?</td>
<td>1994</td>
</tr>
</tbody>
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