

Lesson 1 Before...

Activity 1

Watch the powerpoint presentation (Resource 1) looking at the history of Rwanda. On your sheet (Resource 2) draw a line that links together the first half of the sentence with its second half.

Activity 2

Cut out the cards on your sheet (Resource 3).

Watch and listen to the testimony given by Simeon, Cassien, Ange and Daphrose about their lives before the genocide in Rwanda.

As you listen separate the cards into two piles: one that contains those cards that are true and one that contains statements that are false.

Activity 3

Look at each of the cards that is true. Move each of the cards that describe a form of discrimination that was brought in by the Rwandan government before the genocide.

Activity 4

Rank the phrases that describe the discrimination that Simeon, Cassien, Ange and Daphrose faced – put the most severe form of discrimination at the top of a column and work downwards.

Extension: Try to group the cards into categories that seem to go together. From this try to work out how the Rwandan government was trying to hinder the life chances of Tutsis – particularly children.

Activity 5

Complete the paragraph that has been sketched for you. Either use your own words or those below the paragraph.

Resource 2

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|--|--|---|
| <i>Discrimination...</i> | | <i>...taking action against a person simply because they are different</i> |
| <i>Rwanda is...</i> | | <i>...any act that tries to destroy another group of people</i> |
| <i>There were two main groups of people in Rwanda...</i> | | <i>...a country in Africa</i> |
| <i>European countries...</i> | | <i>...introduced identity cards that labelled just about everybody either a Tutsi or a Hutu</i> |
| <i>Genocide is...</i> | | <i>...called Tutsi and Hutu</i> |
| <i>Belgians...</i> | | <i>...ruled Rwanda from 1884 until 1961</i> |

Resource 3

| | | | |
|--|---|---|---|
| Many Tutsis had close-knit families and communities | Tutsis were seen as second class citizens | Children had a happy and normal childhood | Everyone was equal in Rwanda |
| Some Tutsis were farmers who had enough cows to give them everything they needed | Tutsis were often not allowed a proper education | Tutsis children were sent out of class while the rest of the class worked | All Tutsis feared that something terrible would happen |
| A balanced and good life | Clever Tutsi children had exam marks reduced | Teachers registered children as either Hutu or Tutsi | The government ensured that discrimination did not happen |
| Tutsis lived in harmony with neighbours | Tutsis were killed in attacks several times before 1994 | Everyone in Rwanda was poor | Many were unaware of discrimination |
| In some places everyone seemed to get on well | Lives like everyone else in Rwanda | People had hopes for the future | Rwanda is not a fertile country |

Simeon, Cassien, Ange and Daphrose all lived in _____ before the _____ in 1994. Although their lives were very different there were many things that linked them. As _____ their government, controlled by _____ who believed that they were superior, _____ against them. Whilst most of the survivors got on well with their neighbours and looked to the future with hope the authorities saw them as _____ citizens.

Use these words to fill the gaps above:

genocide Rwanda Hutus second class Tutsis discriminated