

## Rwanda: 20 Years Later



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### How do we, as youth, learn from the conflict in Rwanda to strengthen media access and quality in our own communities?

In 1994, Rwanda suffered an ethnic conflict so deadly that more than a million people lost their lives in less than 100 days. Driven by ethnic tensions, the use of media contributed to and exacerbated the conflict. Despite efforts in Rwanda over the past two decades to promote nonviolent media, while working towards freedom of press, media content in Rwanda today is still limited and many journalists are under constant scrutiny and danger. As we see in Rwanda and around the world, media can be a powerful tool to connect people and incite positive change within our communities and in our world, or – when negatively censored or used to promote hate and violence – can become a fatal weapon.

In this program, students will explore the role of the media in Rwanda, before, during, and after the genocide. Students will then apply the strategies and tools from efforts to strengthen Rwandan media to their own lives and experiences, exploring how to expand media access, quality, and equity in their communities and around the world.

<sup>11</sup> Sighet, Radu. "Pictures of victims of the 1994 Rwandan genocide on display at the Gisozi Memorial in Kigali." Photograph. Reuters, Pictures of the Year. 2004. *Council on Foreign Relations*. Retrieved from: <http://blogs.cfr.org/lindsay/2013/12/16/ten-historical-anniversaries-of-note-in-2014/>.

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## LESSON PLAN OVERVIEW

### Estimated Time:

- Prep for IVC 1: 45-60 minutes
- IVC 1: 60 minutes + 30 minute dial-in before
- Prep for IVC 2: 45-60 minutes
- IVC 2: 60 minutes + 30 minute dial-in before
- Reflection: 15 minutes

### Grade Level:

Middle and high school students, grades 7-12

**Materials:** Discussion space, pen/pencil, paper, Internet access, copies of worksheets for students

### Standards

GNG's work is directly linked to preparing students for college and career readiness through the [Common Core standards](#). While our work is centered on Common Core standards, we also meet [National Standards for Civics & Government](#) and [Technology](#).

Please refer to the GNG website ([www.gng.org](http://www.gng.org)) for specific standards.

### Lesson Overview

As a best practice, teachers should integrate the full lesson plan. This lesson plan is divided into three steps, each built cumulatively upon the other.

1. Students will **LEARN** as they **acquire background knowledge** about the Rwandan genocide, the role the Rwandan media played before, during, and after the crisis, and the ways that people and organizations are working to strengthen the Rwandan media.
2. Students will **ACT** as they **participate** in a class project to identify media access and quality issues in their own communities and brainstorm solutions, and engage in a second Interactive Videoconference (IVC).
3. Students will **REFLECT** and connect on how this topic personally impacts their lives and the world around them, and access **additional resources** to further engage on these issues.

### Learning Objectives & Outcomes

**Program Goal:** To provide students with insight on the role of the media in Rwanda before, during, and after the conflict, and to introduce students to ways that individuals and groups can strengthen media access and quality in their own communities.

#### LEARNING OBJECTIVES

- Demonstrate an understanding of the Rwandan genocide and the role of the media before, during, and after the crisis.
- Investigate and analyze existing and new solutions to strengthen the media's portrayal of multiple viewpoints and reduce hate speech.
- Engage in critical thinking and discussion on how individuals can support media strengthening efforts in their communities

#### LEARNING OUTCOMES

- Gain familiarity with the impact of media representation, access, and quality on individuals and communities.
- Explore and understand multiple perspectives and contribute productively to a group discussion about media and its effects.
- Learn how to work as part of a team to solve a social problem.
- Demonstrate knowledge and problem solving skills by creating solutions to a complex issue.

## Pulse: Rwanda: 20 Years Later

**“How do we, as youth, learn from the conflict in Rwanda to strengthen media access and quality in our own communities?”**

The media is a powerful tool that can be used to connect people and incite positive change within our communities and in our world. However, as we have seen in Rwanda and other parts of the world, when media is limited, censored, or used to promote hate and violence, it can be a fatal weapon.

In the case of Rwanda, discussing the role of media necessitates an exploration of the ethnic violence, media censorship, and hate speech that the country experienced in 1994 and beyond, which can be challenging and disturbing for students and teachers.



Léonidas Ndayisaba, the first blind radio journalist in Rwanda, reports for Radio Salus, one of the first private radio stations to start broadcasting after the 1994 genocide.<sup>2</sup>

The following guiding questions can further support student learning and reflection:

- What is the media and what role does it play in our community? In our country? In Rwanda, or other countries?
- How can media be censored? Are forms of censorship acceptable, and why or why not?
- How can media be used positively? How can media be used negatively?
- How does media impact my life and the way I view others? The way others view me?
- Where is the line drawn between free speech and hate speech?

Program Activities			
	Activity	Page	Estimated Time
LEARN	Understanding the Media's Role in the Rwandan Genocide	5-8	45-60 minutes
	IVC #1	9	60-minute IVC + 30 min. dial-in
ACT	Media Transformation in Our Communities	10-12	45-60 minutes
	IVC #2	13	60-minute IVC + 30 min. dial-in
REFLECT	Reflect and Connect: Debrief & Take Action	14	15 minutes

<sup>2</sup> UNESCO. “UNESCO and media success story: Radio Salus in Rwanda.” 7 June 2009. *UNESCO Communication and Information Resources*. Retrieved from: [http://portal.unesco.org/ci/en/ev.php-URL\\_ID=28921&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=28921&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## LEARN

### Understanding the Role of the Media in the Rwandan Genocide

#### TIME

45-60 minutes, depending on use of in-class or take home assignments

#### MATERIALS

"The Rwandan Genocide: How Did This Happen?" article and worksheets (pg. 6-8); Internet access

**OVERVIEW:** Students will explore a brief history of the Rwandan Genocide and the role of the media in the promotion of violence. Students will work in groups to explore the characteristics of hate media and its consequences, through primary source examples, and reflect on how media impacts their own lives.

#### ACTIVITY INSTRUCTIONS:

#### 1. LEARN: The Rwandan Genocide – How Did This Happen? (20-25 minutes)

Students will learn about the history and events of the 1994 genocide in Rwanda, the underlying ethnic tension that fueled the conflict, and how media promoted the increase of violence.

- *Read:* Share or display the "Rwandan Genocide: How Did This Happen?" article (pg. 6-7) for the class, and read "Part 1: Overview of the Rwandan Genocide" and "Part 2: The Role of Media"
- *Optional Video:* Watch this short clip on the background to the genocide: <http://www.history.com/topics/rwandan-genocide/videos/rwanda-background-to-genocide>.
- *Group Discussion:* As a group, analyze how media encouraged violence and hate speech:
  - What was media's role in spreading or preventing violence in the Rwandan genocide?
  - How did the government control of media impact the media's role in the conflict?
  - How can control of media be positive or negative? What examples have we seen of this?
- *Define:* What is Hate Media? As a group, review the characteristics of hate media on pg. 7), and how they apply to the Rwandan media before/during the genocide.

#### 2. ACT: Analyzing Primary Source Media in Rwanda (20-25 minutes)

In small groups, students will review primary source examples of hate media in Rwanda, published before the genocide, and analyze their impact ("Analyzing Primary Source Media," pg. 8).

- *Explore Primary Sources:* Divide class into small groups and assign each a media example. Groups should use questions on pg. 8 and characteristics of hate media to guide their analysis.
  - *Analyze Impact:* Small groups will present their findings to the group. As a class discuss:
    - Based on these examples, what was the role of the media before/during the genocide?
    - How has the media's inciting of violence impacted Rwanda, and our world?
    - What are the parallels between the media in Rwanda and your communities today?
- \*Consider the impact of misinformation, hate speech, cyberbullying, and stereotypes.

*Optional Extension: For deeper learning on Rwanda media before, during, and after 1994, students may use the International Media Support's report, "The Rwanda media experience from the genocide."<sup>3</sup>*

#### 3. Meet the Guest Speaker (5-10 minutes)

Students will learn about speaker Carl Wilkens, and develop 2-3 questions based on his experience:

- Bio: [http://endgenocide.org/who-we-are/programs-and-campaigns/wilkens\\_fellows/about-carl-wilkens/](http://endgenocide.org/who-we-are/programs-and-campaigns/wilkens_fellows/about-carl-wilkens/)
- Excerpt from *Ghosts of Rwanda* Film: <http://www.youtube.com/watch?v=b69HsJLv82o>

**Prepare for the IVC:** Before the IVC, review the outline and make sure that students...

- ✓ Prepare 2-3 questions for the guest speaker, based on his bio and the curriculum activity.
- ✓ Select 1-2 students to introduce the class in the IVC and briefly present the group's work.

<sup>3</sup> [www.i-m-s.dk/wp-content/uploads/2012/11/ims-assessment-rwanda-genocide-2003.pdf](http://www.i-m-s.dk/wp-content/uploads/2012/11/ims-assessment-rwanda-genocide-2003.pdf).



## The Rwandan Genocide: How Did This Happen?

### PART 1: OVERVIEW OF THE RWANDAN GENOCIDE<sup>4</sup>

From April to July 1994, members of the Hutu ethnic majority in the east-central African nation of Rwanda murdered as many as 800,000 people, mostly of the Tutsi minority. Begun by extreme Hutu nationalists in the capital of Kigali, the genocide spread throughout the country with staggering speed and brutality, as ordinary citizens were incited by local officials and the Hutu Power government to take up arms against their neighbors. By the time the Tutsi-led Rwandese Patriotic Front gained control of the country through a military offensive in early July, hundreds of thousands of Rwandans were dead and many more displaced from their homes. The RPF victory created 2 million more refugees (mainly Hutus) from Rwanda, exacerbating what had already become a full-blown humanitarian crisis.

**Ethnic Tensions in Rwanda Before 1994:** By the early 1990s, Rwanda, a small country with a largely agricultural economy, had one of the highest population densities in Africa. About 85 percent of its population is Hutu; the rest is Tutsi, along with a small number of Twa, the original inhabitants of Rwanda. Part of German East Africa from 1894 to 1918, Rwanda came under the League of Nations mandate of Belgium after World War I. The Belgians favored the minority Tutsis over the Hutus, which worsened the treatment of Hutus and tension between the two groups. This exploded into violence before Rwanda gained its independence from Belgium. A Hutu revolution in 1959 forced 300,000 Tutsis to flee the country, making them an even smaller minority. In early 1961, the Hutus declared the country a republic. Belgium officially granted independence to Rwanda in July 1962.

Violence continued in the years following independence. In 1973, a military group installed Major General Juvenal Habyarimana, a moderate Hutu, in power. The sole leader of Rwandan government for the next two decades, Habyarimana founded a new political party, the National Revolutionary Movement for Development (NRMD). He was elected president under a new constitution ratified in 1978 and reelected in 1983 and 1988, when he was the sole candidate. In 1990, forces of the Rwandese Patriotic Front (RPF), consisting mostly of Tutsi refugees, invaded Rwanda from Uganda. A ceasefire in these hostilities led to negotiations between the government and the RPF in 1992. In August 1993, Habyarimana signed an agreement at Arusha, Tanzania, calling for the creation of a transition government that would include the RPF. This power-sharing agreement angered Hutu extremists, who would soon take swift and horrible action to prevent it.

**Genocide:** On April 6, 1994, a plane carrying Habyarimana and Burundi's president was shot down over Kigali, leaving no survivors. It has never been conclusively determined who the culprits were; some have blamed Hutu extremists, while others blamed leaders of the RPF. Within an hour of the plane crash, the Presidential Guard and members of the Rwandan armed forces (FAR) and Hutu militia groups known as the Interahamwe ("Those Who Attack Together") and Impuzamugambi ("Those Who Have the Same Goal") set up roadblocks and barricades and began killing Tutsis and moderate Hutus with impunity. Among the first victims of the genocide were the moderate Hutu Prime Minister and her 10 Belgian bodyguards, killed on April 7. This violence created a political vacuum, into which an interim government of extremist Hutu Power leaders from the military high command stepped on April 9.

The mass killings in Rwanda quickly spread from Kigali to the rest of the country, with some 800,000 people slaughtered over three months. During this period, local officials and government-sponsored radio stations called on ordinary Rwandan civilians to murder their neighbors. Meanwhile,

<sup>4</sup> Part 1 adapted from: History.com. "The Rwandan Genocide." 2009. *History.com*. Retrieved from: <http://www.history.com/topics/rwandan-genocide/>

the RPF resumed fighting, and civil war raged alongside the genocide. By early July, RPF forces had gained control over most of country, including Kigali. In response, more than 2 million people, nearly all Hutus, fled Rwanda, crowding into refugee camps in neighboring countries.

After its victory, the RPF established a coalition government similar to that agreed upon at Arusha, with Pasteur Bizimungu, a Hutu, as president and Paul Kagame, a Tutsi, as vice president and defense minister. Habyarimana's NRMD party, which had played a key role in organizing the genocide, was outlawed, and a new constitution adopted in 2003 eliminated reference to ethnicity. The new constitution was followed by Kagame's election to a 10-year term as Rwanda's president and the country's first-ever legislative elections.

## PART 2: THE ROLE OF THE MEDIA<sup>5</sup>

How could hate-propaganda succeed in Rwanda? The media played a significant role in promoting violence and hatred before and during the genocide. This occurred because of a complex set of factors:

1. **Rwandan hate media** – Three main sources of news – Kangura magazine, RTLM (Radio Télévision Libre des Mille Collines), and Radio Rwanda – were financed and supported by powerful politicians, businessmen, and military officers who were close to the president.
2. Media was primarily regulated by the government; there was no independent media authority.
3. There were few consequences for hate media – even though it did violate the laws that governed the press, these rules were not enforced and often dismissed in court.
4. There was a high rate of illiteracy in Rwanda, and the majority of the population received their news through radio stations controlled by the government, and often biased. Many people did not have the opportunity or literacy skills to read different news sources.
5. Many journalists lacked access to training on reporting and ethics. Some were aligned with the political parties. Others produced propaganda because they were threatened, or needed money to survive. Journalists who did not obey orders were forced to resign, or were jailed or killed.

## PART 3: CHARACTERISTICS OF HATE MEDIA<sup>5</sup>

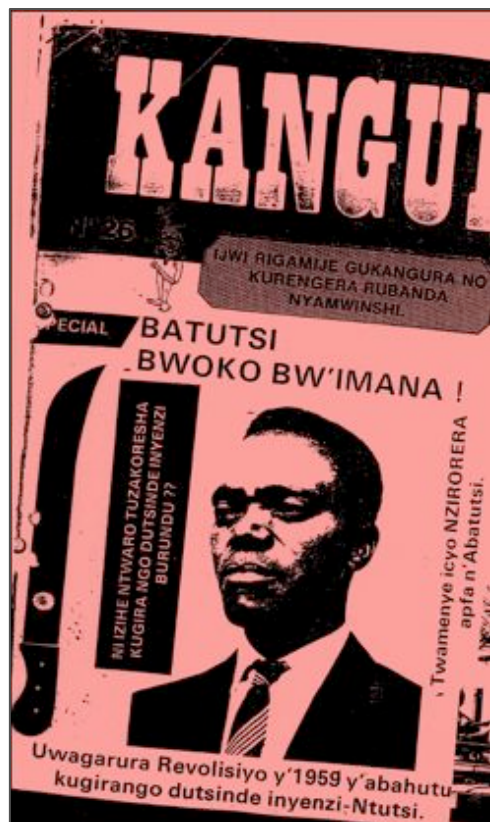
A strong ideology and clear message	•Hutu-controlled media claimed that the Tutsi were dangerous enemies that threatened Hutus' survival.
Control over strong mass media	•In Rwanda, those who aligned with this ideology of hate controlled the media, and were able to reach the masses with their message.
Psychological preparation to hate	•The media used misinformation and hate speech to divide Tutsis and Hutus, dehumanize Tutsis (by calling them "cockroaches" and "snakes"), and sow fear among Hutus of their "enemy."
Violence invades everything	•Over time, language in the media became increasingly violent – making hate speech seem normal. Lists of murdered Tutsi and moderate Hutus were read as victories, and those who killed were presented as heroes.

<sup>5</sup> Parts 2 and 3 adapted from: Alexis, Monique and Mpambara, Ines. "IMS assessment mission: The Rwanda media experience from the genocide." March 2003. *International Media Support*. Retrieved from: <http://www.i-m-s.dk/wp-content/uploads/2012/11/ims-assessment-rwanda-genocide-2003.pdf>.

## Analyzing Primary Source Media from Pre-Genocide Rwanda

Review the following examples of media from pre-genocide Rwanda, and answer the following:

1. Who are the organizations or individuals who created this message, article, or image? Who had to approve this piece for the public to see it?
2. Who is the intended audience of this piece?
3. What do the creators of this piece want the reader/viewer to believe?
4. If you saw this kind of news every day, what would you believe?
5. Is this hate speech? If so, which of the characteristics does it fit, and why?



**IMAGES:** This cover of the December 1993 issue of Kangura magazine shows the following.

- *Translation (left):* What Weapons Shall We Use to Conquer the Cockroaches Once and for All?
- *Translation (bottom):* If We Re-Launch the 1959 Hutu Revolution to Triumph Over the Tutsi Cockroaches.

\*The photo is of former Rwandan president Grégoire Kayibanda, who made Hutus the governing group after 1959.

[www.rwandafile.com/Kangura/k26.html](http://www.rwandafile.com/Kangura/k26.html)

**RADIO:** Founded by Hutu extremists ten months before the genocide, the RTLM called for the extermination of Tutsis, claiming that it was self-defense to prevent Tutsi political domination. For example, on December 2, 1993, the RTLM broadcast the following message:

*"Tutsi are nomads and invaders who came to Rwanda in search of pasture, but because they are so cunning and malicious, the Tutsi managed to stay and rule. If you allow the Tutsi-Hamites to come back, they will not only rule you in Rwanda, but will also extend their power throughout the Great Lakes Region."*

[www.hks.harvard.edu/fs/dyanagi/Research/Propaganda\\_vs\\_Education.pdf](http://www.hks.harvard.edu/fs/dyanagi/Research/Propaganda_vs_Education.pdf)

**PRINT MEDIA:** The "Appeal to the Bahutu Conscience (The Hutu Ten Commandments)" was printed in Kangura magazine in December 1990, and was frequently referenced over the next four years. It decrees what Hutus should and should not do, including:

1. Every Hutu should know that a Tutsi woman, whoever she is, works for the interest of her Tutsi ethnic group. As a result, we shall consider a traitor any Hutu who marries a Tutsi woman.
4. Every Hutu should know that every Tutsi is dishonest in business. His only aim is the supremacy of his ethnic group. As a result, any Hutu who...makes a partnership with Tutsi in business...is a traitor:
5. All strategic positions, political, administrative, economic, military, and security, should be entrusted only to Hutu.
6. The education sector (school pupils, students, teachers) must be majority Hutu.
8. The Hutu should stop having mercy on the Tutsi.

Source: [www.rwandafile.com/Kangura/k06a.html](http://www.rwandafile.com/Kangura/k06a.html) and <http://survivors-fund.org.uk/wp-content/uploads/2011/08/Lesson-3-Should-you-believe-everything-that-you-read-in-the-newspapers.pdf>



IVC #1 Preparation and Outline	
<b>TIME:</b> 90 minutes total 30 minutes dial-in period, prior to IVC 60 minutes – IVC #1	<b>MATERIALS</b> Paper, pen/pencil, IVC agenda
<b>OVERVIEW</b> The outline below will be used as a guide for discussion during the first IVC. Have students review and complete this outline prior to IVC #1.	

### INTERACTIVE VIDEOCONFERENCE #1: GUEST SPEAKER DISCUSSION

**Day**

**Date**

**Tech Dial-in Time** \_\_\_\_\_ : \_\_\_\_\_ (Hour: Minute AM / PM)

**Conference Start Time** \_\_\_\_\_ : \_\_\_\_\_ (Hour: Minute AM / PM)

#### Interactive Videoconference Outline:

- I. Introduction and Greetings (10 minutes)**  
GNG facilitator welcomes all participating students to the first IVC meeting. One representative from each school shares:

- Number of students participating in today's IVC;
- Your school location;
- An interesting fact about your community;
- Something significant you learned about media in Rwanda in your preparation for today's IVC

- II. LEARN: Guest Speaker (Carl Wilkens) (45 minutes)**  
GNG facilitator will introduce the Carl Wilkens, the guest speaker, and provide a brief overview of his experience as the only American to stay in Rwanda during the genocide, and his work after. He will speak to the media's role before, during, and after the genocide in Rwanda, and address the question, "How do we, as youth, learn from the conflict in Rwanda to strengthen media access and quality in our own communities?"

Drawing from the information from the curriculum activities, students will have the opportunity to ask Mr. Wilkens questions about his background, experience, and work in Rwanda. Students may use the guiding questions below, or brainstorm their own.

#### **Guiding Questions:**

- What motivated you to stay in Rwanda during the genocide?
- How has the role of the media in Rwanda changed over the last twenty years?
- What solutions have been effectively implemented to transform the media into a positive factor in Rwanda, or other countries? What challenges remain?
- What can students do to better create a safe and effective media environment within their own communities?

- III. Conclusion (5 minutes)**  
GNG facilitator thanks all participants for joining the conversation, and reminds students to prepare their Media Transformation activity to showcase in IVC 2. Educators should email this activity to the GNG facilitator before the IVC.

## ACT

### Media Transformation in Our Communities

#### TIME

45-60 minutes

#### MATERIALS

“Transforming Media in My Community” worksheet (pg. 11-12);  
Internet/access (optional additional research)

**OVERVIEW:** Building on knowledge of Rwandan history and present, students will explore the media’s strengths and weaknesses within their own communities, and identify their role in developing solutions.

#### INSTRUCTIONS

#### 1. IVC Reflection: Returning to our Definitions

(5-10 minutes)

After the IVC, reflect with the class on what they learned from the speaker and their peers, and reassess their definitions of *positive* media, using the guiding questions below:

- What surprised you from the videoconference?
- After IVC 1, how do you define the “role of the media” in Rwanda today? In your community?
- If you were a local legislator, would you restrict hate speech? Would you protect free speech? Why?
- How did this experience impact your views on the media in our community and country?

#### 2. LEARN: Media Access and Quality in Our Community

(20-25 minutes)

Students will identify weaknesses, strengths, and structures of the media in their communities. While the extreme violent consequences of negative media in Rwanda may seem disproportionate to students’ lives, prompt the class to draw on this as inspiration to act when they confront injustice.

- *Brainstorm:* As a class, brainstorm examples of negative media beyond Rwanda, in students’ lives and in history. Use the following guiding questions:
  - What are examples of the consequences of negative media (hate speech, stereotyping, misinformation, lack of access, etc.) in history or present day?
  - Has the media (newspaper, TV, websites, radio, social media) ever misrepresented your life or community? This could be via incorrect information, cyberbullying, stereotypes of a racial/ethnic/gender/political/religious group, omission of events or perspectives, etc.
- *Small Group Analysis:* Divide the class into small groups. Using ideas from the brainstorm and the “Understanding the Role of the Media in the Rwandan Genocide” activity, have each group analyze the role and realities of media in their community, using Part 1 of the “Media Transformation in My Community” worksheet (p. 11).
- *Group Share:* As a class, share and chart the broad trends in the similarities and differences between the small group’s analysis of media challenges in their community.

#### 3. ACT: Transforming Media in My Community

(15-20 minutes)

Using Part 2 of the worksheet (pg. 12), students determine what type of project they want to create to address their goal(s) for strengthening media access, quality, or content in their community.

- *Action Goals:* Discuss the difference between awareness, advocacy, and action (worksheet pg. 12). Which role can the class best play?
- *Action Steps:* As a class, use information from Part 1 to fill out Part 2 (Transforming Media in My Community), identifying resources and action steps that can be tangibly achieved.

**Prepare for the IVC:** Before the IVC, review the outline and make sure that students...

- ✓ Share Transforming Media worksheet with GNG facilitator via email (educator can send in)
- ✓ Select 1-2 students to present their media project and plan during the IVC.

## Student Worksheet: Media Transformation in My Community

### PART 1: Understanding Media in My Community

What are the primary **types of media** in my community? (Check all that apply)

- ☐ Print newspaper/magazine
 ☐ TV
 ☐ Social media/blogs  
☐ Online newspaper/magazines
 ☐ Radio
 ☐ Other: \_\_\_\_\_

Who are the **organizations or individuals** who control the media in my community? What roles do they play? *Ex: government, media companies or producers, businesses, writers/reporters, the public.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are the **limitations to media** in my community (censorship, restrictions on hate speech, etc.)?

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What are **three positive aspects** of the media in my community?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are **three things I would change** about the media in my community?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What *is* the role of media** in my community (school, town/city, state, country, region)?

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**What *should* the role of media be** in my community (school, town/city, state, country, region)?

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## PART 2: Transforming Media in My Community

Use your answers and ideas from the previous page to develop a concrete project that your class can do to strengthen positive media in your community.

**Goal:** What kind of action can YOU take to strengthen media access, quality, or content in your community? *Think about what actors and resources you can use to achieve this goal.*

☐ **Awareness:** Awareness projects **inform** others about an issue. They **expand understanding**, empowering people through knowledge.

☐ **Advocacy:** Advocacy projects **speak out** for a **specific cause** or policy to fix an issue. Advocates target **decision-makers** who can change the status quo.

☐ **Action:** Action projects **develop and implement real-world solutions**. They involve **direct** activities that support or counter a cause.

**Objective:** Based on your goal, what do you hope to achieve with your project?

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Who is your **target audience** (ex: peers, teachers, community, country)? Why are they important?

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**How** will you share your project with your audience? (ex: In local events? Online?)

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### Activities, Resources, and Outcomes:

Fill out the following chart to identify what action steps YOU can take to make this change.

Type of Action	Action Steps	Resources Needed	Partners	Outcomes of Success
<hr/> (Awareness, Advocacy, Action)	Short-Term Action:	➤	➤	➤
	➤	➤	➤	➤
	➤	➤	➤	➤
	Long-Term Action:	➤	➤	➤
	➤			
	➤			

IVC #2 Preparation and Outline	
<b>TIME:</b> 90 minutes total 30 minutes dial-in period, prior to IVC 60 minutes – IVC #1	<b>MATERIALS</b> <ul style="list-style-type: none"> <li>• Paper, pen/pencil, IVC outline</li> <li>• Completed “Media Transformation in My Community” worksheet (pg. 11-12)</li> </ul>
<b>OVERVIEW:</b> The outline below will be used as a guide for discussion during the fourth IVC. Have students review and complete this outline prior to IVC #2.	

INTERACTIVE VIDEOCONFERENCE #2: PEER-TO-PEER DISCUSSION & ACTIVITY SHOWCASE	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)

- I. Introduction and Greetings (5 minutes)**  
 GNG facilitator welcomes all participating students to the second IVC meeting. One representative from each school shares:

- Number of students participating in today’s IVC;
- An interesting fact you learned from the last IVC;
- One way your view on media or the situation in Rwanda has changed.

- II. LEARN: Presentation of Positive Media Campaigns (20 minutes)**  
 Students will share background information about the situations of media and free speech in their communities, and present their project ideas. 1-2 student representatives should share:

- 1-2 things you would change about media access, quality, or content in your community;
- The goal and project idea for your media transformation campaign;
- 1-2 action steps for your project.

- III. ACT: Peer Discussion (25 minutes)**  
 GNG facilitator will guide a discussion among student participants, based on their communities’ media-related challenges and campaigns. Students will have the opportunity to ask each other questions, and provide feedback. Guiding questions from students/facilitator could include:
- What did you learn from the guest speaker that can support your campaign?
  - How do hate speech, stereotypes, or misrepresentation in the media impact your community and your school?
  - What strategies can you use to ensure that media in your community/world does not incite hate or violence? What obstacles stand in your way? What resources are needed?
  - What is your role, as young citizens, in creating a positive media environment within your communities and around the world?

- IV. Conclusion (5 minutes)**  
 GNG facilitator thanks all students and teachers for participating, reminds participants to complete GNG’s reflection surveys, and encourages students to take action by continuing their media projects or using the resources at the end of the curriculum.



## REFLECT

Reflect & Connect	
<b>TIME</b> 15 minutes ( <i>Immediately following or shortly after IVC</i> )	<b>MATERIALS</b> Pen, paper, Internet access for survey
<b>OVERVIEW:</b> As a conclusion to the program, engage your students in a short reflective conversation on their program experience, and complete the online student and educator feedback surveys. Continue student learning by share resources with your students to encourage them to take action.	
<ol style="list-style-type: none"> <li><b>REFLECT</b> on your conversations and experience in the program:             <ul style="list-style-type: none"> <li>What are some of the similarities and differences between the media-related issues in your community, and those of your peers at other schools?</li> <li>How did feedback from your peers influence your plans for your project?</li> <li>Based on the Media Transformation in My Community activity and IVC#2, what should your first step as a class be to achieve the goals you identified?</li> </ul> </li> <li>Complete Brief <b>Surveys</b> within 1 week after the program:             <ul style="list-style-type: none"> <li>Complete the <b>Student Reflection Survey</b>: <a href="http://www.surveymonkey.com/s/R8QVZCD">http://www.surveymonkey.com/s/R8QVZCD</a></li> <li>Complete the <b>Educator Reflection Survey</b>: <a href="http://www.surveymonkey.com/s/RVLQG6R">http://www.surveymonkey.com/s/RVLQG6R</a></li> </ul> </li> </ol>	

## TAKE ACTION in your LOCAL and GLOBAL COMMUNITY

**OBJECTIVE:** “Take Action” empowers students to move beyond the lesson plan and videoconferences and continue their learning experience to become active global citizens.

Below are resources that can help you engage in issues discussed in this program, strengthen your own projects, and take action to prevent genocide, hate speech, and hate media.

### Learn More About the Rwandan Genocide:

- Ghosts of Rwanda* documentary: <http://freedocumentaries.org/int.php?filmID=421>
- Facing History (teaching resources): <http://www.facinghistory.org/>
- One Million Bones, Resources: <http://onemillionbones.squarespace.com/genocide-resources/>
- Rwanda Alive*, GNG documentary: <http://gng.org/educators/shop/rwanada-alive-those-who-listen/>

### Understanding the Rwandan Media Today

- Progress of New Media Reforms: <http://allafrica.com/stories/201312270354.html?viewall=1> and <http://focus.rw/wp/2013/03/grand-victory-for-rwanda-media/>
- Current Challenges for Journalists and Press: <https://en.rsrf.org/report-rwanda,38.html> and <http://www.theguardian.com/world/2013/mar/20/rwanda-journalists-attack-media>
- Committee to Protect Journalists, Rwanda Report: <http://www.cpj.org/africa/rwanda/>
- Human Rights Watch, Rwanda: <http://www.hrw.org/world-report/2014/country-chapters/rwanda>

### Get Involved: Preventing Genocide, Violence, and Hate Speech

- STAND, Students Taking Action Now for Darfur: <http://www.standnow.org/>
- Creative Visions: <http://www.creativevisions.org/about/our-programs>
- Amnesty International: [http://www.amnestyusa.org/activist\\_toolkit/gettingstarted](http://www.amnestyusa.org/activist_toolkit/gettingstarted)
- Hatebase, Tracking and Preventing Hate Speech: <http://www.hatebase.org/>
- US Holocaust Memorial: <http://www.ushmm.org/confront-genocide/take-action-against-genocide>