

School: E.S Marie Adelaïde de Gihara

EXERCISES

Subject: General Studies and Communication Skills

Class: S 6MCE&MEG

I

1. Write a brief history on what happened during the Genocide against the Tutsi.
2. What were the consequences of the genocide in question (1) above?
3. What do you think can be done to prevent any future occurrence of genocide in Rwanda?

II

1. Explain the meaning of the term genocide.
2. Research and find out the difference between genocide and other mass atrocities/crimes.
3. Discuss acts perpetrated on victims of genocide and other mass atrocities/crimes.

III

Discuss and answer the following questions.

1. From the above listed acts, identify countries where acts of genocide have taken place.
2. Identify the violent acts of genocide inflicted on the Tutsi in 1994.
3. In your own opinion;
 - a) What do you think should happen to people who incite others to commit genocide?
 - b) What do you think should happen to people who conspire to commit genocide?

IV

Research and answer the following questions.

1. What led to collective or group violence in the following countries:
 - a) Chile
 - b) Sudan (Darfur)
 - c) Bosnia
 - d) Tibet

2. Discuss the forms of violence meted out to the victims in the countries listed in question (1) above.

3. Do you think a solution would have been arrived at to prevent the collective violence that happened in the countries listed in question (1)?

V

Discuss and answer the following questions.

1. Find out the information or propaganda used to incite others to commit genocide in the following countries.

a) Rwanda

b) Germany

2. Justify the claim below in reference to question (1) above.

a) Comment on the view that leaders prepare the ground for genocide by using propaganda against those who are not on their side.

b) Prior preparations and financing are done deliberately to commit acts of genocide.

VI

1. Examine the Genocide against the Tutsi in Rwanda and identify factors that led to its development.

2. In distinct steps, describe how the Genocide against the Tutsi in Rwanda developed.

VII

1. Explain what happened in Rwanda during the Genocide against the Tutsi.

2. Do you think what happened in question (1) above was just a culmination of an already planned move by the extremists regime to kill the Tutsi?

3. Where did the weapons used during the genocide come from?

4. Discuss the development of the genocide against the Tutsi in ten steps according to continuum of violence developed by Gregory H. Stanton.

VIII

1. Describe what the international community and regional organizations could have done to prevent the Genocide against the Tutsi from happening.
2. How effective are the testimonies from the survivors, repenting perpetrators, genocide memorials and reports on the genocide in educating the people of Rwanda?
3. What ideas, behaviors and actions do you think may lead to a recurrence of genocidal violence in Rwanda if left to develop further?
4. . Give solutions to problems identified in question (3) above.

IX

1. Explain the events that lead to the occurrence of the Holocaust.
2. Identify Human Rights that were violated during the Holocaust.
3. Examine methods used by the Nazi to identify Jews during the Holocaust.
4. Describe how survivors were able to escape the Nazi during the Holocaust.

X

Research more on the Holocaust and answer the following questions.

1. Why do you think the Nazi blamed the Jews for all their problems?
2. Describe what used to happen to the Jews and other targeted groups in extermination camps.
3. Discuss the development of the Holocaust using the ten steps according to the continuum of violence developed by Gregory H. Stanton.
4. Was the international community in a position to stop the Holocaust from taking place?
5. Discuss why the international community and other nations took a long time to stop the Nazi from killing the Jews.
6. Explain measures taken by the international community to ensure genocide never takes place again in the world.
7. Identify actions taken by the Jews to keep the memory of the Holocaust and promote healing and reconciliation.
8. Comment on the Holocaust and identify lessons learnt from it.
9. Assess the similarities and differences in the occurrence of the two genocides we have discussed (Holocaust and Genocide against the Tutsi).

10. Was the international community's response similar in the two genocides above? Give reasons for your opinions.

XI

1. Discuss the kinds of bodily injuries that the Jews and the Tutsi sustained during the genocides that befell them.
2. How did the injuries sustained by victims of the Genocide against the Tutsi affect or change their lives?
3. Examine what was done in support of orphans whose parents or guardians died during the Genocide against the Tutsi in Rwanda.

XII

1. Discuss interventions that individuals, nations, regional and international organisations should undertake to prevent the occurrence of genocide.
2. Evaluate the effects of spreading propaganda, stereotyping, and racial and ethnic profiling in the development of genocide.
3. Discuss what can be done to prevent the effects evaluated in question (1) above.
4. In your own opinion, what brings about hatred among groups of people living together in a country?

XIII

1. Describe incidences you think would have been avoided had the society been empathetic/emphatic and acted as active bystanders.
2. Write a report about the consequences of the Genocide against the Tutsi.

Activity 2

3. Discuss the types of Human Rights that were violated during the Genocide against the Tutsi in Rwanda.
4. Explain the consequences of violation of Human Rights during the genocide.
5. Identify steps taken by the government and society to support vulnerable survivors of the genocide.

XIV

1. Explain ways in which the post-genocide government, civil society groups, non-governmental organisations, individuals and the community have used to address the consequences of Genocide against the Tutsi.

2. Examine ways in which community members can help reduce mistrust between the survivors and perpetrators of the Genocide against the Tutsi.
3. Talk about the Gacaca Courts that have promoted communal healing and rebuilding national cohesion.
4. Identify ways through which individuals, the society and government ensured social reconstruction and reconciliation were achieved in the post-genocide Rwandan society.

XV

Discuss and answer the following questions.

1. Examine the steps used to achieve social reconstruction and reconciliation in post-genocide Rwanda.
2. Compare the steps in (1) above with the 11-step process of reconciliation as published by Trudy Govier.
3. Assess how the social reconstruction and reconciliation process was handled in Rwanda after the genocide.
4. Explain challenges faced by individuals, the community and the post-genocide government in Rwanda during the social reconstruction and reconciliation process.
5. Discuss how individuals, the community and the post-genocide government resolved the challenges mentioned in (4) above.
6. Examine the importance of apologizing towards the improvement of relationships destroyed in a conflict.
7. Examine measures taken by the post-genocide society in Rwanda to prevent any or the future recurrence of genocide.

XVI

1. Discuss efforts you can make to promote peace building in a post-conflict community.
2. Write a report of how the genocide ideology was spread, the preparation and executions of mass killings at the site of the memorial.
3. Give an account of how survivors survived the ordeal.
4. Explain what could have been done to prevent the mass killings
5. Examine the impact of revenge in a post-genocide society.
6. Analyse the effect of repentance and forgiveness in post-genocide Rwanda.
7. Research and find out challenges experienced by the post-genocide society in Rwanda in their efforts to promote reconciliation.

8. Explain how the challenges were resolved in regard to their impact on the survivors, perpetrators, regional stability and peace.
9. Identify instances where dialogue, consensus building and active listening enabled members of the society to resolve conflicts.
10. Explain the importance of dialogue, consensus building and active listening in post-genocide Rwanda.

XVII

1. Research and find out the differences between a state and a nation.
2. Explain the meaning of democracy and good governance.
3. Discuss the role of democracy in enhancing good governance.
4. Find out the meaning of the word state.
5. From the description in (1) above, give examples of states.
6. From the answers in (2) above, describe the identity of Rwanda.
7. Conduct research on how the state of Rwanda was formed.
8. Write a brief history of how Rwanda developed from a kingdom to the modern-day state of Rwanda.
9. Explain how the Rwandan state has tried to promote its interests in Africa and the world.
10. 'I am proud to be a Rwandan citizen'. Comment on this statement.

XVIII

Discuss and answer the following questions.

1. Find out the meaning of the term democracy.
2. Describe how Rwandan citizens participate in democracy in the country.
3. Find out personalities in the world who have fought for democracy in their countries.
4. Identify the different types of democracy. Give an explanation for each.
5. Debate the motion, 'Democracy is the best form of government'.
6. Find out the meaning of good governance.
7. Describe the achievements the government of Rwanda has made to improve good governance in service delivery.
8. Discuss challenges facing good governance in our country today.
9. Identify possible solutions to the challenges discussed in question (2) above.

10. Relate the practice of good governance in the country towards the achievement of Sustainable Development Goals (SDGs).

XIX

Answer the following questions.

1. Examine the importance of e-governance towards service delivery and good governance in the country.
2. Assess the impact of e-governance in reducing corruption and impunity in the country.
3. Assess the role of the private sector and civil society organisations in the promotion of good governance in Rwanda.
4. Identify the kind of services available to the people of Rwanda on *Irembo*.
5. Using the Constitution of Rwanda, examine the functions of the three powers of government. Use a table such as the one shown below to describe their functions.

Power (Arm of government)	Function
Executive	
Judiciary	
Legislature	

5. How the three powers of government are able to promote transparency and accountability in their operations.

XX

1. Define the meaning of the term citizenship.
2. using the Constitution of Rwanda, explain ways of becoming a citizen.
3. Examine the rights and responsibilities of citizens in a country.
4. Assess various activities that citizens are able to perform in a democratic state.
5. Identify difficulties citizens may encounter in undemocratic states.
6. Examine the rights and fundamental freedoms that citizens fail to enjoy in countries that are undemocratic.
7. Describe how democracy has promoted observance of honesty and integrity among the citizens and elected leaders in our country.

8. Explain the barriers to democracy in a country.
9. Examine how the state, civil society organisations and the public sector may eliminate barriers of democracy in a country.

XXI

1. Discuss some of the challenges facing the Kenya National Youth Service.
2. Identify those challenges that are similar and those that are different from the ones encountered by the national service in Rwanda.
3. Identify possible solutions to the common challenges facing the national service in the two countries.
4. Compare and contrast the Kenyan and Rwandan national service models.
5. Compare the National Youth Development Agency in South Africa with the provision of national service for youth in our country.
6. Discuss the challenges that are common to models of national service in Africa.
7. Research and find out how national service is carried out in the following African countries:
 - a) Botswana (*advanced democracy*)
 - b) Eritrea (*under-developed democracy*)
8. Debate the motion, 'Africa is able to achieve self-reliance by promoting national service'.
9. Compare and contrast the model of national service in Rwanda and Israel.
10. Identify activities through which national service is carried out in Rwanda.

XXII

1. Identify the aims of *Ubudehe*.
2. Discuss the benefits of *Ubudehe* realised in the country.
3. Discuss how *Itorero* and *Ingando* have helped create social cohesion, peace and reconciliation in Rwanda.
4. Examine the benefits of *Itorero* and *Ingando* to the citizens of Rwanda.
5. Explain the policies established by the post-genocide government aimed at building inclusion and social cohesion.
6. Assess the importance of sensitising the community about self-reliance.
7. Examine the poverty reduction initiatives that have been established in Rwanda.

XXIII

1. Examine how the Rwandan government has promoted the health of its citizens.

2. Discuss the challenges facing Rwanda's effort to promote self-reliance in the country.
3. How can the government and the people of Rwanda overcome these challenges?
4. Explain the concepts of national service and self-reliance.
5. How has national service and self-reliance helped in improving the socio-economic development of Rwanda?
5. Describe the relationship between national service and self-reliance.
6. a) Explain activities through which national service is carried out in Rwanda.
b) Which of these activities are relevant to Secondary 6 leavers?
c) Examine ways in which activities identified in question (b) above are of help to Secondary 6 leavers.
7. 'As a citizen of Rwanda, I am ready and willing to participate in national service and self-reliance activities'. Comment on this statement.

XXIV

1. With examples, define the term pluralism.
2. Discuss the importance of pluralism in the world.
3. Give examples of situations that show diversity among the people of Rwanda.
4. Discuss the importance of pluralism in your district.
5. Compare and contrast a pluralist with a non-pluralist society.
6. Discuss why citizens in a country should embrace the different forms of natural pluralism.
7. Give reasons why it is necessary for people to appreciate chosen pluralism in our societies.
8. Discuss whether we should be tolerant to those who do not tolerate us. Give reasons for your answer.
9. Role-play acts that show the need for tolerance and those that show problems that occur with being intolerant in a society.
10. Research how the Rwandan government has promoted equity and equality in the society today.
11. Giving examples from your immediate environment, discuss how pluralism has promoted development in your society.
12. Referring to relevant examples, write an essay on the consequences that have arisen from the misunderstanding of pluralism in the society.

XXV

1. Explain steps one would take to write a speech.
2. Identify the characteristics of a good speaker.
3. Explain how one would ensure technology does not fail when delivering a speech.

4. Characterise the positive preparation required to achieve an effective speech.
3. Identify ways in which an individual can attain credibility as a speaker.