

Lesson 3:
Community Outreach

Lesson Objective(s)	<ol style="list-style-type: none"> 1. Students will compare and contrast the international and local interventions established to address trauma after the Rwandan genocide. 2. Students will critique the benefits and disadvantages to interventions provided for victims and perpetrators of the genocide.
Essential Question (s)	<ol style="list-style-type: none"> 1. Can young adults be influential in changing biases and bigotry in a community wrought by hatred and anger? 2. Why was it important for Rwanda to address the traumatic needs of the victims and the perpetrators impacted by the genocide?
Time/Age	45-minute class period. Grades 9-10
Materials Needed	<p>Teacher: Laptop/PowerPoint Copies of articles YouTube: https://www.youtube.com/watch?v=VaX7vQxNAOk</p> <p>Students: Paper Writing Utensils Internet access-Google Slides Access to FaceBook and/or YouTube (only for acrobat group)</p>
Activities	<ol style="list-style-type: none"> 1. Journal/Discussion: How important is community support when faced with adversity? Provide real world and individual examples. 2. Introduce background information- explain how Rwanda was left to rebuild its economy, infrastructure, and government after the genocide. More importantly, the survivors were left to build the trust, respect, and love for their neighbor that had been shattered after the genocide. 3. Show short clip over the community outreach in Rwanda:

	<p>https://www.youtube.com/watch?v=VaX7vQxNAOk</p> <ol style="list-style-type: none"> 4. Divide students into JigSaw groups. Each group will be provided a community outreach program that helped rebuild their community. <ul style="list-style-type: none"> ○ Ubumwe Community Center- Rwanda ○ Unity Club Orphange- Rwanda ○ Ndgenera Foundation- Rwanda ○ Future Vision Acrobats- Rwanda 5. Send out a Google Slide or other collaboration tool like PowerPoint that students can access and fill out together. Group will present to the class about their assigned community outreach program. If you do not have capabilities to collaborate electronically, you can have students create their own presentations and simply address the pieces on their own. 6. Students will present the community program with information as other students in the class fill out their handout.
<p style="text-align: center;">Assessment</p>	<p>Presentation rubric- Assess student knowledge through student presentations.</p>
<p>Common Core Standards</p>	<p><u>CCSS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.7</u> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Anticipated Student Pre-conceptions/Misconceptions	Students may feel that they cannot find the information over the different community groups. However, encourage students to utilize a multitude of resources to find the information. Students also may not understand the background video, but scaffold discussion questions to ensure optimum comprehension.
Instructional Tips/Strategies/Suggestions for teacher	Reiterate before the lesson that all students need to be editing the document and presenting to receive full credit. Make sure students type in "Rwanda" after all of the community organizations.
Resources for Lesson Extension	During other student presentations, have each group generate two questions for the group that they will need to either answer in the moment, or find the information and answer the question at another time.