Piloting IWitness in the Classroom
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Educator Technical Requirements Checklist

Instructions: Review and check-off after completion. It is recommend that you do this with a computer lab technician or aide. Share your findings with the IWitness team.

<table>
<thead>
<tr>
<th>To Dos</th>
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<tr>
<td>Work with your lab technician to find out the bandwidth level of the internet connection at your school as well as whether or not it is possible to raise the bandwidth level. Pass this information to the IWitness project team. Note: Computers need broadband access to the Internet with a download speed of AT LEAST 500 kbps for EACH computer.</td>
</tr>
<tr>
<td>Make sure computers have (or install) Chrome 19 or higher; Internet Explorer 8 or higher; Firefox 12 or higher. Make sure computers have (or install) Adobe Flash Player 11 or higher. Test each computer to make sure audio and video-playing is possible. Count the number of working computers that will be used during the pilot and report the number to the IWitness team. Check to make sure all computer mouse work. Note: Test by going to the IWitness site home page and play the “What is IWitness” video. Plug in earphones to make sure sound works. Arrange and confirm that lab technician/aide will be present to assist you as you take your students through the IWitness activity. Notify the IWitness team. Check to see if there is a network firewall or blocking software running on the school system. If there is, exempt and allow the following site/domains for Adobe Flash traffic over HTTP: akamai - pa - 38.10 2 .15 3 .12 9/ 27, 38.74.192.64/27 cdnakmi.kaltura.com cdnsecakmi.kaltura.com akamai.kaltura.com.edgesuite.net cdnsecakmi.kaltura.com ny-lvs1.kaltura.com ny-lvs2.kaltura.com iwitness.usc.edu ny-www.kaltura.com pa-lvs2.kaltura.com pa-www.kaltura.com pa-lvs1.kaltura.com pa-www.kaltura.com Check to make sure traffic shaping and network management systems that manipulate or limit bandwidth have exemptions made for Adobe Flash traffic over HTTP (port 80) for the above domains so that at least 500 kbps is available for each computer.</td>
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**Educator Pilot Prep Checklist**

**Instructions:** Review and check-off after completion. This checklist is to be completed along with the IWitness team. It is in both of your interests to make sure that you are adequately prepared.

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<th>Pre</th>
<th>To Dos</th>
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<td></td>
<td>Schedule a IWitness Refresher Course &amp; Pilot Review Session with the IWitness Team</td>
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<td></td>
<td>Revisit the IWitness website and clarify any questions about IWitness and the pilot process.</td>
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<td></td>
<td>• IWitness team provides the pilot process overview form and the pre/post evaluation and classroom monitoring instruments.</td>
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<td></td>
<td>• Review <em>Classroom Pilot Tips</em> Doc.</td>
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<td>Select an existing IWitness activity or choose to create own activity. If choosing to build your own activity, please provide an outline of the lesson plan you want to use.</td>
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<td></td>
<td>• Talk about next steps regarding activity building timeline and completion date</td>
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<td></td>
<td>Schedule IWitness team site visit and infrastructure check. Make sure the school computer lab(s) will be open on this date so that the IWitness team can check the:</td>
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<td></td>
<td>• Test computers per IWitness Technical Requirements Doc.</td>
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<td>• Internet connectivity level and set-up (if applicable)</td>
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<td></td>
<td>• Availability of quiet space for Focus Group Interviews</td>
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<td>• Have a short briefing with the school’s headmaster</td>
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<td>Provide the IWitness team with a list of the students who will be participating in the pilot including class level, breakdown of male/female and</td>
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<td>Set up pilot date(s). An ideal pilot is two days length (with varying hours) though those days do not need to be consecutive. They can be, at most, one week apart.</td>
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<td>Make sure the Educator will have a computer lab teacher or aide to assist during the pilot process. This person would be there to provide troubleshooting assistance.</td>
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### Pilot Day-of Agenda/Guide

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<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Pre-survey (20-40 min)</strong>&lt;br&gt;Location: Classroom</td>
<td>Project Evaluator (Olive) conducts Pre-Survey.</td>
<td></td>
<td>Note: Assisted by Education Liaison (Rose). Educator and Project Coordinator (Appolon) cannot be present. If students have any questions, they should ask Olive.</td>
</tr>
<tr>
<td><strong>Focus Group (45 min-1 hr)</strong>&lt;br&gt;Location: Classroom</td>
<td>Project Evaluator (Olive) conducts Pre-Focus Group.</td>
<td></td>
<td>Note: Assisted by Education Liaison (Rose). Educator and Project Coordinator (Appolon) cannot be present. If students have any questions, they should ask Olive.</td>
</tr>
<tr>
<td><strong>Pilot Activity (2-4 hrs)</strong>&lt;br&gt;Location: Computer Lab</td>
<td>Educator introduces IWitness activity and gives IWitness login information.</td>
<td></td>
<td>Students use IWitness in class with their teacher. Project Evaluator and Education Liaison conduct observation of students using IWitness. Project Coordinator monitors/assists only as needed. Note: Educator must indicate to students that the IWitness team is only present to observe but not intervene. Any and all questions or concerns should be directed towards the Educator only. If necessary, the Project Coordinator is the only one allowed to intervene but only if not doing so would hurt the pilot/project more than it would help. TBD.</td>
</tr>
<tr>
<td><strong>Post-surveys (20-40 min)</strong>&lt;br&gt;Location: Classroom</td>
<td>Project Evaluator (Olive) conducts Post-Surveys.</td>
<td></td>
<td>Note: Assisted by Education Liaison (Rose). Educator and Project Coordinator (Appolon) cannot be present. If students have any questions, they should ask Olive.</td>
</tr>
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</table>
| **Post Focus Group**  
**Location:** Classroom **(45 min- 1 hr)** | Project Evaluator (Olive) conducts Post-Focus Group.  
Focus groups allow the evaluation team to obtain additional insights into student learning and the impact of IWitness.  
- Focus group should take place after students have completed the activity, in a quiet place where the teacher is not present.  
- Focus group will be audio recorded.  

**Note:** Assisted by Education Liaison (Rose). Educator and Project Coordinator (Appolon) cannot be present. If students have any questions, they should ask Olive. |
|---|
| **Pilot Conclusion**  
**Location:** Classroom | Educator concludes pilot.  

**Note:** Educator and IWitness team plan pilot debrief meeting to understand experience of the teacher during overall pilot process. |
IWitness Classroom Pilot and Troubleshooting Tips

Before Pilot:
- First, advise students to bring pen and paper so that they can write down and save their username and password while creating their accounts so that they don’t forget. This will be useful for students who want to take notes as well.
- Make sure to write the name of the group, the keycode and the IWitness website address somewhere visible where all of the students can see this information, or to put this information on a piece of paper and give each student a copy (see example from IWitness team).

Account registration and start of activity:
- Begin by instructing students on how to create their IWitness student accounts.
- Ask them not to move ahead of your instructions so that the class can create their accounts at the same time.
- Make sure to tell students to maximize their browser window so that they can see the save button.

Help your students register their accounts:
1. Go to iwitnes.usc.edu
2. Select the “Register Now” button
3. Select Student Registration
4. Have them write down their username and password.
5. Let them know that they can use an email address as their username if they prefer.
6. Remind them that the username and password must be longer than six characters and can include no spaces.
   a. Note that some students may not know the meaning of “characters” so please explain this word to the class.
7. Complete the registration form (make sure they include keycode you have provided to them)
8. Click “Agree” to the Terms of Use
9. Click “Agree” to the Community Guidelines. Click “Submit”
Logging-in:
1. Have your students log-in to IWitness and guide them to the activity. Remember that they can either click on the “Activities” tab to find their assigned activity or access it from the right hand side of the “Dashboard.”
2. If a student forgets his/her username and/or password, be prepared to retrieve it for them. Consult your IWitness Educator Guidebook.

While conducting the activity (section by section tips)
• Make sure students answer all questions found in the activity.
• To make sure that students are reading the text that accompanies the videos, advise them to read first and then watch the video/testimony.
• Remind students to click “Save” before clicking “Next.” This is especially important after answering a question. That way, if power or an Internet connection is lost, they will have saved the answers they have provided and won’t need to re-enter them.
• Tell your students they do not have to take notes of all of the text they see because it will always be available to them. They can always log back into IWitness and into the activity, where they will find the text, and, if they wish, can copy and paste the content to print off. With regards to taking notes, advise students that there is also an option to take notes while completing an IWitness activity by clicking on the “Tool Kit” on the right side of the screen.
IWitness in Rwanda Piloting Teacher Resource #1: Emotional Responses to Watching Testimony

Students will be watching testimonies from witnesses and survivors of the Holocaust and the Rwandan Tutsi Genocide. Watching testimony can cause emotional reactions in students. These emotional responses range widely – they can include happiness, excitement, boredom, and sadness. Emotional responses are completely normal.

Education and emotion

More and more research is identifying a positive link between emotion and successful learning. Teachers play a critical role in managing the classroom so that optimal emotional, social and cognitive learning can occur.

Managing the classroom and emotions

Teachers using testimony should be prepared to deal with emotional responses. These responses can take a variety of forms, particularly among youth who may be challenged to understand and deal effectively with their emotions. They may laugh, get excited, or cry, or get hyperactive or agitated, get very engaged or stop paying attention. While it is common to think about the difficult elements talked about in the testimony, and how those might lead to concerns about a negative emotional impact, it is important to remember that testimony material is rich in positive emotions as well. There are interviewees who discuss courage, perseverance, tolerance, acceptance, respect for one another, unity, humanity, love, etc. For example, after watching testimonies students often walk away feeling inspired to take action against issues like discrimination and stereotyping and with an increased understanding of how such issues can lead to genocide.

Teachers can help to recognize and prevent when normal emotion is something more serious.
How to be prepared for emotional responses:

1. Avoid choosing clips ONLY for emotional impact. Be clear about the purpose for the selection of any clip and make sure that it reflects a specific learning aim.

2. Be aware of how students are engaging with testimony. Observe what is going on while they are watching the testimony and make sure that they know you are there to support them by responding to their questions or comments and helping them understand their emotions. Don’t require that they finish watching a testimony if it is unduly upsetting to them.

3. Create a safe environment for students to experience the testimony. Be patient and calm. Avoid making judgments about how they are responding, even if you don’t understand it. Avoid asking them to explain how they are feeling or pressing them to talk about it. Let them take the lead. Assure them that they are not alone and that what they are feeling is normal.

4. Keep eye contact. If and when appropriate, offer friendly contact like a pat on the shoulder. Be aware that some people might not want to be touched when they are upset.

5. Keep the discussion in the framework of the academic lesson.

6. If the reaction is not temporary, move the student to a quiet area.

7. Know when to seek assistance from a trained counselor or therapist.

Although an emotional response to watching testimony is normal, watching testimony also has the potential to be a trigger for a traumatic response (Note: in this project, we have not had students experience trauma as a result of watching a testimony).
What is trauma?

The American Psychological Association defines trauma as an emotional response to a terrible event (like an accident, rape or natural disaster; or like the 1994 Genocide against the Tutsi). Immediately after the event, shock and denial are typical. Longer-term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches, nausea, and weakness. While these feelings are normal, some people have difficulty moving on with their lives.

People who have experienced a trauma may also develop post-traumatic stress disorder (PTSD) where they re-experience the trauma through intrusive memories or thoughts (intrusion), try to avoid anything that reminds them of the trauma (avoidance) or experience intense anxiety or emotion that is disruptive (hyper-arousal). Someone experiencing a traumatic or a post-traumatic response may exhibit behaviors, thoughts and/or feelings that fall into any or all of these categories.

Signs of trauma include:

- Exceptional fear
- A sudden onset of a physical reaction like weakness, vomiting, headaches, sweating, trembling
- Agitation
- Anger
- Lack of emotion
- Crying a lot

If you think a student is having a traumatic reaction or experiencing post-traumatic stress, take the following steps:

1. Provide a safe space for them as you would in the case of any emotional response.

2. Provide water and a quiet place to rest.

3. Seek the support of a trained counselor or therapist and encourage them to seek support and treatment.
IWitness in Rwanda Piloting Teacher Resource #2: Glossary Terms

➢ **Genocide**: the destruction of an ethnic or national group of people to the extent that they no longer exist as a defined unit. Genocide includes mass murder and the destruction of culture and political institutions.

➢ **Holocaust**: the murder of approximately six million Jews by the Nazis and their collaborators; Sinti-Roma, Poles, people with physical and mental disabilities, homosexuals, Jehovah’s Witnesses, Soviet prisoners of war, and political dissidents were

➢ **Stereotype**: an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

➢ **Discrimination**: the denial of justice and fair treatment by individuals and institutions in many arenas, including employment, education, housing, banking, and political rights. Discrimination is an action that can follow prejudicial thinking.

➢ **Dehumanization**: as a political or social measure, dehumanization is intended to change the manner in which a person or group of people are perceived, reducing the target group to objects or beings not worthy of human rights.

➢ **Visual History Testimony**: as defined by the Survivors of the Shoah Visual History Foundation, visual history testimony is a videotaped account of one person’s experiences of life before, during, and after the Holocaust. Visual history testimony offers a deeper understanding of these events as they were lived, filtered through the reflections of one person.

➢ **Anti-Semitism** (anti-Semitic): prejudice or discrimination against Jews. Anti-Semitism can be based on hatred against Jews because of their religious beliefs or their group membership (ethnicity), but also on the erroneous belief that Jews are a race. Nazi anti-Semitism was racial in nature; Jews were viewed as racially inferior to Aryans and destructive of the world order.

➢ **Apathy**: a lack of interest or regard; indifference.

➢ **Altruism**: selfless regard or concern for the well-being of others.
> **Crimes against humanity:** acts of persecution against a group or groups so heinous as to warrant punishment under international law. The term was first used in the preamble of the Hague Convention of 1907 and subsequently used during the Nuremberg Trials as a charge for actions during World War II—actions that did not violate a specific treaty but were deemed to require punishment. (See also “Nuremberg Trials.”)

> **Hate group:** a group whose worldview is based significantly on strong intolerance or hatred of a certain group(s) of people based on race, ethnicity, religion, or sexual orientation. Hate groups usually, but not always, claim superiority to those whom they oppose. They often advocate separation: removing themselves from the presence of the people they hate, or removing the people they hate from their presence. They sometimes advocate elimination: killing those people whom they hate.

> **Nationalism:** (nationalist): a sense of national consciousness with primary emphasis on promotion of its culture and interests:

> **Nazi:** a short for Nationalsozialistische deutsche Arbeiter-Partei (N.S.D.A.P.), the political party that emerged in Munich after World War I. The party was taken over by Adolf Hitler in the early 1920s. The swastika was the party symbol.

> **Nazi ideology:** (Nazi racial ideology): the Nazi system of beliefs, based on a racial view of the world. According to Nazi ideology, the Nordic Aryan Germans were the “master race.” Other races were inferior to them and the Jews were considered to be the “anti-race,” the exact opposite of the Germans, and an evil and destructive race. Germans were said to be the natural rulers of Europe and, in order to achieve that position, influence of the Jews needed to be ended. Thus, racial antisemitism and solving the so-called “Jewish Question” lay at the heart of Nazi ideology, as did the desire for more territory or Lebensraum

> **Prejudice:** prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial

> **Propaganda:** false or partly false information used by a government or political party intended to sway the opinions of the

> **Racism:** the practice of discrimination, segregation, persecution, and domination of a group based on that group’s race

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AEGIS
PREVENTING CRIMES AGAINST HUMANITY

USC Shoah Foundation
The Institute for Visual History and Education
➢ **Adventist Development and Relief Agency (ADRA):** A Seventh-day Adventist Church initiative, established in 1978 as one division of the broader ADRA program which is spread across 120 countries. During the Genocide against the Tutsi in Rwanda, ADRA was headed by Carl Wilkens, the last American who remained in Rwanda when the genocide began.

➢ **Akazu:** A small council of Hutu Power leaders, comprised of the close advisers of Juvénal Habyarimana and his wife, Agathe.

➢ **Arusha Records:** Signed on August 4, 1993, the Arusha Accords were a series of agreements between Rwanda's Hutu-led government and the Rwandan Patriotic Front (RPF) rebel movement, intended to foster a peace acceptable to both sides and end the civil war that began with the RPF invasion of Rwanda in 1990.

➢ **Bisesero:** A hilltop hideout in former Kibuye Prefecture (currently Rwanda’s Western Province) where approximately 50,000 Tutsis took refuge and united to resist attacks from Hutu extremists. This resistance was effective for several weeks, but they were ultimately overpowered by dozens of contingents of military and paramilitary reinforcement troops. An estimated 1,000

➢ **Commune:** Pre-2001 term referring to districts in Rwanda, the geographic sub-section below the province level. During the 1994 genocide, Rwanda had 106 communes. Today, there are 30, and they are referred to as “districts.”

➢ **Democratic Forces for the Liberation of Rwanda (FDLR):** The FDLR is a paramilitary rebel group, many of whose members were previously Rwandan Hutu Power nationalists who perpetrated the Genocide against the Tutsi in 1994. An active terrorist organization, they remain in hiding in eastern Congo.

➢ **Gacaca Courts:** Based on a traditional system of community-based justice, gacaca courts were established in 2001 in an effort to depopulate overcrowded Rwandan prisons and to administer justice to génocidaires. Gacaca courts are structured to encourage healing, focusing on both punitive and restorative justice.

➢ **Génocidaires:** A French term for perpetrators of genocide, most commonly associated with those who participated in the mass murder of Tutsis during the Genocide against the Tutsi in Rwanda.
> **Hôtel des Mille Collines:** A hotel in central Kigali, Rwanda within which over 1,200 persecuted Rwandans found sanctuary during the Genocide against the Tutsi.

> **Hutu Power:** A Rwandan Hutu extremist political movement which called for Hutu supremacy and rule, the segregation of Hutu and Tutsi, and the marginalization and exclusion of Tutsis from political life.

> **Hutu Ten Commandments ("Ten Commandments of the Bahutu"):** Published in December 1990 in a propaganda publication following the RPF invasion, this document provides rules for Hutu to limit a perceived threat from Tutsi and considers any Hutu who doesn’t follow the rules to be a “traitor”.

> **Interahamwe:** Kinyarwanda word meaning “those who fight/attack together.” A Hutu Power paramilitary youth organization which was sanctioned by Rwanda’s 1994 Hutu-led government and carried out the majority of the killings in the Genocide against the Tutsi.

> **International Criminal Tribunal for Rwanda (ICTR):** The ICTR was formed by United Nations resolution 955 of 8 November 1994 to prosecute individuals alleged to be most responsible for the genocide and other international humanitarian law violations in 1994 in Rwanda and surrounding countries. The seat of the ICTR is in Arusha, Tanzania.

> **Inyenzi:** Kinyarwanda term for “cockroach,” commonly used by Interahamwe and RTLM as slang to describe Tutsis. The use of the term inyenzi was an important element in dehumanization, an essential component in genocide.

> **Kangura:** An anti-Tutsi propaganda magazine which preceded the Radio Télévision Libre des Mille Collines and vilified Tutsis, defining them as enemies of the state during the Rwandan Civil War (1990-1993).

> **Mouvement Républicain National pour la Démocratie et le Développement (MRND):** French for “National Republican Movement for Democracy and Development.” President Juvenal Habyarimana’s political party and the only legal party in the single-party state from 1975-1994. MRND members created the propaganda magazine Kangura, and the Interahamwe militia was derived from an MRND youth organization. Up until 1991, when the creation of opposition political parties was legalized, MRND was called the Mouvement Révolutionaire National pour le Développement ("National Revolutionary Movement for Development").
➢ Murambi (Technical School): The site of the largest massacre of the Genocide against the Tutsi in Rwanda, in which 65,000 Tutsis hid for safety during the middle of April 1994. Few among the 65,000 survived. Today, the Murambi Technical School has become the Murambi Genocide Memorial Centre, where preserved bodies of unidentified Tutsi victims are on display.

➢ Opération Turquoise: A UN-sanctioned French military mission to establish a “safe humanitarian zone,” Zone Humanitaire Sure, covering approximately 20 percent of Rwanda’s territory in the south west of the country in the period between 23 June and 21 August 1994. The mission consisted of over 2,900 French military personnel with heavy weaponry and air support, and included a small contingent of Francophone African soldiers. The forces succeeded in securing 8,000 Tutsi refugees sheltering in the Nyarushishi refugee camp and small groups elsewhere. Their withdrawal on 21 August precipitated a massive flow of refugees from the area.

➢ Prefecture: Pre-2002 term referring to provinces in Rwanda. During the 1994 genocide, Rwanda had twelve provinces. Today, there are five.

➢ Radio Télévision Libre des Mille Collines (RTLM): French for “One Thousand Hills Free Radio and Television.” Hutu extremist radio station operating from July 8, 1993 to July 31, 1994 that broadcast anti-Tutsi propaganda. Created by members of the Akazu, president Juvenal Habyarimana’s close circle, it has been viewed as the radio equivalent of the anti-Tutsi newspaper Kangura, whose editor Hassan Ngeze was an RTLM shareholder and journalist. In the months before the genocide, the radio station broadcast increasingly hostile rhetoric against Tutsis. During the genocide, RTLM helped in the orchestration of the violence by calling for nationwide participation in the killing of Tutsis. The main figures involved in the station were convicted in the International Criminal Tribunal for Rwanda on charges of incitement to genocide and crimes against humanity, among others.

➢ Rwandan Patriotic Front (RPF): Rwandan Tutsi rebel political organization, formed in Uganda, to gain the right as Rwandan refugees to return to Rwanda and participate in a democratic political process. In 1979, Rwanda refugees to Uganda formed the Rwandan Alliance for National Unity (RANU). In 1981, many Rwandans joined Uganda’s National Resistance Army (NRA) rebel movement to fight against President Milton Obote; two of the first 27 NRA rebels were the Rwandans Paul Kagame and Fred Rwigema. In December 1987, RANU held its annual conference and renamed itself the Rwandan Patriotic Front. The military wing
of the RPF was the Rwandan Patriotic Army (RPA), which launched the war against Habyarimana’s regime on 1 October 1990, under the leadership of General Fred Rwigema. In 1994, the RPF became the ruling political party in Rwanda.

➢ **Secteur**: The lowest level administrative subdivision of Rwanda’s territory. Each of the country’s districts is divided into several secteurs (now “sectors”). There are 416 in the country.

➢ **Umuganda**: Scheduled national community service days, inspired by Rwandan tradition and implemented back into modern Rwandan life as a mandatory monthly routine in 1998, included as part of the initiative to rebuild the country after the genocide.

➢ **United Nations Assistance Mission for Rwanda (UNAMIR)**: Established on 5 October 1993, the United Nations Assistance Mission for Rwanda (UNAMIR) was a multinational peacekeeping force created by the United Nations to enforce the Arusha peace agreement of August 1993 during the Rwandan Civil War. UNAMIR was led by Force Commander Brigadier-General Romeo A. Dallaire. During the Genocide against the Tutsi, the deeply understaffed UNAMIR forces sought to protect the Tutsi population. After the genocide, UNAMIR assisted in voluntary and safe repatriation of refugees, supported the Government’s efforts to promote a climate of confidence and trust, and assisted UNHCR and the agencies in the provision of logistical support for repatriation. UNAMIR’s mandate ended in March 1996.