



# ACT13!

## LESSON 2 – EDUCATE

### L'ilmod (*to learn*) - Educating Ourselves and Others

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#### OVERVIEW

Individual survivors' stories bring a human connection to the broader crisis situation as students explore the conflicts in Sudan or Democratic Republic of Congo.

#### OBJECTIVES

- Students will gain a deeper understanding of the current conflicts in Sudan and/or Democratic Republic of Congo.
- Students will be able to link the importance of storytelling of Jewish history to educating the community about the conflicts in Sudan and/or Democratic Republic of Congo.
- Students will be able to put a personal face and name to these global conflicts.

#### MATERIALS

- “Lesson 2 PowerPoint” for either Sudan or Congo (located on JWW flash drive)
- Identity Cards- 1 copy of each for either Sudan (Appendix A) or Congo (Appendix B)
- PowerPoint Scripts (Sudan- Appendix C, Congo – Appendix D)

## AGENDA

### *Introduction*

#### 1. PowerPoint Presentation (15 minutes)

Give brief presentation about what is happening in either Sudan or Congo using the scripts provided. Students are encouraged to ask questions and can be directed to the website if the questions are not apparent in the script.

### *Activity*

#### 2. Identity Cards (15 minutes)

Explain to the class that stories are told in many different ways, through theater, movies, television, websites, sermons, or quotes. Storytelling keeps history alive, as evident in the retelling of the Exodus and the story of Purim every year, and without storytelling we would lose bits of our heritage. Now it's their turn to be active in the storytelling process, passing on the stories of survivors of genocide and other mass atrocities.

Split the class into four groups. Give each group a different identity card – stories of survivors from Sudan or Congo. Inform the students that their job is to tell their survivor's story to the rest of the class in a compelling way: they may write and perform a skit, draw a picture, write a poem, do a mock interview or come up with any other medium they choose – but they must tell the story! Please review the contents of the identity cards before giving them to your students. The stories are graphic in nature, and you may feel you need to edit them for your class. We leave it up to your judgment. You can still convey the gravity of the situation without the specifics, if need be.

#### 3. Presentations (10 minutes)

Each of the four groups presents its story of a survivor.

#### 4. Debrief (5 minutes)

Each telling and retelling of a story is essential – each storyteller has his or her own unique style. Each storyteller has the power to inspire other people around them to get involved and take action. Ask students what they learned from each other:

- What was new in the stories presented by the other groups that they did not know before?
- What different impact did it have to watch a PowerPoint versus watching these presentations?
- How is storytelling in this way compelling? Did it make the situation more personal?
- Outside of this classroom, with whom could we share these stories? (Parents, friends, siblings, community leaders, political leaders, etc.) Write these names on the board.
- What kind of impact could we have?

**Potential for follow-up activity:** Set a goal with your students for how many times they can tell their survivor's story to someone else. Keep track on a class chart, and have students report back each week.

## Appendix A

### Darfur Refugee Cards

#### REFUGEE IDENTITY CARD

NO 331002

**FIRST NAME:** ADEF  
**NATIONALITY:** DARFURI  
**AGE:** ADULT  
**SEX:** MALE



Adef lives in Camp Djabal with his wife Achta and four children: Abdelmouni, Guisma, Bashar and Beshir. Two of their children have died.

After escaping the attack on their village in Darfur, Achta and Adef began to walk towards Chad in search of safety. Achta was carrying their four year old child on her back but he died of diarrhea and the family had to bury him in the desert. Another child, Marymouda, died in Camp Djabal. She was sick for 14 days and none of the traditional medicine worked. They sent her to the clinic, but she never recovered.

They have been living in this refugee camp for almost six years. Their family of six receives food for four, which is not enough to last a month.

#### REFUGEE IDENTITY CARD

NO 406492

**FIRST NAME:** AHMAT  
**NATIONALITY:** DARFURI  
**AGE:** 8 to 10  
**SEX:** MALE



Ahmat's family was attacked by the Janjaweed, and all of his family's 51 camels were slaughtered. His mother was pregnant when their village was attacked and she lost the baby because of the traumatic event.

His father is still in Sudan. Being "in Sudan" means a person is either dead or fighting with the rebels. Ahmat is no longer in school because his teacher is also "in Sudan." Ahmat works a few hours each day at a restaurant in the camp.

#### REFUGEE IDENTITY CARD

NO 902051

**FIRST NAME:** FARHA  
**NATIONALITY:** DARFURI  
**AGE:** 14  
**SEX:** FEMALE



Farha is a fourteen year old girl who lost her father when their village was attacked during the genocide in Darfur. Her mother left the camp over a month ago to look for a son who was separated from the family during the attack. They have not heard from her for forty-one days. Farha is now in charge of caring for her younger siblings.

#### REFUGEE IDENTITY CARD

NO 471940

**FIRST NAME:** AZIZA  
**NATIONALITY:** DARFURI  
**AGE:** 12 to 14  
**SEX:** FEMALE



Aziza and her family traveled to the camp nearly four years ago. It took them two months to get to the camp, trading off between foot and donkey. She dreams of returning home to her old life, but it is too dangerous to leave the camp. All she has of her prior life is her yellow scarf that wraps around her head and her silver hoop earrings. She still has hope for the future.

## Appendix B

### Congo Refugee Cards

#### REFUGEE IDENTITY CARD

NO 90812

**FIRST NAME:** ANTOINE  
**NATIONALITY:** CONGOLESE  
**AGE:** 16  
**SEX:** MALE



Antoine was abducted from his home north of Niangara. Armed men burst into his home in the morning. "They gave me work to do. I had to clean their clothes and do other jobs during the day. We weren't allowed to talk. If we talked, they hit us. They hit us a lot," recalls Antoine, showing the wounds resulting from whippings and beatings with a machete. "We only ate in the evenings. And we walked all day. Every day. I was barefoot."

One evening, the kidnappers heard that enemy soldiers were approaching their positions. They told Antoine to climb a tree and see if he could spot them. "They were quite far away. I knew that I was near the road. I slid down the tree and started running. I walked all night and, at five in the morning, arrived here at the village. They were already far behind me." Antoine's father, Louis, is joyful at his son's return – at the same time, Louis and Antoine wonder if Antoine's brother, who was kidnapped at the same time, will also return someday.

#### REFUGEE IDENTITY CARD

NO 41571

**FIRST NAME:** HONORATA  
**NATIONALITY:** CONGOLESE  
**AGE:** 18  
**SEX:** FEMALE



Honorata Barinjibanwa, was kidnapped from a village that the Rastas raided in April. The Rastas are a mysterious gang of dreadlocked fugitives who live deep in the forest, wear shiny tracksuits and Los Angeles Lakers jerseys and are notorious for their brutality. They kept Honorata prisoner for months. Most of that time she was tied to a tree, until the men untied her for a few hours each day to gang-rape her.

She is now in the Panzi Hospital in Bukavu, where she was taken after her captors freed her. She is also pregnant.

While rape has always been a weapon of war, researchers say they fear that Congo's problem has become a devastating social phenomenon. The so-called Rastas were once part of the Hutu militias who fled Rwanda after committing genocide there in 1994. Now they seem to have split from the militia and established themselves as a force of unprecedented cruelty.

#### REFUGEE IDENTITY CARD

NO 90890

**FIRST NAME:** MICHEL  
**NATIONALITY:** CONGOLESE  
**AGE:** 13  
**SEX:** MALE



Around midnight, Michel was sleeping soundly at home alongside his little brothers and his older sister. Four men came – they were armed but dressed as civilians. They tied Michel's and his sister's hands together and took them into the bush.

"We found ourselves with around 20 other children," Michel tells us. "These men whipped us and forced us to work. Every time we talked among ourselves, they hit us with a machete."

Michel managed to escape and found his family again. His parents decided to leave him at a center for child survivors for a while. He receives psychological support and spends his days with other children who were once kidnapped. He needs time to readjust to living back in the community.

#### REFUGEE IDENTITY CARD

NO 90232

**FIRST NAME:** PIERRETTE  
**NATIONALITY:** CONGOLESE  
**AGE:** 15  
**SEX:** FEMALE



Pierrette does not know her exact age, but she shyly suggests "around 15". She was kidnapped by armed men, and held captive for two months. She became what is known as a "forced wife," given to a man to spend nights with him.

This was the start of around two months of captivity. "We walked a lot during the day. We carried rice, peanuts, salt. I slept with a man at night. During the day, others would hit me, and he would act as if he didn't know me. He spent his days with another woman, a mother with children."

After two months, Pierrette managed to escape and came to a health center. She received medicines and food and managed to talk to a psychologist. "I try not to think about it all anymore," says Pierrette. "I block it from my mind. But when my mother asked me questions, I told her everything. My mother and father cried."