

# Creating Caring Schools

Peace-promoting activities  
for all seasons



Dr. Hetty van Gurp



**CD INCLUDED**  
plus sheet music  
for the original song  
"The Right Thing to Do"

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for all seasons**

**Dr. Hetty van Gurp**



Peaceful Schools International

ANNAPOLIS ROYAL NOVA SCOTIA CANADA

Published by  
Peaceful Schools International  
PO Box 660 Annapolis Royal  
Nova Scotia, Canada B0S 1A0

[www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org)

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Editing, design, production management: Nancy Roberts  
Illustration: Marijke Simons  
Index: Katherine Howlett  
Cover art: Andrija Sabljarevic; painted when in Grade V 3,  
Isidora Sekulic (school), Pancevo, Serbia  
Printed and bound in Canada by Transcontinental Printing

Library and Archives Canada Cataloguing in Publication

Van Gurp, Hetty  
Creating caring schools : peace-promoting activities  
for all seasons / Hetty van Gurp.

Includes index.  
ISBN 978-0-9732164-6-2

1. Peace--Study and teaching--Activity programs.  
2. Caring--Study and teaching--Activity programs. 3. School  
environment. I. Title.

LB3013.3.V354 2007      370.11'4      C2007-901738-X



## Stone Soup

**T**here was once a man who had been travelling for a long time. He was weary, hungry, and out of food. Reaching a small village, he thought, "Maybe someone will share some food with me."

He knocked at the first house. "Could you spare a bit of food? I've travelled a long way and am very hungry."

"I'm sorry, but I have nothing to give you," the woman replied.

At the next door he asked again. The answer was the same. At every door he was turned away. No one had much to spare, and no one felt able to give any to the traveller.

But then one villager said, "All I have is some water."

"Thank you," the traveller said, smiling gratefully. "I can make stone soup from that water."

He borrowed the man's cooking pot and built a small fire. As the water started to boil, a passing villager stopped to ask what the traveller was doing.

"I'm making stone soup," the traveller replied. "Would you like to join me? First, we must add a special stone." He pulled from his knapsack a stone and dropped it into the simmering water.

Soon villagers gathered around the fire, asking questions. "What does your stone soup taste like?" asked one.

"Well, it would be better with a few onions," the traveller admitted.

"Oh, I have some onions!"

Another villager mused, "I could bring a few carrots ..."

Someone else offered, "We still have some potatoes in our garden. I'll go get them."

One by one each villager added something, and the pot bubbled with a delicious soup, enough to feed the whole village. The traveller and the villagers sat down together to enjoy the feast they'd all helped to create.



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Literally dozens of projects of all sizes fall within the monthly themes above. Please use the detailed index to find specific ideas or project types or resources.

Web addresses cited in this book:

[www.worldpeace.org/peacepoles.html](http://www.worldpeace.org/peacepoles.html)  
[www.peacepole.com](http://www.peacepole.com)  
[www.takingitglobal.org](http://www.takingitglobal.org)  
[www.pinwheelsforpeace.com](http://www.pinwheelsforpeace.com)  
[www.rootsandshoots.org/campaigns/dove](http://www.rootsandshoots.org/campaigns/dove)  
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## FOREWORD

“In 1993, we had a very difficult time getting substitute teachers to come to our school.”

This sad and telling comment might have been made in many schools, but this time it was spoken by Kay Heisler, a veteran teacher at Lake Park Elementary School in the School District of Palm Beach County, Florida. “My students live in neighbourhoods that have more than their share of crime, poverty, and violence,” says Kay. “I didn’t blame the substitutes for being reluctant to come here. Our school wasn’t a very welcoming place.”

Yet by the end of 1998, without any change in boundaries, administration, or student demographics, Lake Park had reduced its disciplinary incidents by over a third. Incidents of disobedience, disruptive behavior, disrespectful language, and fighting were all reduced dramatically and the atmosphere of the campus was palpably different to everyone who visited.

It wasn’t just the teachers and administrators who were managing daily interactions differently, either. In a neighbourhood where fighting is the norm, a third-grader at Lake Park was overheard telling a new student who had pushed his way into line, “Hey, we don’t do things like that in this school.”

Is Lake Park’s experience unique or could other schools make a similar dramatic improvement? Is there a magic wand that could be waved over a school that could change everything?

The answers, in order, are “yes,” schools can dramatically change, and “no,” there is no magic wand. But magic is not required; just desire. Not a lot of money. Not extra hours in the school day. Not impossibly gifted teachers. It just takes desire, planning, and united effort over time. This is the message Dr. Hetty van Gurp has modelled and taught to eager audiences in our schools and in schools across the world. Lake Park Elementary and the other ten member schools of Peaceful Schools International (PSI) in our District have taken Hetty’s recommendations to heart and have succeeded in transforming the structures and interpersonal practices that shaped their campus climates.

This volume of valuable activities will help you if you are a solitary voice for peace at your school or if you are part of a wide network of like-minded staff members. The ideas can help you start the process of bringing peace to your school or can be used to add new energy to successful programs of long standing. These peace projects are large and small; individual, class, and whole-school; indoor and outdoor – “for all seasons.”

The activities in this book have allowed students at all educational levels and in all kinds of schools to experience a rare vision in their often troubled worlds: they have felt what it’s like to belong where everyone is welcomed and peace is celebrated as a way of life. While this experience might not be “magical,” for many of our students, it’s nothing less than miraculous!

Rick Lewis, Training Coordinator, Department of Safe Schools  
School District of Palm Beach County, Florida, USA

*Rick Lewis is a counsellor and teacher who has co-ordinated the Conflict Resolution and Peer Mediation Project for the School District of Palm Beach County since 1993.*



**CREATING CARING SCHOOLS:  
THE “WHOLE VILLAGE” APPROACH**  
**Preface**

In 2002, I had an opportunity to hear Dr. Dan Olweus speak at an international conference in Ottawa, Ontario. Having studied the problem of bullying for over twenty years, Dr. Olweus is considered the founding father of research on bullying and an international expert in this field. The conference organizers were expecting about 250 people, but almost twice as many showed for the keynote address. We listened with bated breath for Dr. Olweus to reveal the solution to bullying.

It was really no surprise when Dr. Olweus concluded that the only way to reduce bullying is to create a climate in which it is considered unacceptable by everyone.

Dr. Olweus had confirmed what many educators know instinctively. There is no easy formula or standard recipe. There is no single program or curriculum that will work effectively to create a school ethos in which everyone feels safe, valued, and respected. The solution to bullying and all other forms of violence is to transform the culture of the entire school. A big job, but the good news is that the transformation can be accomplished with a collective vision, commitment on the part of all involved, positive motivation, and time – and it does *not* require a lot of money!

In my experience as an educator for over three decades and now in my work with Peaceful Schools International, I visit schools in many parts of the world, including some in war-torn and economically devastated regions. I have seen that transforming the culture of a school has far more to do with vision and attitude than with material resources. Of course, curriculum materials, toolkits, videos, etc., are helpful. However, without the collective commitment of all adults who work in the school, all of these materials will be of little use.

In October 2005 we invited Dr. Wendy Craig to speak at a Peaceful Schools International symposium in Halifax. Dr. Craig and Dr. Debra Pepler head the Canadian Initiative for the Prevention of Bullying, whose mission is to develop a Canada-wide strategy to reduce problems of bullying and victimization. Dr. Craig told us that “One in four children is being victimized – about seven children in every classroom. That’s a significant proportion of the population.”

In 2006 Drs. Craig and Pepler launched PREVnet, the Promoting Relationships and Eliminating Violence Network, which brings together researchers from Canadian universities and NGOs and other partners to promote safe and healthy relationships for Canadian children and youth. The goal of PREVnet is to create sociocultural change in Canada by reducing the negative use of power and aggression in relationships.

At the launch of PREVnet in May 2006, we heard from several experts. Their messages were essentially the same as Dr. Olweus’s several years earlier: training, materials, and programs are not enough. There must be a whole-school approach to promoting healthy relationships in the school setting.

We have heard this message so often and from so many “experts” that I believe most people who work in schools now acknowledge it to be true. The next big question is “How do we move beyond the research and associated rhetoric to practice?”

The African proverb “It takes a village to raise a child” can be applied to creating peaceful schools. Everyone in the school community can and should be involved. Creating an ethos of understanding, respect, and acceptance in our schools is possible but cannot be achieved by a small committee or a few committed individuals. Students, teachers, support staff, community members all need to contribute to making their school a place where people want to be.

In “Stone Soup” (just after the title page) it took a village to make a delicious, plentiful soup. In this book you will find ideas that can be implemented on a school-wide basis without the need for material resources other than those normally found in most schools (“villages”).

Use this book as your “magic stone.”

Hetty van Gorp, founder  
Peaceful Schools International

## ACKNOWLEDGEMENTS

Countless educators around the world believe that teaching peace is as important as teaching reading, writing and arithmetic. Your work has contributed to this book. I thank you all.

I am grateful to John Berkmortel for his generosity in writing the song “The Right Thing to Do” for Peaceful Schools International. The lyrics, musical score, and a copy of the CD are included in this book. I also wish to thank Kathryn Sharpe for inspiring this song.

Many people kindly shared ideas and activities included in this book. Judy Grant, Aileen Daley, Jan Foley, Rick Lewis, Jana Bayer-Smith, Heather Harris, and all of the PSI member schools – thank you.

Andrija Sabljarevic, a schoolboy in Serbia, painted our stunning cover art. In thanking him, I thank all the children whose enthusiasm for peaceful ways inspires me.

To Nancy Roberts, an exceptionally talented editor and designer, who started with a disorganized collection of ideas and transformed them into this engaging book – I am truly grateful.

To my husband, Ward Carson, thank you for your unwavering support and patience.

HvG



## Before You Begin:

### Some Suggestions to Consider

The ideas outlined in the pages that follow have been implemented in PSI member schools across Canada and elsewhere. I have suggested three themes or school-wide initiatives for each month from September to May, inclusive. In some cases, I have included feedback from these schools in the form of photos and descriptions of how they have implemented the ideas. It is my hope that the ideas described will be of practical value in and of themselves but also that they will act as a catalyst to inspire you to develop your own school-wide initiatives.

Some of the ideas described for a month are connected with a special date, such as September 21, the International Day of Peace as declared by the United Nations. Other ideas, such as Gossip-Free Day, can be implemented at any time that suits your school and can even be repeated during the year.

Use the very thorough index to troll for projects connected with specific themes or types of activity regardless of their “month” in the book.

You may wish to consider the following suggestions before beginning implementation of the school-wide initiatives that follow:

- Create a committee comprised of teachers, students, and parents to act as a steering team to plan and lead the initiatives.
- Set aside a section of the school’s monthly newsletter to announce next month’s idea and summarize the activities that took place over the past month.
- Allocate a prominent bulletin board to announce the month’s initiative.
- Hold an assembly at the beginning of the month to announce the upcoming initiative and/or an assembly at the end of the month during which students can make presentations summarizing how they have been involved in the initiative just concluding.
- Take photos and create an audiovisual presentation to show at parent or community gatherings.
- Invite community organizations and businesses to get involved and provide needed support.

**Have fun!**

## INTERNATIONAL DAY OF PEACE, SEPT. 21

The International Day of Peace, established by a United Nations resolution in 1981, was first celebrated in September 1982. In 2002 the UN General Assembly set September 21 as the permanent date for the International Day of Peace.

### Some ideas for celebrating the International Day of Peace

- Join people throughout the world in one minute of silence on September 21.
- Organize a Peace Walk.
- Compile a class library of biographies of peacemakers. Read and discuss their lives.
- Promote environmental activities. Start a peace garden or plant a tree.
- Create a "good news" newspaper.
- Collect news articles on global topics such as ethnic, religious, and political struggles or disarmament, hunger, famine, or trade. Challenge students to

come up with peaceful solutions to these and other issues.



- Study and display examples of cultural traditions that represent friendship and peacemaking.
- Study the Nobel Peace Prize, UNICEF and the UN to learn how they promote peace.
- Write letters of appreciation to your family, teachers, politicians, civic leaders, and others who have contributed to peace, community understanding, and social progress.
- Rewrite fairy tales, movie and television plots, and children's storybooks to create positive, win-win outcomes.
- Collect, analyze, and compare lyrics from con-

temporary songs that have peace and global friendship themes.

- Introduce the song "The Right Thing to Do" (CD inside back cover, sheet music pages 71 to 82). Use this song through the year at school assemblies.
- Study and discuss the Universal Declaration of Human Rights and the two UN Covenants related to human rights.
- Invite classes to make presentations at an assembly. Ring a bell, light a candle for peace.
- Plant a Peace Pole. [www.worldpeace.org/peacepoles.html](http://www.worldpeace.org/peacepoles.html) [www.peacepole.com](http://www.peacepole.com)
- Join alliances of youth organizations uniting for a culture of peace. [www.takingitglobal.org](http://www.takingitglobal.org)





# Give Peace a Dance

## Mini-Challenges to the Students

Before the dance run some mini-challenges.

- peace “Jeopardy” in the cafeteria
- a poetry-writing contest
- an art contest
- karaoke renditions of peace songs from the past

Give the winners free tickets to the dance.

## Slide Presentation

- Create a slide presentation of images from around the world that will students think about peace and why they are having the dance.
- Project this presentation on the wall in the gym throughout dance.
- Include quotes.

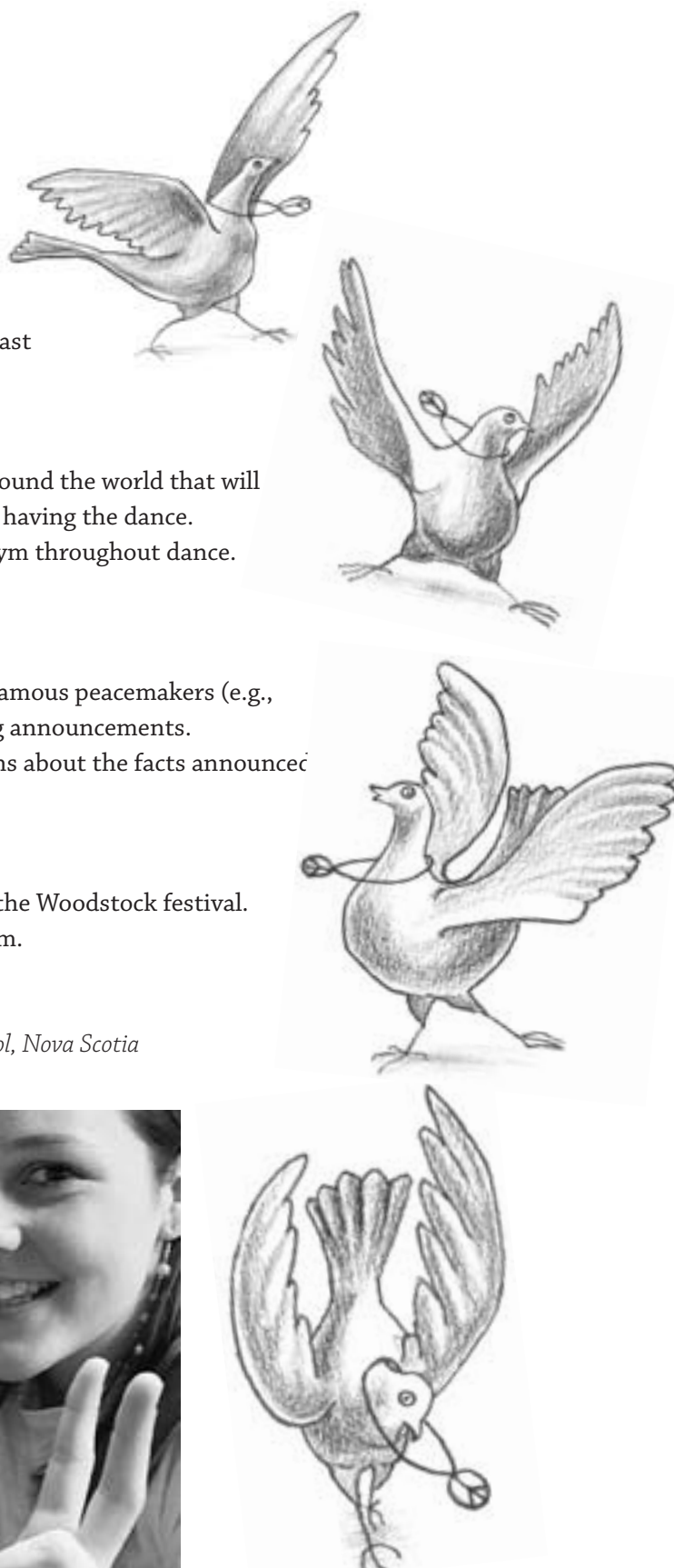
## Famous Peacemakers

- Lead up to the dance by reading facts about famous peacemakers (e.g., Nobel Peace Prize recipients) during morning announcements.
- At the end of the week, ask students questions about the facts announced and offer prizes to the top scorers.

## Woodstock Revisited

- Discuss the '60s peace movement, including the Woodstock festival.
- “Recreate” the Woodstock concert in your gym.
- Offer prizes to the best-dressed.

*Jana Bayer-Smith, Eastern Shore District High School, Nova Scotia*



## Peace is in the Air

*Two airy ideas: Pinwheels for Peace and Giant Peace Doves*

### Pinwheels for Peace

Pinwheels for Peace provides a way for students to express their feelings about what's going on in the world and in their lives.

The [www.pinwheelsforpeace.com](http://www.pinwheelsforpeace.com) web site is filled with excellent ideas, background, and photos for inspiration. You will also find instructions for making pinwheels.

- Ask students to write their thoughts about peace, co-operation, unity, and living in harmony with others on one side.
- On the other side, ask students to draw, paint, or collage to express their feelings visually.
- Assemble the pinwheels and on the International Day of Peace (page 12), “plant” all the pinwheels outside.



*Ann Ayers and Ellen McMillan, art teachers at Monarch High School in Coconut Creek, Florida, started this art installation project in 2005.*



*Coady International Institute, St. Francis  
Xavier University, Antigonish, Nova Scotia*

*S. D. Spady Montessori School, Delray Beach,  
Florida*



## Giant Peace Doves

Join Jane Goodall's Giant Peace Doves Campaign. The inspiring doves are made from recycled materials. You'll find clear directions on Jane Goodall's web site: [www.rootsandshoots.org/campaigns/dove](http://www.rootsandshoots.org/campaigns/dove)

At Symmes Junior High in Aylmer, Quebec, students created a large dove similar to these shown. After a Peace Parade the dove was displayed, wings outspread, in the school lobby and its wings were decorated with feathers from students. Each feather held a student's personal commitment to an action that contributes to a more peaceful world.



*The entire school community at R. Tait McKenzie School, Almonte, Ontario, parades with their Giant Peace Dove.*

## PEACEPORT: A PASSPORT TO PEACE

September is a good month for making Peaceports with your students. They can use their Peaceports for recording their projects for the rest of the year.

A Peaceport is a child's personal record of her or his various peace experiences and activities throughout the school year. After designing and decorating a mock passport, children can earn stamps or stickers to put in this passport by completing various activities and projects. These could include kind or peaceful deeds, reading suggested books, participating in discussions, writing letters, and creating peace art.

### Making a Peaceport

Begin by showing the children a passport and asking/answering questions about it.

Questions might include:

- What is a passport?
- What is its purpose?
- What does it tell you about the owner?
- What do you do to have it stamped or punched?
- How can a passport be used to record something or tell us something?



Introduce the idea of a Peaceport and show an example. Make the materials to create Peaceports available to students and encourage them to be creative in making their own personal Peaceports.

After the Peaceports have been completed, use them to record experiences. Fully stamped Peaceports or cards may be recognized at the end of the school year by giving the children a certificate or other appropriate form of recognition.



### Materials needed

- cardstock or other material to make a roughly 3" x 5" booklet of 8–12 pages
- stamps, stickers, etc.
- decorative materials – glue, paint, markers, crayons
- small photograph of each child
- sample passports

*The idea for Peaceport is found in PeacePrints by Jan Foley. PeacePrints is available at [www.nlhra.org/PeacePrints/PeacePrints.pdf](http://www.nlhra.org/PeacePrints/PeacePrints.pdf) and can be downloaded freely.*

# Gossip-Free Day

## Gossip and Rumours

Gossip is usually personal or private information spread behind someone's back. It can be true, false, or a rumour. Rumours are often unverified stories or information – no one is sure whether they are true or false. Usually, rumours spread quickly and the stories get more and more exaggerated.



## Gossip: The Consequences

Gossip can hurt people the same way physical violence can. It can make people feel isolated or lower their self-esteem. Physical wounds can heal, but often emotional scars do not.

Rumours and gossip can destroy friendships. Relationships are based on trust. If a friend tells one of your secrets to someone else, you may feel uncomfortable telling him or her something private again.

Believing gossiped news or rumours can also lead to bad choices.

## Encourage students to “Break the Chain.”

- △ It feels like gossip is everywhere – in school, in magazines, and on
- ▽ TV. How can you stop it? It's simple – if you hear a rumour, don't
- ▽ pass it on. If someone starts to gossip, tell him or her that you are
- ▽ not interested and walk away or change the topic.
- △ Respect yourself and others – instead of putting down other
- △ people's accomplishments, appreciate them. If you hear about
- ▽ someone or something that could harm other people or you know
- ▽ someone who is harming him/herself, it is important that you tell a
- △ trusted friend, teacher or relative.
- △ If you are being talked about there are several things you can do.
- ▽ You can try to find out who is spreading the rumour and ask him or
- ▽ her to stop or you can deal with the situation in peer mediation. You
- △ can ignore the rumours or talk about the situation with a trusted
- △ friend or adult. Above all, resist the urge to retaliate – if you spread
- ▽ rumours you continue the vicious cycle of gossip.



## Have You Heard?

(insert date) is Gossip-Free Day!

\_\_\_\_\_ is having a Gossip-Free Contest to encourage students to think about the harmful effects of gossip in their schools. Submissions can be in the form of artwork, poetry, fiction, skits, or personal stories. The deadline for entries is \_\_\_\_\_. All entries will receive a prize.

### Suggested Topics:

One day on the playground you notice a group of people including three of your friends whispering about something. As you approach them, they stop talking and start to giggle. What do you think they were saying? How does it make you feel? What would you do?

During lunch someone tells you that they heard that your best friend was spreading rumours about you. What would you do? How does it make you feel?

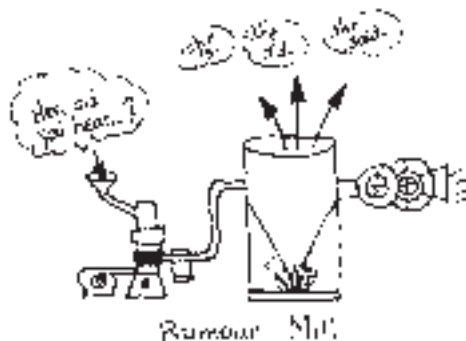
A new girl arrived at school today. Soon rumours are spreading that she got expelled from her last school for fighting and carries a knife. What would you do?

While waiting in line at the cafeteria, the boy next to you starts to talk about your best friend in a negative way to you and the other students around you. You know what he is saying is untrue. What would you do?



**Gossip-Free Ideas:**

- Read and discuss “The Gossiper” (page 20). For greater effect, take students onto the play area and release a bag of feathers while reading the story.
- Ask students to write or draw their reflections on how rumours can be hurtful.
- Hold a class discussion about what gossip is, how it spreads, and how it makes people feel. Then develop some coping strategies. Students can break into groups and develop a two-minute skit showing a gossip/rumour scenario and a positive effort to resolve the issue.
- Ask students to develop a contract or pledge that encourages positive statements and discourages gossip.
- Encourage your students to develop “Rumour Mills,” imaginary, fantastic machines that spread and magnify rumours.
- Encourage students to design posters bearing anti-gossip and rumour messages such as “Rumours – Don’t Listen to Them, Don’t Pass Them” or “Rumours Can Be Dangerous – Check Them Out!”

**Other Suggestions:**

- a logo for Gossip-Free Day
- a poster
- a T-shirt design
- a poem about gossip and how it makes people feel
- a book with pictures
- a collage
- a bookmark

Feel free to be as creative as possible – **and remember to have fun!**





*Drawing entered in a Gossip-Free Contest by Milica Marin,  
Grade VII, Đura Dančić School, Novi Sad, Serbia*

## The Gossiper

A woman repeated a bit of gossip about a neighbour. Within a few days the whole community knew the story. The person it concerned was deeply hurt and offended. Later, the woman responsible for spreading the rumour learned that it was completely untrue. She was very sorry and went to a wise old sage to find out what she could do to repair the damage.

"Go to the marketplace," he said, "purchase a chicken, and have it killed. Then on your way home, pluck its feathers and drop them one by one along the road." Although surprised by this advice, the woman did what she was told.

Next day the wise man said, "Now go and collect all those feathers you dropped yesterday and bring them back to me."

The woman followed the same road, but to her dismay the wind had blown all the feathers away. After searching for hours, she returned with only three in her hand. "You see," said the sage, "it's easy to drop them, but it's impossible to get them back. So it is with gossip. It doesn't take much to spread a rumour, but once you do, you can never completely undo the wrong."

(author unknown)

## Peace Feast

October is a month in which many people give thanks for the harvest. It may also be a time for us to think about and be thankful for the many other blessings in our lives – family, friends, shelter, education ...

### Why not hold a Peace Feast in your school?

In the same manner as the soup was prepared in the folk tale “Stone Soup” (just after title page), invite each class to think of and prepare a special dish and then hold a buffet luncheon for the entire school. In many schools, this will be an opportunity to learn more about the foods enjoyed by families from other countries.

Weather permitting, hold a Peace Picnic outdoors. Some ideas to consider:

- Using the theme of peace, ask each class to produce a creative dish.
- Include musical entertainment by students.
- Decorate the walls with drawings/paintings of “We are thankful for ...”
- Ask students to make and send postcards of thanks to individuals who have helped them in some way.
- Hold a “Roll for Change” challenge. (Volunteers wrap themselves in tape and roll on the floor collecting change brought in by students. Donate the money to the local food bank or other good cause.)
- Collect donations for your local food bank throughout the school year.



*Peace Feast at Vuk Karadzic School in Vitosevac, Serbia*



## SAY BOO TO BULLYING

Halloween has been celebrated in different ways for hundreds of years around the world. Throughout October, remind students to “Say BOO to Bullying!” Include a “Say BOO to Bullying” tip each day in the morning announcements; make posters, decorate a school bulletin board, develop skits, write stories and poetry. Ask students to do something positive to help make their school and world a better place.

### Say BOO to Bullying tips to share with students

- ▢ Recognize bullying: it comes in many different forms – all hurtful and unacceptable. Conduct a survey\* to determine the level of bullying taking place in your school.
- ▢ Keep track: note places where bullying occurs and pass this information to any grown-up in your school.
- ▢ Speak up! When someone is being bullied, speak up. If this does not feel safe, get help from an adult.
- ▢ Walk away from bullying and tell an adult.
- ▢ Choose your friends wisely: refuse to spend time with people who are mean to others.
- ▢ Help the victim: make an effort to get to know the kids who are being picked on. Let them know that help is available – they can talk to an adult or call the local Kids Help Phone.
- ▢ Be a leader of cool: find ways to say that, to you, bullying is not cool. Your opinions influences others – and you may find that many already agree with you.

*\*For a free handbook containing downloadable surveys see [www.cpha.ca/antibullying/english/](http://www.cpha.ca/antibullying/english/)  
Thanks to Judy Grant, PSI Co-ordinator for the Lester B. Pearson School Board, Dorval, Quebec for the “Say Boo to Bullying” idea.*

### Treats for UNICEF

As part of your Halloween festivities, ask your students to support UNICEF, the United Nations Children’s Fund, and take this opportunity to teach them about children around the globe. Founded in 1946, UNICEF helps save, protect, and improve the lives of children around the world. During the past 54 years, Canadian children have helped raise over \$84 million for UNICEF.

UNICEF encourages students from participating schools to collect contributions during October. In North America the campaign is called Trick or Treat for UNICEF, but door-to-door trick-or-treating is no longer emphasized.

Students will be provided with fundraising kits including a collection envelope for keeping track of contributions. They will also receive their very own paper brick to post on a classroom thermometer shaped like a school so they can follow their progress. One brick = \$20. A school can also organize in-school fundraising events.

For lesson plans on UNICEF and global issues: [www.unicef.ca](http://www.unicef.ca)



# Paper Cranes for Peace

## Sadako's Paper Cranes

Sadako Saskai was only two years old when the atomic bomb was dropped on Hiroshima, Japan, on August 6, 1945. An active and curious young girl, she developed leukemia as a result of the radiation. Inspired by a Japanese legend that said that anyone who folded a thousand paper cranes would be granted a wish, Sadako began to make paper cranes in the hopes that she would recover. Sadly, 12-year-old Sadako died on October 25, 1955, after completing over 1000 cranes.

*For the complete story, read Sadako and the Thousand Paper Cranes by Eleanor Coerr or see the many Internet references.*

In Sadako's memory her friends and classmates collected her letters and published them. In 1958 a statue of Sadako holding a golden crane was unveiled in Hiroshima Peace Park with the inscription, "This is our cry; this is our prayer: Peace in the world." In her memory, people all over the world fold paper cranes and send them to the monument in Hiroshima. The creation of a thousand paper cranes represents a powerful message of love, hope, and caring.

### Send Paper Cranes to Hiroshima

Peaceful Schools International encourages schools to create 1000 paper cranes and return them to our head office. We will then mail our collected cranes to Hiroshima as a sign of our combined commitment to creating peaceful schools and ultimately a peaceful world.

To mail or display the cranes, create a garland of 100 cranes each. To string the cranes together, attach a piece of string to a long needle and push it through the bottom of the crane, coming through the back. To separate the cranes, tie a knot or thread a piece of plastic straw between them.

- Calculate the time it takes to fold one paper crane. Now multiply this by 1000 to determine how long it will take to fold 1000 cranes.
- Make cranes of all sizes and create mobiles to display throughout the school.

Instructions for folding paper cranes can be found at [www.sadako.com](http://www.sadako.com)

Mailing address for cranes:

Peaceful Schools International, PO Box 660 Annapolis Royal, Nova Scotia, Canada B0S 1A0



### Paper Cranes Flying around Your School

- Share Sadako's story and the meaning of paper cranes with the students.
- Make paper cranes, sell them as a fundraiser.
- Encourage students to write messages on their paper cranes.
- Form a small committee of students to deliver these cranes to the addressees.
- Donate the proceeds to a community outreach project.

Instructions for folding paper cranes can be found at [www.sadako.com](http://www.sadako.com)



Photos pages 23 and 24 courtesy of the Hiroshima Peace Memorial Park Museum

## Mix it Up at Lunch Day

Social boundaries can create divisions, misunderstandings, and ultimately conflict in our schools. Mix it Up at Lunch Day is an idea generated by Tolerance.org, a web project of the Southern Poverty Law Center in Montgomery, Alabama. Their web site contains many valuable ideas and resources for “dismantling bigotry and creating, in hate’s stead, communities that value diversity.” [www.tolerance.org](http://www.tolerance.org)

Mix it Up at Lunch Day encourages people to cross lines and become acquainted with new people. By actively working to cross or eliminate barriers, students can help create environments with less conflict and fewer instances of bullying, harassment, and violence.

### Some ways to organize a Mix It Up at Lunch Day at your school:

- Arrange 12 tables and sit by zodiac sign or birth month.
- Number places at the table and draw a random number from a hat.
- Find a table where you don’t know more than two people.
- Assign each table a colour and randomly distribute coloured slips to students.
- Sit according to favourite colour or animal.
- Give students a wrapped candy as they enter the cafeteria. Ask them to sit at the table that matches their candy. Use construction paper to make different coloured placemats or simply different shapes and colours. Randomly assign corresponding colors/shapes to students during class before lunch or before the assembly.



If a lunch “mix-up” is not practical at your school, mix it up for an assembly or as part of a class. Plan some activities for the newly formed groups. Some sample questions to promote dialogue:

- ▢ Why do certain people hang out together?
- ▢ What happens when we reach out beyond our own group?
- ▢ What would it mean to us and to our school if we broke down some boundaries and got to know one another?
- ▢ What is your favourite kind of music or artist?
- ▢ What is the craziest thing you ever did in public?
- ▢ What is your pet peeve?
- ▢ Imagine that you rule the world. What would be your first law?
- ▢ Discuss the last movie you saw or your favourite movie.

For additional downloadable classroom materials:

[www.tolerance.org/teach/mix\\_it\\_up/classroom.jsp](http://www.tolerance.org/teach/mix_it_up/classroom.jsp)

## STAND UP FOR YOUR RIGHTS

Celebrate National Child Day, November 20

The United Nations Convention on the Rights of the Child is an international human rights treaty about young people. Accepted by the UN General Assembly in 1989, the Convention is made up of 41 articles about the rights of young people. The Convention on the Rights of the Child has been adopted by more countries than any other international human rights treaty. By ratifying the Convention, governments commit to respect the rights of people under 18 to participate in decisions that affect them and to be protected from harm.

The Convention on the Rights of the Child is based on four principles:

- that the best interests of the child should be the first consideration for actions that affect him or her;
- that all children have the right to life, survival, and development;
- that all children have the right to participate; and
- and that all rights belong to all children without discrimination or exception.

Canada ratified the Convention in 1991, signifying a commitment to ensuring that all children are treated with dignity and respect. This commitment includes that they be given the opportunity to have a voice, be protected from harm, and be provided with their basic needs and every opportunity to reach their full potential.

In 1993 the Canadian government designated November 20 of each year as National Child Day to promote awareness of the UN Convention in Canada.

### Activities

- Draw pictures of “A World Fit for Children.”
- Brainstorm some ideas of children’s rights.
- Write a poem.
- Paint a mural.
- Put on a play.
- Organize a charity drive for children in need.

To download the UN booklet “A World Fit for Children,” go to [www.unicef.org/specialsession/wffc/](http://www.unicef.org/specialsession/wffc/)



## Citizen Problem of the Month

Bishop Feild Elementary in St. John's, Newfoundland and Labrador, has introduced a Citizenship Problem of the Month program designed to promote critical thinking in the area of citizenship. Students are encouraged to share the problem with their families, respond to the questions, and submit the completed answer sheet to the office. All entries are entered into a draw and the winning student receives a prize to share with his or her family. Past themes have included sharing, patience, honesty, caring, acceptance, charity, and manners.

Here is a sample problem:

### Misao's New School

Misao had just moved to St. John's from Japan. She was excited about going to a new school. When Misao came to school, all of the other students stared at her because she was new and because she looked different. During recess the other children did not talk to Misao. Some the boys laughed at her and some of the girls whispered about her. They would stop talking and walk away when she approached them.

At lunch time, the other children noticed that Misao was eating with chopsticks. She was using them as well as the other children were using forks. Some of the boys and girls asked Misao about the chopsticks and she told them that many people in Japan eat with chopsticks.

The next day, Misao brought chopsticks for everyone in her class. The boys and girls tried them at lunch and learned that eating with them took a lot of practice! When lunch was over, their teacher read a story about Japan that Misao had brought from home. The children really enjoyed the story and had lots of questions for Misao. Afterwards, the boys and girls let Misao know they were happy to have her in the class.



- ▢ How would you feel about moving to a new country?
- ▢ Have you ever been the new student somewhere? How did you feel?
- ▢ What do you think the boys and girls might be saying at recess? How do you think she felt?
- ▢ Did the other children show respect for Misao at first? How do you know?
- ▢ What did the children do to show Misao they respected her?
- ▢ What are some ways we can show respect for others?



## 14 Days in December

“Gentle Ways Are Best” • [www.14days.org](http://www.14days.org)

Fourteen Days in December was conceived to commemorate the fourteen women who died violently on December 6, 1989, in Montreal, Quebec. Since 1992 when the concept was developed by a committee of educators, law enforcement officers, health care providers, and business persons in a rural Nova Scotia community, the celebration has become an important annual event in that community. Now 14 Days in December is celebrated in many schools and communities throughout Nova Scotia.

Here is how Hantsport School in Nova Scotia encourages its students and families to celebrate 14 Days in December:

- Day 1 Focus on thoughts of kindness and how random acts of kindness can promote a peaceful world.
- Day 2 Discuss at mealtime non-monetary gifts you have received from others.
- Day 3 Discuss at mealtime what peace means to each individual family member.
- Day 4 Write a journal entry on what peace means to you.
- Day 5 Write a message of peace for a bulletin board display.
- Day 6 Begin a chart recording “acts of kindness” in each classroom.
- Day 7 Think of ways in which you can help at home.
- Day 8 Bring in a food bank contribution.
- Day 9 Carry out an act of kindness for a family member.
- Day 10 Create a peace card for someone in your community.
- Day 11 Share with your classmates a non-monetary gift you would like to receive.
- Day 12 Design a peace bumper sticker.
- Day 13 Hold a peace assembly.
- Day 14 Celebrate your achievements of the past two weeks.

## 14 Days in December Peace Pledge

**I PLEDGE** that I will have the courage to respect myself and others and always act in a peaceful manner. I will not hurt, ridicule, put down, or bully anyone.

If I ever forget this pledge, I promise to learn from my mistake and to keep trying!

Signed \_\_\_\_\_

## A Peace Quilt

Encourage each class to brainstorm ideas that are representative of peaceful activities in their families. Choose one idea per class to contribute to the Peace Quilt. Use squares of white fabric and decorate as the class sees fit. Use felt, fabric paint, beads, sequins ... be creative! Ask parent volunteers to assemble the quilt and hang it in a prominent place in the school or community (seniors' home, the bank, a church) each year.



## Peace Candles

The youngest child in each family in the school takes home a peace candle to be used for the 14 days. The candle is a reminder to families of the importance of respect. It is a white candle to which is attached (by a purple ribbon) a reminder to the parents of its significance. It could be worded like this:



*This candle may be lit each day from December 1 to December 14 in celebration of 14 Days in December. May it remind us of the importance to respect one another. The purple ribbon has been tied on to remember all people who have suffered senseless acts of violence.*

It is a good idea to send the candles home wrapped in newspaper to prevent breakage.

### Peace Chain

The Peace Chain is intended as a whole-school activity, but can be done just as well with a class in the classroom. Ask students to take some time and think about what they will do for peace. Pass out different-coloured strips of construction paper to each grade. If possible, gather all students in the gym. Encourage students to find someone from a different grade (with a different colour) and share with each other what they will do for peace. Provide staplers so that students can staple their chain links together. Now, these two students, together, find another group of two and these four students discuss their ideas of peace. This continues until all strips are joined.

### Peace Bracelet

This bracelet is created as a reminder to work hard every day to promote peace. If we act in peaceful ways, it can be passed on to others. The idea is to make a bracelet filled with beads, each bead representing an idea. For example, an orange bead can represent peace in the classroom, a purple bead shows peace in the family, pink and blue beads represent respect for gender, red beads for love, green beads for environment, yellow beads for peace (yellow is the international colour for peace.) Designate beads for kindness, helping, sharing, respect, caring, any ideas the children can think of.



*These boys are working their beads into woven bracelets. For a simpler project, string the beads on elastic cord or elastic thread.*

### Family Peace Posters

Each family in the school is given a piece of heavy ticket board and asked to create a poster representing their family. When completed, display these posters throughout the school.

### Peace Garland

This garland is to be strung across the front of the school for the 14 Days. It is made of coloured ribbons with each grade adding its own colour and meaning as follows:

- Primary - White - Hope
- Grade 1 - Orange - Peace in the Classroom
- Grade 2 - Purple - Peace in the Family
- Grade 3 - Pink and Blue - Respect for Gender
- Grade 4 - Red - Love
- Grade 5 - Green - Environment
- Grade 6 - Yellow - International Colour of Peace



## EVERYONE IS SPECIAL

Each student has an important role to play in creating a peaceful school. By recognizing the unique qualities that each individual brings to the classroom, each student will gain a better understanding of others and themselves. Every student is special and each adds something unique to the learning environment.

Here are some suggestions for celebrating the diversity among your school's students:

### A Galaxy of Peace

- Cover a bulletin board with black construction paper.
- Ask students to cut out a star and write a special quality on it (e.g., I am a good listener.) Decorate it.
- Pin each star on the bulletin board and encourage students to reflect on the unique and special people that make up their class.

### Peace Puzzle

- Create a large puzzle on chart paper. Cut out the pieces
- Give each student a puzzle piece and ask him or her to write down a good quality about the person sitting next to him or her. Emphasize that the quality must be something good.
- Ask the class to co-operate in assembling the puzzle to demonstrate the value of working together. Once the puzzle is complete, hang it on the wall to show everyone how well the class “fits together.”
- This activity can also be done by separating students into smaller groups.



### Anonymous Praise (for older students)

- Encourage older students to write anonymous messages to their classmates stating qualities they admire.
- Place all the messages in a box and read them aloud.
- Ensure that each student receives a message.
- Brainstorm students to come up with a way to best display their unique qualities in a creative and visual manner.

## Gifts from the Heart

Gifts from the Heart encourage students to think about the importance of giving joy rather than material goods to other people. When we take time to be thoughtful towards others, we often receive and promote peace within ourselves and others. During the holiday season, encourage students to give a gift from the heart to someone or some group that has made a difference in their lives. These “gifts” can be in the form of art or poetry.

### Gifts of Thoughtfulness

- Dedicate an art class to making cards of thanks.
- With your students, brainstorm ideas for gifts they can make (rather than purchase) for their family members. (IOU coupons are especially appreciated.)
- Decorate a tree with gifts from the heart – cards made by students.
- Take this opportunity for a lesson on letter writing. Ask students to write a letter of thanks to someone.
- Start your own bracelet campaign. Teach students to make friendship bracelets using embroidery floss or yarn. There are numerous web sites with detailed instructions but usually, many students know how to make these bracelets. Ask these students to give workshops for the others.

Where Christmas is celebrated, many classes make gifts to take home to family members. Organize a gift-making day with the entire school. Set up stations with the necessary materials to create simple, hand-made gifts using everyday materials. Decorate plain brown paper to make wrapping paper. Add a gift-wrapping table.

### Handmade Gifts

- Make terrariums using recycled glass bottles and plant cuttings.
- Paint a small block of wood and tie it with a ribbon. Print the following poem and attach it to the ribbon:

*This is a very special gift  
That you can never see.  
The reason it's so special is  
It's just for you from me.  
You never can unwrap it.  
Please leave the ribbon tied.  
Just hold the box close to your heart,  
It's filled with love inside.*

to: \_\_\_\_\_ from: \_\_\_\_\_



## A Recipe for Diversity

January 19 is Martin Luther King Jr. Day in the United States. Dr. King campaigned for black civil rights in the United States during the 1950s and 1960s. He fought for the end of segregation and against laws that discriminated on the basis of race. In 1964, Dr. King was the youngest person to receive the Nobel Peace Prize. He worked tirelessly for civil rights and gave thousands of speeches, including the famous “I Have a Dream” speech at a march on Washington DC. On April 4, 1968 Dr. King was assassinated in Memphis. However, his legacy lives on.

In tribute to Dr. King’s memory, focus on the appreciation of diversity throughout the month of January. Establishing an environment in which children recognize and appreciate their commonalities, yet respect individual differences, is an important aspect of creating a peaceful school climate. Some suggested activities:

### A Recipe for Diversity

Ask each student in the class to bring in a recipe from home along with a picture or story. Assemble the recipes together in a book. This activity can also be carried out school-wide. Use the school cookbook as a fundraiser.

### Discuss how stereotyping, prejudice, and discrimination can be harmful.

Hold a class discussion about what your students think stereotyping, prejudice, and discrimination are and how it makes them feel. Make sure students think about different forms of discrimination: race, gender, religion, sexual orientation, etc. See definitions on the next page.



### The Role of the Media

Ask students to close their eyes and imagine someone in the following professions: lawyer, rapper, doctor, schoolteacher, police officer, mayor. Discuss with your students whom they pictured and why. Discuss the role of the media in building stereotypes and encourage your students to critically examine the media to find examples of stereotyping.



**Stereotype:**

“2. Something conforming to a fixed or general pattern; especially: a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, affective attitude, or uncritical judgment”

**Prejudice:**

- 2. a: (1): preconceived judgment or opinion (2): an adverse opinion or leaning formed without just grounds or before sufficient knowledge
- b: an instance of such judgment or opinion
- c: an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics

**Discrimination:**

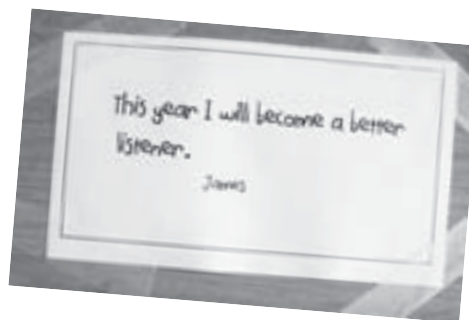
- a: the act, practice, or an instance of discriminating categorically rather than individually
- b: prejudiced or prejudicial outlook, action, or treatment <racial discrimination>

—*Webster's Ninth New Collegiate Dictionary, 1991*

## NEW BEGINNINGS

As January is the beginning of a new calendar year for many people, focus on the importance of new beginnings. Here are some ways to recognize and celebrate the beginning of a new year:

- “Peace begins with me” is a commonly heard quotation. Discuss its meaning with your students.
- Ask each student to write down a personal goal he/she wishes to achieve between January and June. With tape, secure these goals to the top of students’ desks where they will be a visible reminder. Check back once in a while for a progress report.
- Encourage your students to think about ways in which they can act collectively as a class to improve their school, their local community, and their world. Put one of these plans into action!
- Hold a Burning Bowl Ceremony. Write on a piece of paper something you feel inadequate about or believe you cannot do. Light a corner of the paper and drop it into a large bowl of water. (This is for older students, fire regulations permitting!)
- Ask each student to write a letter to him/herself describing a personal goal. Mail these letters to your students near the end of the school year.
- Compile a list of inspirational quotations. Post one each week and have a discussion about its meaning. Look under “quotations” in the index to get started.
- Read “Stone Soup” (just after the title page) to your students. Explain that each of them contributes to making their school a peaceful place in a unique way. Collect flat, smooth stones and ask students to write their contributions on the stones with marker or paint. Decorate the stones and make a school display.



### You rock!

Give each student a rock. Encourage students to decorate the rocks any way they want. When someone does something nice, give him/her your rock.

## Peace Pledges

The beginning of a new year is a good time for making school-wide commitment to peace. Ask students to make a personal pledge for peace, and together, as a school community, create a school pledge.



“As a member of the St. Bernard's Community, I promise to listen and respect others. I will be responsible for my words and actions and will try to help others who are treated unfairly. I will try to spread peace by working to solve problems peacefully and in this way make our world a better place.”

*This school pledge is from St. Bernard's School in Newfoundland and Labrador, Canada*

**MY PLAN FOR PEACE**

I pledge to bring peace to my part of the world.

My first step in building peace today is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Pay it Forward

The Pay It Forward concept involves doing an act of kindness for someone and, instead of expecting the kindness to be paid back, he or she pays it forward to three other people. The Pay it Forward Foundation explains the origin of the idea:

Trevor, the 12-year-old hero of the movie Pay It Forward, thinks of an idea that he describes to his mother and teacher this way: "You see, I do something real good for three people. And then when they ask how they can pay it back, I say they have to Pay It Forward – to three more people each. So nine people get helped. Then those people have to do 27." He turned on the calculator, punched in a few numbers. "Then it sort of spreads out, see. To 81. Then 243. Then 729. Then 2187. See how big it gets?"  
[www.payitforwardfoundation.org](http://www.payitforwardfoundation.org)

### Do the Math

To illustrate the power of numbers, one student can give three students a blue dot that is pinned to their clothing (anything can be substituted for a blue dot). Those three give a blue dot to three other individuals, etc. Students are then able to visually see, as they walk around the school, how quickly the number of people affected grows.

Encourage students to participate in a Pay it Forward project. There are several excellent examples available on the Internet.

### [www.givinggame.com](http://www.givinggame.com)

The Giving Game is based on the principle of kindness. It involves your kind acts, a game card, and the Giving Game web site. Through Giving Game cards and their web site, you can track, online, each of the cards you play and the associated kind acts. As your card travels from one kind person to another, you can see what's happening, who's involved and which cities and countries it reaches! The game is FREE to play.

### [www.helpothers.org](http://www.helpothers.org)

Starting in September of 2003, small cards began appearing all around the world. They are markers of a newfangled game of tag, where "you're it" because someone has done something nice for you. Then it's your turn to do something nice for someone else and, in the process, pass the card along. Everything you need is available on the web site FREE!

### It's Payback Time!

Recognize those who made our world or our lives better ... pay some kindness "backward" too!

- Ask each student to illustrate a favourite quote or poem with art and distribute these to a local seniors' residence or hospital.
- Write a thank-you note to a person from your past who has made a difference in your life.
- Pay attention to positive news and pass it on.



## KINDNESS – PASS IT ON

### Collect kindness quotes

...or ask students to make up quotes of their own. Encourage students to make posters for the school using kindness quotes. Here are a few:

*When I was young, I admired clever people.*

*Now that I am old, I admire kind people.*

—Rabbi Abraham Joshua Heschel, theologian and civil rights activist

How wonderful it is that nobody need wait a single minute  
before starting to improve the world.

—Anne Frank

People will forget what you said, people will forget what you did,  
but people will never forget how you made them feel.

—Bonnie Jean Wasmund

If you light a lamp for somebody,  
it will also brighten your path.

—Buddhist saying

### Kindness Week

Set aside a week in February as Kindness Week in your school. The PeaceWorks club at James Bowie High School in Austin, Texas, contributed the following ideas for celebrating Kindness Week.

Monday	Tuesday	Wednesday	Thursday	Friday
Courtesy Day	School Spirit Day	Compliment Day	Hugs and High 5s	Friendly Day
Open the door for someone or offer to help someone.	Wear your school club shirts or school colours.	Let people know the good things about them.	Acknowledge the people you appreciate.	Introduce yourself to someone you don't know. Sit with a new group at lunch. Challenge yourself to do something new.



### Acts of Kindness Journal

Encourage your students to create an “Acts of Kindness” journal. It could be in the shape of a hand, a heart or another symbol that represents peace or friendship. The sample letter below can be pasted onto the first page.

Ask each student to describe an act of kindness he/she has done, witnessed, or received and then pass the journal along to someone else – a parent, a neighbour or anyone else and ask that person to do the same.

Some journals have travelled across Canada and Germany and ended up in Papua New Guinea!

Here is a sample of a letter for the first page of the journal:

Dear Reader,

This journal of kind deeds has been started by \_\_\_\_\_,  
a student at \_\_\_\_\_ School located in \_\_\_\_\_.

We would like to collect samples of kind deeds performed or witnessed around the world. We would greatly appreciate it if you would write about a kind deed that you witnessed, did or received. Then, please pass the journal on to someone else.

If you are the last person to write in this journal, please mail it back to  
(address of school)

Thank you for your kind deed of participating in this project.

Sincerely,

\_\_\_\_\_

Kindness travels the world: below is an entry in one well-travelled Kindness Journal:



Last summer I had to leave PNG for medical/family problems and I was really sad. My class sent me an envelope full of letters and cards. It was really kind and encouraging. It came at a time when I was really missing them. So that was the kind deed that happened to me.

Tim, age 17, Papua New Guinea

### Have a Heart

Each month a different theme such as respect is chosen for students to focus on. Students are given a heart by adults for demonstrating acts that represent the monthly theme. When students collect a certain number of hearts, they receive a certificate from the principal.

*from St. Patrick Elementary  
Pincourt, Quebec*

### Kindness and Caring Coins

When a student does something nice for someone else, they receive a kindness coin. Then, when someone does something kind to them, they pass it on. One class made a wonderful book about all their kind deeds.

*Pierre Elliott Trudeau Elementary School  
Vaudreuil-Dorion, Quebec*



## Random Acts of Kindness

February is often centred on Valentine's Day. Below are some suggestions to expand upon this special day.

What is a Random Act of Kindness? When we go beyond duties that are expected of us and reach out to help another person or group of people, we are performing a Random Act of Kindness. Kindness and empathy are very closely related: kindness is the observable expression of empathy. We sense another person's need, we understand how it feels to be in need (due to our own past experience), and we decide to offer our help.

This profound process can happen almost instantaneously, even if the person in need is a complete stranger. When we are kind, we express the best of our humanity.

### Kindness Connects Us All

*I am only one; but  
still I am one. I can-  
not do everything,  
but still I can do  
something. I will not  
refuse to do the some-  
thing I can do.*  
—Helen Keller

When students are “caught” being kind, ask them to design a pre-cutout person shape. Display these throughout the school with the goal of connecting one end of the building to the other.

### Passing It On

There are many wonderful downloadable graphics on the [www.actsofkindness.org](http://www.actsofkindness.org) web site, including a “Kindness – Pass it on!” card. Print copies of the card and pass them out to students who are caught being kind.

### Kindness Jar

Challenge students to fill a plastic jar with slips of paper on which they write acts of kindness they have seen or done. When this jar is full, bring in one of a larger size and continue the challenge of filling the container throughout the remainder of the year.



### Kindness Assemblies

Hold a weekly assembly to recognize students who have been kind to others. Consider the following ideas as kindness awards:

- a flower: “Kindness helps us bloom.”
- power bars: “You understand the power of kindness ... thank you!”
- lifesavers: “You saved the day with your kindness!”

*Ideas adapted from [www.actsofkindness.org](http://www.actsofkindness.org)*

## INTERNATIONAL EARTH DAY

International Earth Day was declared in a proclamation written by John McConnell in 1970 and signed by UN Secretary General U Thant on March 21, 1971. It continues to be celebrated by the UN each year on the first day of spring. The United Nations Peace Bell in New York will ring at the moment Spring begins – a time for reflection on our commitment to pursuing peace, justice, and the care of Earth, locally and globally.

The Japanese Peace Bell was presented to the United Nations in June 1954 by the United Nations Association of Japan. It was cast from coins collected by people from 60 different countries. It has become a tradition to ring the bell twice a year: on the first day of Spring (the vernal equinox) and on September 21, the International Day of Peace.



### Spring Peace Fest

This year, why not celebrate International Earth Day with a Spring Peace Fest?

- Propagate house plants to sell as a fundraiser.
- Hold a school art exhibit (photography, sculpture, etc.) focusing on the environment.
- Host a writing and/or art challenge. Ask students to imagine what Earth might look like in 2050.
- Pronounce March 21 a waste-free lunch day.
- Build a life-size sculpture using recycled materials.
- Dig up unwanted seedlings from your driveway or yard and bring them in for an exchange.
- Paint an International Earth Day mural on a wall of the school.
- Make recycled paper. (See next page.)
- Ask each student to make a wish for peace and harmony. Using recycled materials, insert the wish inside a Wish Fish and hang these around the school. (Instructions for making a Wish Fish are on page 46.)

### Make your own paper

You will need:

- blender
- waste paper – old cards, newsprint, envelopes
- newspaper
- screen made by stapling a piece of window screening to a wooden frame (approximately 20 cm × 20 cm)
- kitchen scraps – peels from potatoes, carrots, apples, cucumber
- a dishwashing-type basin (square-ish is good to fit frame)

Directions:



**1** Make a wooden frame and staple a piece of screening onto it.



**2** Tear waste paper into small pieces – old cards, paper towel, and newspaper.



**3** Add vegetable peels. Potato and cucumber work well. Geranium petals add vivid color.

**4** Put paper and vegetable peels, etc., into a blender. Fill the blender with water and blend until this becomes a smooth pulp.



**5** Half-fill a plastic tub with water. Pour the contents of the blender into the plastic tub. (The pulp will rise to the surface.)



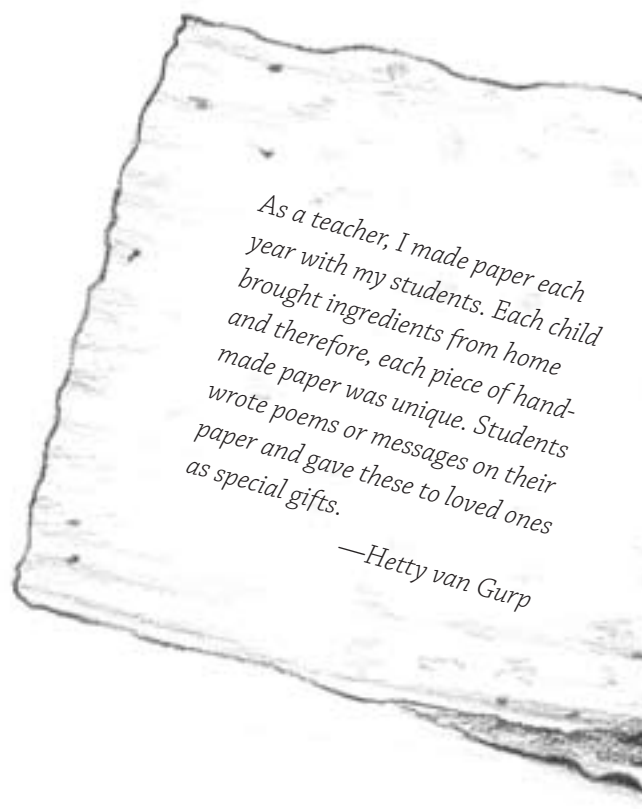
Insert the screen under the floating pulp and gently move from side to side to make an even layer of pulp on the top of the screen. Lift from the tub allowing much of the water to drain through the screen.



**6** Flip the screen onto a pad of newspaper, pulp side down. Sponge off excess water through the screen.



**7** Carefully lift the screen off. Allow the pulp to dry.





### Wish Fish for Peace and Friendship©

A Wish Fish is a simple, papier mâché project that costs very little and can be completed in a short period of time. We make them with homemade paste, masking tape, paper cups, and coloured tissues and streamers. It will always carry the wish you put inside.

For the students

- ▷ In preparing to make a Wish Fish it is important to spend some time thinking about
- ▷ your wish for world peace and friendship. Then choose something that reminds you of
- ▷ your wish, maybe a tiny drawing, a special rock or a bead. Bring this with you when you
- ▷ make your fish.

To Make the Paste

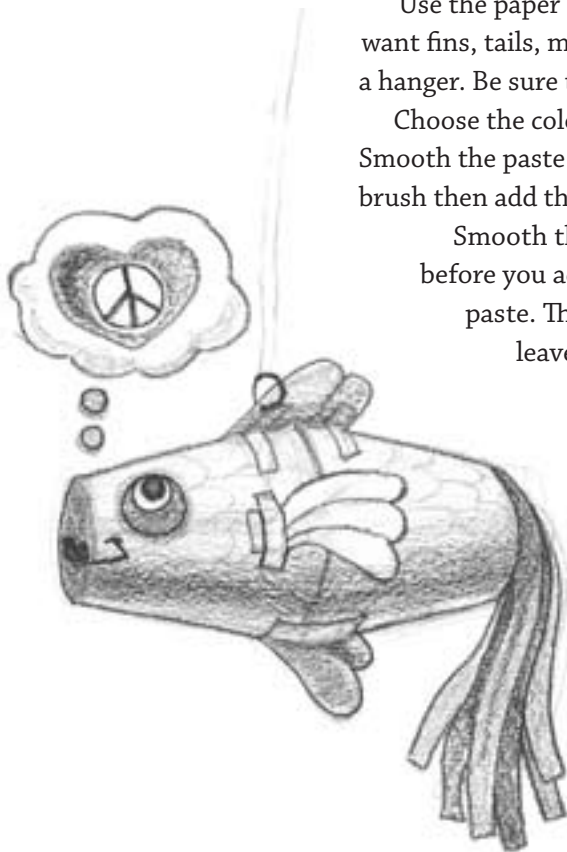
You might want to do this in advance of the project. Put two cups of water in a pot to boil. Then mix one cup of flour with two cups of cold water to make a flour paste. When the water in the pot comes to a boil, add the flour paste. Stir the mixture over a medium heat until it begins to boil again, add sugar and a preservative such as peppermint, orange, or vanilla extract and let cool.

Forming the Fish

Use the paper cups and masking tape to make a fish-like shape. If you want fins, tails, mouth, lumps or bumps, tape them all on. Use a twist tie as a hanger. Be sure to put the wish object inside. It is the heart of the fish.

Choose the colours of tissue you want to use. Tear it into six inch strips. Smooth the paste you have made all over the fish with your hands or a brush then add the tissue until the fish is wrapped with a first layer.

Smooth the fish over again to ensure that it is covered in paste before you add another layer of tissue. Smooth this layer with a little paste. Then add any decorations you have. When all this is done leave the fish to dry.



*From PeacePrints by Jan Foley for the Newfoundland-Labrador Human Rights Association*  
[www.nlhra.org/PeacePrints/PeacePrints.pdf](http://www.nlhra.org/PeacePrints/PeacePrints.pdf)

## Harmony Month

March 21 has been designated by the United Nations as the International Day for the Elimination of Racial Discrimination. In Australia, it is also Harmony Day. Harmony Day “is about taking responsibility for community relations, looking after one another, and making a difference.” [www.harmony.gov.au](http://www.harmony.gov.au)

### Declare March as Harmony Month

#### Harmony Garden

As spring approaches, plant a school garden using seeds of many varieties.

#### Harmony Postcards

Make postcards promoting harmony and mail them to a school in a country that has experienced a recent war.



#### Harmony Concert

Invite all classes to prepare a song or recitation in harmony for a school assembly.

You don't get harmony when everybody sings the same note.

—Doug Floyd, musician

#### Harmony Art Exhibit

Hold an exhibit of students' art depicting harmony.

You cannot add to the peace and good will of the world  
if you fail to create an atmosphere of harmony and love  
right where you live and work.

—Thomas Dreier, businessman, philosopher, philanthropist

## Picture Peace

### Photo Challenge

Encourage students to take photos depicting peace or people engaged in peaceful activities.

Ask your local photo shop to donate a digital camera for this initiative. Allow students who do not have a camera to borrow the donated camera overnight and on weekends.

### “Picture Peace” ideas

- Host a school photo exhibition.
- Design a school postcard using one of the photos.
- Make a school photo album and display it for everyone to enjoy.
- Make a calendar for the next school year using the photos.
- Set up an exhibition of your school photos in the local shopping mall.
- Encourage younger students to draw or paint pictures depicting peace.
- Make class books and leave them in the school library.



## MAKING A DIFFERENCE: EVERYONE CAN

Using “Stone Soup” (just after title page) as motivation, encourage students to believe that each has an important role to play in fostering a safe and caring school environment and that each person’s contribution is unique and important.

Ask students to put in writing and illustrate the contribution they can make to ensure that their school is a place where everyone feels safe, valued, and welcome.

If you use standard-sized paper, you can make a “calendar” for the upcoming school year.

Once school starts in September, read one idea a day with the morning announcements for the entire school year as a reminder to all students that their contributions are needed and valued.

- Post these pages on a school wall and watch the collection grow.
- Select twelve and make a school calendar to use as a fundraiser.
- Include one or more in newsletters and other written communications.
- Ask students to include in their journal-writing the things they have done to “make a difference.”
- Research individuals who have made a difference.
- Hold an assembly once a month to celebrate how individual students are making a difference in your school.

We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee.

—Marian Wright Edelman, children’s rights advocate



*Peace Book by students at Kingslake School, Toronto, Ontario, Canada*

## Seeds of Peace

April brings the beginning of spring, a time to start anew. In honour of Earth Day, held on April 22, plant a peace garden to improve the school culture and the environment as well. A school peace garden can become a quiet place to think and dream. A flower, like peace, often starts small and grows into something beautiful. To survive, however, it requires care, so as you tend your garden encourage your students to tend to the culture of peace at your school.

### Plant Sunflower Seeds of Peace

- Give each student a plastic bag containing a few sunflower seeds to take home for planting.
- In class, distribute a plastic cup to each student.
- Punch drainage holes in the bottom of each cup.
- Put a small amount of potting soil in the bottom of each cup.
- Plant one sunflower seed in each cup and place in a sunny spot.
- Water them and watch the sunflowers grow.
- Once growing season starts in your area, plant sunflower seeds outside around the school.



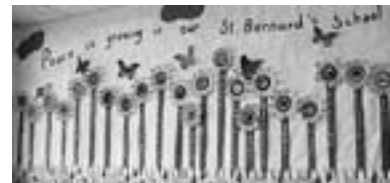
### The Sunflower Project

The Sunflower Project is a global appeal to citizens concerned about nuclear war, pollution, violence, injustice and threats to the balance of nature to plant at least one sunflower seed in a sunny place where it will be noticed. This simple act of planting a seed will demonstrate the energy, simplicity and practicality of nature. To sign the petition and find out more please see [www.sunflowerproject.com](http://www.sunflowerproject.com).

### The Sunflower Garden Program

The Sunflower Garden Program was developed by teachers at John MacNeil Elementary School in Nova Scotia, Canada. The program recognizes children who perform good deeds and use kind language in the classroom, on the school grounds and in the community. The good deeds are recorded on sunflowers made with yellow construction paper and displayed in the main hallways of the school.

The sunflower was chosen because it represents strength and confidence, it aims high with its head towards the sun, it represents the sun's warming and growth, its colours represent all races, and its seeds are plentiful and strong.



## Seeds of Peace at Kingston School

“When our school received the spring *Peace Talks International* newsletter from Peaceful Schools International it did more than plant a few seeds for us. A single page insert invited schools to plant seeds of peace. All information was passed on to the school’s Peace Committee, who quickly embraced the idea, which became the catalyst for a host of ideas. Every one of our 550 students was given a sunflower seed to take home to plant so that peace could grow within them over the summer months. Students were invited to bring the flowers back to school in the fall if they wished.



“As the new year begins, we have adopted a schoolwide sunflower theme. Staff members have found the story of sunflowers that are planted at Ground Zero and stories people have written about peace in association with sunflowers. Another member of staff surprised us all with sunflower pins to wear on our lapels and made sunflower pens for us to use in our classrooms. Sunflower bulletin boards decorate our halls. Sunflowers are growing in the gardens, painted on our windows, and on display throughout the building. Class meetings, lessons and units of study focus on peace, respect and empathy.

“School has only been in session for two short weeks. Last week a child greeted one of our staff members while walking through the local mall. The young child looked up to her mother and said, ‘It’s OK, Mummy, she’s not a stranger. She works in our school. I know that because she’s wearing a sunflower.’

“Parents and visitors ask us about the sunflowers. It is our lead-in to the importance of teaching and modelling peace. It is our goal to become members of Peaceful Schools International by spring 2005. The newsletters and information they provide give us ideas, inspiration and motivation to keep working toward our goal and gives us information and materials that help us along the way. It is a wonderfully satisfying journey.”

Heather Harris, Principal, Kingston School, Kingston, Nova Scotia



## The Message of the Sunflowers: A Magic Symbol of Peace

by Georgianna Moore

*Dedicated to the Children of the World who will sow the Sunflower Seeds of Peace*

Once upon a time the earth was even more beautiful than it is today. The water was pure and deep, reflecting within itself the sunlight which gave life to all the creatures beneath the waves. The earth was green with many kinds of trees and plants. These gave food and shelter to the birds, the animals, and all mankind. At night the air was so clear that the starlight gave a glow almost as bright as the moon.

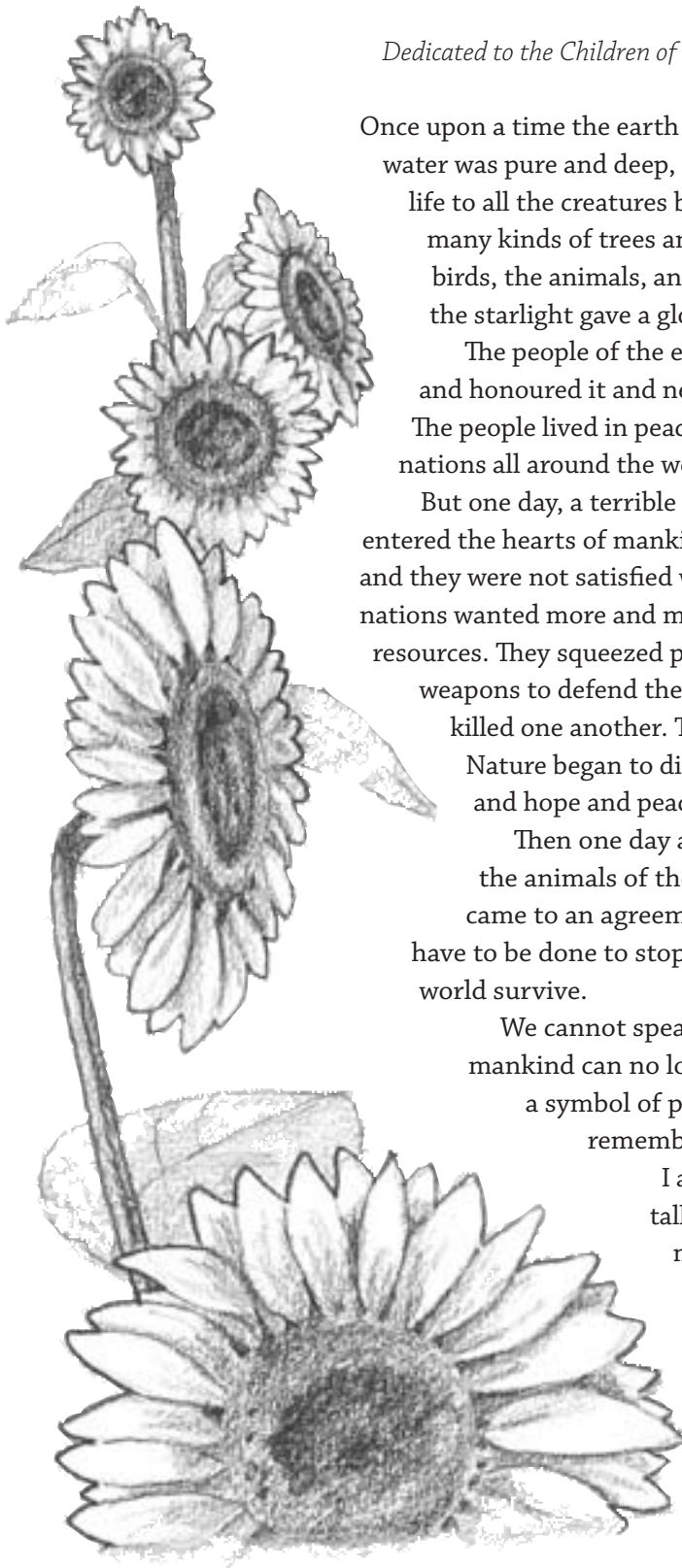
The people of the earth lived close to nature. They understood it and honoured it and never took more than what they needed from it. The people lived in peace, so they prospered and began to build many nations all around the world according to nature's climate.

But one day, a terrible thing happened. A strange spirit of greed entered the hearts of mankind. People began to be jealous of one another, and they were not satisfied with all the good things they already had. The nations wanted more and more of everything: more land, more water, more resources. They squeezed precious minerals from the earth to build terrible weapons to defend their nations from other greedier nations. They killed one another. They polluted the air and the water with poisons. Nature began to die. This is called war. War is ugly. It destroys love and hope and peace.

Then one day a magical thing occurred. The birds of the air, the animals of the land, and the creatures beneath the waters came to an agreement: if they were to survive, something would have to be done to stop these wars. Only through peace could their world survive.

We cannot speak the human language, they declared, and mankind can no longer understand ours. We must find among us a symbol of peace so brilliant that all who see it will stop and remember that peace and sharing are beautiful.

I am what you need, said a golden sunflower. I am tall and bright. My leaves are food for the animals, my yellow petals can turn plain cloth to gold, my seeds are many and are used for food by all living beings. Yet, the seeds I drop upon the ground can take root and I will grow again and again. I can be your symbol of peace.



All nature rejoiced, and it was decided that the birds would each take one sunflower seed and that they would fly over every nation and plant the seed in the earth as a gift. The seeds took root and grew, and the sunflowers multiplied.

Wherever the sunflowers grew, there seemed to be a special golden glow in the air. The people could not ignore such a magical sight. Soon they began to understand the message of the sunflowers so they decided to destroy all of their terrible weapons and to put an end to the greed and to the fear of war. They chose the sunflower as a symbol of peace and new life for all the world to recognize and understand.

The people celebrated by ceremonially planting a whole field of sunflowers. Artists painted pictures of the sunflowers, writers wrote about them, and the people of the world were asked to plant more sunflower seeds as a symbol of remembrance.

All nature rejoiced once more as the golden sunflowers stood tall with their faces turned eastward to the rising sun, then following the sun until the setting in the west.

They gave their goodness to the world so that everyone who sees a sunflower will know that the golden light of peace is beautiful.

...

Sunflowers have become the symbol of a world free of nuclear weapons. After Ukraine gave up its last nuclear warhead, the Defense Ministers of the United States, Russia and Ukraine met on a former Ukrainian missile base, June 4, 1996. They celebrated by scattering sunflower seeds and planting sunflowers. Former US Secretary of Defense William Perry said, "Sunflowers instead of missiles in the soil will ensure peace for future generations."

*Reprinted with permission from The Nuclear Age Peace Foundation's Waging Peace Newsletter, Vol. 12. No. 1, Winter 2002. Go to [www.wagingpeace.org](http://www.wagingpeace.org) for more information.*



## PEACEFUL PLAYGROUNDS

Spring brings renewed energy and enthusiasm for outdoor activity. Unfortunately, too often the combination of open space and unstructured activity time results in conflict and other problems. A school-wide initiative to learn new co-operative games and activities may help offset some of these potential playground problems. The physical education teacher may be an excellent source of co-operative games.

April is a good month to hold an assembly to remind students of the expectations for appropriate outdoor behaviour.

### Toward Peaceful Playgrounds:

- Train a group of senior students to oversee games and activities on the playground. Periodically, teach this group new activities that they, in turn, can teach younger students.
- Add game markings to the open spaces on the playground.
- Purchase equipment (skipping ropes, balls, marbles, etc.) for each classroom and ensure that students from each class take responsibility for this equipment.
- Hold school-wide festivals during lunch and recess periods.
- Teach everyone the Macarena ... try hula hoops ... kite flying ... paper airplanes.
- With sidewalk chalk, write peace messages or quotations on the playground.



### Labyrinth Peace Walk

Hold a labyrinth design contest. Choose a design from the entries and paint it on a section of floor space in a central place in your school. When someone needs some quiet time for reflection, walking the labyrinth path will bring a sense of calm and peace.



### **Bamboo Poles for Peace**

*Lynn Vissers, Charles A. Kirkland School in Roxboro, Quebec*

The aim of this project is to help students create a peaceful environment in their classrooms. Our goal was to have the children identify different virtues that will help build peace in our school.

Each classroom was given a bamboo shoot, a glass, and some stones from the schoolyard. The teacher asked the students several questions: What makes a peaceful school? What makes a peaceful classroom? What makes a peaceful person?

We talked about the stones from the schoolyard. The children were asked what the stones are used for. Many ideas were shared but most of the ways the stones were used were harmful. The children were encouraged to think again about a peaceful environment.

The bamboo was placed in a glass in water. The children were told that the bamboo pole was to remind them of the growing peace in their classroom. The bamboo, however, would not stand up straight but fell from side to side. The children were asked if they could think of things that would make their classroom a peaceful place. For each idea shared, a stone was placed in the glass jar. Soon the children found that the bamboo pole could stand straight.

Some of the stones were named kindness, love, caring, courage, honesty, helpfulness, courtesy, loyalty, respect, and responsibility. The children were great at coming up with ideas. Our bamboo shoots are still growing as is the peacefulness in our school.

## Kites for Peace

“Imagine 10,000 kites flying for peace on both sides of the 500-kilometre barrier that separates Israelis and Palestinians. Imagine 10,000 Israelis and Palestinians who cannot see each other but can see each other’s kites flying above the barrier. Imagine 10,000 kites painted with messages telling the world that tens of thousands of Israelis and Palestinians want peace.” [www.10000kites.org](http://www.10000kites.org)

This event took place on May 20, 2005. The organizers of 10,000 Kites believe that it is humanity, not politics, that will bring peace to the world.

### Declare May 20 Kites for Peace Day

Plan kite-making workshops for your students. There are many Internet sites with clear kite-making instructions, for example, [www.inquiry.net/outdoor/spring/kites/](http://www.inquiry.net/outdoor/spring/kites/)

Kite learnings:

- Discover what makes a kite fly.
- Learn more about the history of kites.
- During the reign of the Taliban, kites were banned in Afghanistan. Find out more about the importance of kites in this country.

After your event on May 20 display some of the kites around your school as reminders of the important messages for peace written by your students.

### A Variation: Wish Flags

Invite students to make “wish flags” using squares of cloth. Encourage students to write or draw their wishes for peace for each other and the world on their flags. Attach these flags to a long rope and hang them outside. Children love to think about their wishes carried in the wind.





## Quote a Day in May

For the month of May, inspire students with a quote a day. Quotes can be read with the daily announcements and posted in a prominent place in the school entrance and in classrooms.

- Encourage students to create art, postcards, posters, bookmarks, and stories to illustrate their interpretation of the meaning of these quotes.
- Ask students to create their own motivational quotes.
- Research some of the well-known people to whom these quotes have been attributed.
- Collect additional quotes and print them on small strips of paper.
- Place these in a container labelled “Food for Thought” and use them randomly during the day to initiate discussion.

Monday	Tuesday	Wednesday	Thursday	Friday
Without inner peace, it is impossible to have world peace. Dalai Lama	In the middle of difficulty lies opportunity. Albert Einstein	What you do speaks so loudly I cannot hear what you say. Ralph Waldo Emerson	Nothing great was ever achieved without enthusiasm. Ralph Waldo Emerson	Imagination is more important than knowledge. Albert Einstein
I don't dream at night, I dream all day; I dream for a living. Steven Spielberg	Smooth seas do not make skilful sailors. African Proverb	The dictionary is the only place where success comes before work. Mark Twain	A smile is an inexpensive way to improve your looks. unknown	Happiness never decreases by being shared. Buddha
If you don't have a dream, how are you going to make a dream come true? Oscar Hammerstein	If you light a lamp for somebody, it will also brighten your path. unknown	Hold fast to dreams for if dreams die, life is a broken-winged bird that cannot fly. Langston Hughes	There is no such thing as a problem without a gift for you in its hands. Richard Bach	The journey of a thousand miles must begin with a single step. Lao Tzu
Do not follow where the path may lead. Go instead where there is no path and leave a trail. Ralph Waldo Emerson	Tell me and I forget, show me and I remember; involve me and I understand. unknown	Peace is not something you wish for, it's something you make, something you do, something you are, something you give away. Robert Fulghum	The hardest challenge is to be yourself in a world where everyone is trying to make you someone else. E.E. Cummings	Shoot for the moon. Even if you miss, you'll land amongst the stars. Les Brown



## CELEBRATE FAMILIES

May 15 has been designated by the United Nations General Assembly as the International Day of Families. Involving families and community members in the life of a school is fundamental to achieving co-operation and good community relationships, all of which contribute to a positive school climate. When schools and families work together, everyone benefits.

**Proclaim the week around May 15 Family Week.**

- Invite community members to a special evening event where you show slides of school activities. Invite families to perform with music, song, or drama.
- Offer a series of workshops for family members. Invite community experts to facilitate these sessions. Some topics to consider: assertive parenting, handling sibling rivalry, natural consequences, family mediation.
- Send out a questionnaire to conduct an inventory of talents, interests and skills among the family members of your students. Host a day when those family members who are available run workshops for students.
- Organize a family potluck picnic.
- Plan a Grandparents Day. Provide an opportunity for students to gain wisdom and foster respect for the elder members of their community.
- Post a large world map in the main entrance of the school. Ask family members to indicate their birthplace with a pin or sticky dot.
- Provide opportunities for family members to volunteer in your school on an ongoing basis.
- Organize an open house, a day when family members can spend time in classes.
- Hold a family square or folk dance evening. Invite a local expert to teach everyone a few simple dances.







## About Peaceful Schools International

Peaceful Schools International (PSI) is founded on the belief that any school can create a culture of peace with a collective vision, a plan of action, and commitment on the part of the entire school community. For many young people, school is the one stable influence in their lives. It is our responsibility to ensure that this experience is happy and positive.

PSI acts as a catalyst and a clearinghouse for innovation and practical ideas that help schools create a culture of peace. PSI promotes the belief that creating a culture of peace does not happen overnight nor simply because we wish for it. We need to teach our children and youth to “live well together” if we want them to become caring and compassionate citizens of the world.

### *Vision:*

The vision of Peaceful Schools International is to build a global network of peaceful schools.

### *Mission:*

The mission of Peaceful Schools International is to provide support to schools that have declared a commitment to creating and maintaining a culture of peace

### Founding Principles

*PSI is non-prescriptive.*

Peaceful Schools International is founded on the belief that each school's journey to create a culture of peace is unique. Membership criteria are intended to be used as a guide rather than a strict evaluation measure. Each school must be given the freedom to set its own course based on its vision and timetable.

*Membership is voluntary.*

Schools join because they have already expressed a desire to create an ethos of peace. As we have learned from recorded history, mandating or imposing peace is not an effective means by which to achieve it.

### Benefits of Membership

As a PSI member, your school will be part of a growing international network of schools dedicated and committed to creating and maintaining a culture of peace. As of July 2006, PSI had over 200 member schools in seven countries.

PSI member schools gain support from their communities as they involve parents and

*Being a member of PSI has helped the Bishop Whelan school community strengthen its goal of continuing to move towards becoming a “peace immersion” school. The whole school community is now using a common language of peace and we have all experienced common peace activities that help to emphasize our goal. Being a member of PSI is a great foundation that helps us all to strive towards fostering a true culture of peace in our school.*

*Rosemary Patterson, Bishop Whelan School, Dorval, Quebec*

concerned citizens in their activities, and PSI schools in turn make not only their schools but their communities better places.

PSI schools have access to various forms of support. Some of this support will come on a regular basis in *Peace Talks International* and *Peace Talks Jr.*, the PSI newsletters. Other contact between PSI Head Office and your school

*This presentation was inspiring and thought-provoking. Even after thirty years I continue to learn.*

*Principal, St. John's, NL*

will come about as a result of your queries and requests for advice and assistance.

PSI Head Office can assist member schools in the selection of agenda topics for conferences and the provision of knowledgeable speakers.

### **Becoming a Member**

The membership process is underpinned by trust, open communication, flexibility, and awareness of context.

Peaceful Schools International recognizes the intentions, actions, and effort of schools to create a climate of peace. A school can register as a member of PSI at any time as a sign of the school's commitment. Once we receive a membership application from a school, we mail them a membership package. (The short application form is available at [www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org))

The membership package will contain the latest copy of the PSI newsletters and a copy of one of Hetty van Gorp's books published by PSI. You will also be given a password to access the PSI "Members Only" page of the web site where we will post resources that you can download.

The membership package also contains surveys to be completed by two parents, two students, and two staff members. Please return

them to the PSI Head Office. The completed surveys give us an indication of the degree to which the school currently meets the membership criteria. (The criteria are intended as goals to which a school subscribes. They are discussed more below.)

In areas in which there is a large number of PSI member schools an individual or team may be designated Regional Co-ordinator to provide advice and assistance to individual schools and to PSI Head Office.

Some schools register for membership in PSI after they feel they have met the membership criteria. Others register knowing that they still have goals to meet before they will feel ready to plan the flag celebration/ceremony. PSI can help schools move toward readiness. We decide together when the membership flag and certificate will be presented.

The presentation of the PSI flag celebrates achievements, but it does not indicate the end of a journey. Most PSI member schools continue to develop initiatives, policies, and programs as the school culture flourishes and evolves.

### **When your school is ready to apply**

The criteria for membership in PSI have evolved over several years based on input from educators, parents, students, and community in many parts of the world representing both rural and urban communities. The contributors were asked to identify what they believed to be the key characteristics and components in creating and maintaining a peaceful school. The criteria described in the following pages emerged as commonly recurring themes.

In brief, they are

- a collaborative approach to school-based decision-making



- curricular and/or extracurricular peace education initiatives
- teaching methods that stress participation, co-operation, problem-solving, and respect for differences
- student- and community-centred conflict resolution strategies such as peer mediation
- community service projects
- professional development focused on creating a positive school climate for all staff

The membership criteria of PSI are intended as a practical application of an underlying philosophical framework that has more to do with attitude than with policies and programs. When the staff of a school declares a commitment to educating both the hearts and minds of students, defines a common vision, and works diligently together to achieve it, the culture of a school can be transformed dramatically over a period of a few years.

Let's look more deeply into each criterion.

### **1. A collaborative approach to school-based decision-making**

A school with a safe, inviting climate is a school in which parent input is valued, students and staff members work together as a team, and there is a high level of participation in school decision-making and goal-setting. There is an expectation that each student and staff member will make a difference in the overall life of the school.

*I am empowered by the universality of the principles and practices of PSI.*

*workshop participant*

In every school there is a wide range of expertise among teachers and resource staff. In schools that foster co-operation, collegiality, and professional risk-taking, staff members share their expertise willingly and problems are shared as readily as successes.

A school discipline policy, for example, should be a shared responsibility. By including students and parents/guardians in the process, a sense of ownership and responsibility is created among all those affected by the policy. When asked why her school was peaceful, one grade two student in a PSI member school responded, "Well ... you know, in some schools teachers make the rules and tell the kids to follow them. In our school, we help make the rules."

As is the case in all organizations, when people are invited to be actively involved in decision-making, a climate of co-operation, support and understanding emerges.

### **2. Curricular and/or extracurricular peace education initiatives**

The responsibility for creating a global culture of peace is far too extensive for educators alone. We can, however, strive to create and sustain a culture of peace within our schools. To do so, we must *teach* peace. It cannot be achieved by means of a simple recipe or by wishing for it anymore than we can achieve it by writing tough policies or merely mandating it.

There are currently many books and other resource materials available that contain innovative, practical lessons in co-operation, respecting differences, communicating effectively, expressing emotions in a positive manner, and resolving conflict creatively and nonviolently. No single book or program will meet everyone's needs. When a variety of resources is available in the school, teachers will



use those that are relevant to the needs of their students, being aware that their needs will vary from year to year.

In some schools and school districts, peace education has been incorporated into curricular activities. Social studies, health and language arts are some of the subject areas that are conducive to such integration. In other schools and school districts, peace education activities are introduced in an extracurricular manner. For example, many schools host Peace Festivals, invite guest speakers and hold assemblies with a focus on peace. How peace education occurs is not as important as that it occurs.

### **3. Teaching methods that stress participation, co-operation, problem-solving, and respect for differences**

The days of passive learning have all but disappeared. In many parts of the world, students are being encouraged to work co-operatively with one another and take an active role in their own learning. Discussions, small group work, co-operative learning and attention to individual needs all contribute to a classroom environment in which students feel free to take risks without fear of failure.

Our students need to be creative, critical thinkers, capable of solving problems alone and as members of a team. The development of self-motivated, creative young people does not occur naturally in a classroom where children passively listen without opportunities to participate actively. On the other hand, in an environment where students are invited and encouraged to make choices and the differences in learning rates and styles are acknowledged and celebrated, creative and independent thinking flourishes.

Within the classroom, it is important to

recognize the diversity among students and to find a respectful and inclusive way of dealing with it in order to make the learning experience a success. Ethnicity, gender, physical ability, and social class are just some of the differences that will exist in most classrooms.

In peaceful schools, children are encouraged to be open-minded and accepting of others who may look different, have different customs, or hold beliefs that do not correspond with their own. Teachers are focusing more and more on the importance of such understanding and acceptance as a means of creating harmony in the classroom and in society at large.

### **4. Student- and community-centred conflict resolution strategies such as peer mediation**

In a school in which students are taught to be responsible for their own choices and behaviour they are provided with a variety of ways to deal with conflict in a nonviolent manner. From peer mediation to talking circles, peace tables, and class meetings, a variety of proactive responses to conflict can be introduced through classroom activities, via the school discipline policy, and as the overall approach of the school.

When conflict resolution is implemented not only as part of the curriculum but also as a lifestyle to be lived by both adults and youth, then respect, tolerance, and community-building become “the way we do things around here.” A conflict resolution program can help schools create their governance structures, develop policies, identify goals, and make curriculum decisions.

Inherent in this context are many advantages. Members of the school community possess the knowledge and skills to create an environment in which diversity thrives. Conflict becomes an opportunity for growth,



self-awareness, and development of respect for others. There is a shared vision that conflicts are inevitable and that they enrich and strengthen school communities.

In many schools, peer mediation has become an integral part of the overall school approach to problem-solving. When young people are given the freedom to solve their own problems, they are more inclined to make a commitment to the solutions they have created. Shifting the responsibility for solving nonviolent conflicts to students frees adults to concentrate more on teaching and less on dealing with conflict.

### **5. Community service projects**

As we spend more time encouraging our youth to become caring and compassionate citizens, it makes sense that we offer them opportunities to act on the world around them. Many schools organize school-wide or class-based community service projects that address student-identified needs at school or in the community. Often the goals and activities of these projects are woven into or drawn from curricular objectives.

In one school, for example, students send holiday cards to the seniors who live in a nearby residence. In another, as part of a social and environmental studies project, students spend an afternoon picking up litter in the neighbourhood adjacent to the school. Such community outreach projects strengthen relationships between students and the community.

In its broad interpretation, community service can take place anywhere. In many schools older students read with younger students. The collection of food, clothing, school supplies, and first-aid items for those in need occurs in schools everywhere.

Whatever the initiative or project, be it big or small, students learn vital lessons in empathy,

understanding, and goodwill when encouraged to help others.

### **6. Professional development opportunities for all staff focused on creating a positive school climate**

As the staff of a school grows and/or changes, it is crucial that the vision of the school and the means by which it is being achieved be clearly articulated to new staff members. In addition, all staff members benefit from ongoing opportunities for professional development related to enhancing school climate. There are many advantages to including all staff members in professional development sessions. From bus drivers to playground supervisors, everyone in the school community who interacts with the students should be included.

Some areas to explore are:

- training in skills ranging from de-escalating potentially violent classroom situations to responding to a serious crisis
- dealing with disruptive students
- preventing and responding to bullying
- peer mediation
- becoming familiar with programs that promote positive social skills
- anti-racism, anti-sexism policies and programs
- co-operative learning strategies
- conflict resolution skills
- peer helping programs
- helping students deal with peer pressure/gangs
- legal rights and responsibilities of school staff

Before planning staff development sessions, it is wise to survey staff about their interests and

needs. Needless to say, this should be done annually as the school culture evolves.

In many schools, parents and community members are given opportunities to attend similar workshops with a focus on family relationships and interactions. These sessions are usually organized by school staff and may be presented by staff or by guests who have a level of expertise in a particular area.

[www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org)

Peaceful Schools International  
c/o Hetty van Gorp  
PO Box 660  
Annapolis Royal, Nova Scotia, Canada B0S 1A0

*Peaceful Schools International was established in 2001 by Hetty van Gorp. PSI is a Canadian registered charitable organization. It is incorporated under the Societies Act of the Province of Nova Scotia and it is governed by a Board of Directors with the aid of an International Advisory Board.*



As of publication of this book Peaceful Schools International embraces 237 schools around the world. Together they enroll approximately 133,000 children.

### **Canada (west to east)**

#### **British Columbia**

Centennial Secondary School, Coquitlam  
Chatelech Secondary School, Sechelt

#### **Alberta**

James Fowler High School, Calgary  
Nelson Heights School, Cold Lake  
Olympic Heights School, Calgary  
Simon Fraser Junior High School, Calgary

#### **Saskatchewan**

Holy Cross High School, Saskatoon

#### **Manitoba**

Arborg Early Middle Years School, Arborg  
Dr. George Johnson School, Gimli  
Happy Thought School, East Selkirk  
Meadows School, Brandon  
Oak Lake Community School, Oak Lake

#### **Ontario**

Brian Public School, North York  
Carson Grove Elementary School, Ottawa  
Chester Elementary School, Toronto  
East Williams Memorial Public School, Ailsa Craig  
Elgin Court Public School, St. Thomas  
Fisher Park/Summit Alternative School, Ottawa  
George R. Gauld Junior School, Toronto  
Good Shepherd Catholic School, Barrie  
Holy Family, Alliston  
Huron Heights Secondary School, Newmarket  
JL Jordan Catholic School, Brockville  
Kingslake Public School, North York  
Kipling Collegiate Institute, Toronto  
Lanor Junior Middle School, Etobicoke  
Marchmont Public School, Orillia  
Maynooth Public School, Maynooth  
Monsignor Clair School, Barrie  
Monsignor Lee School, Orillia  
Monsignor Morrison Catholic School, St. Thomas  
Naismith Memorial Public School, Almonte  
Notre Dame Catholic School, Orillia  
Parkview Public, Komoka  
Patrick Fogarty Secondary, Orillia  
Pope John Paul II, Barrie  
Portage Trail Community Middle School, Toronto  
Prince of Peace Catholic School, Borden  
Princess Elizabeth School, London

#### **R. Tait McKenzie Public School, Almonte**

Rousseau Public School, Ancaster  
Sacred Heart School, Midland  
Sir Ernest MacMillan Senior Public School, Toronto  
Sister Catherine Donnelly Catholic School, Barrie  
St. Anthony French Immersion, London  
St. Bernard's Catholic School, Orillia  
St. Catherine of Siena School, Barrie  
St. Charles School, Bradford  
St. Gregory Catholic School, Carleton Place  
St. James Colgan  
St. Jean de Brebeuf, Bradford  
St. John Elementary School, Perth  
St. Joseph's Catholic School, Toledo  
St. Joseph's School, Stratford  
St. Mark Catholic School, Prescott  
St. Mary's Catholic Elementary School, Barrie  
St. Mary's Catholic Elementary School, Listowel  
St. Mary's School, Collingwood  
St. Monica's School, Barrie  
St. Noel Chabanel Catholic School, Wasaga Beach  
St. Peter's Secondary School, Barrie  
St. Rita Catholic School, Woodstock  
St. Thomas Aquinas Catholic High School, Russell  
St. Thomas Aquinas Catholic Secondary School, Tottenham

#### **Quebec**

Allancroft Elementary School, Beaconsfield  
Beacon Hill Elementary School, Beaconsfield  
Beaconsfield High School, Beaconsfield  
Beechwood Elementary School, Pierrefonds  
Beurling Academy, Verdun  
Bishop Whelan School, Lachine  
Children's World Academy, LaSalle  
Christmas Park Elementary School, Beaconsfield  
Clearpoint School, Pointe Claire  
Dorset Elementary, Baie d'Urfe  
École Bilingue Notre-Dame de Soins, St. Laurent  
École Cecil Newman School, LaSalle  
Forest Hill Elementary School, Saint-Lazare  
Greendale Elementary School, Pierrefonds  
LaSalle Community Comprehensive High School, LaSalle  
Laurentia Elementary, St. Jerome  
Margaret Manson Elementary School, Kirkland  
Meadowbrook Elementary School, Lachine  
Orchard Academy, Montreal  
Pierre Elliott Trudeau Elementary School, Vaudreuil-Dorion  
Pierrefonds Comprehensive High School, Pierrefonds  
Purcell Academy, Pierrefonds  
Saint Bernard Elementary School, Dollard-des-Ormeaux  
St. Edmund Elementary School, Beaconsfield  
St. Lawrence Academy, LaSalle  
St. Lawrence Academy, LaSalle

St. Patrick School, Pincourt  
Symmes Junior High School, Gatineau  
Terry Fox Elementary School, Pierrefonds  
Thorndale Elementary School, Pierrefonds  
Valois Park School, Pointe Claire

New Brunswick  
Centreville Community School, Centreville  
Woodstock Centennial Elementary School, Woodstock  
Woodstock High School, Woodstock

Prince Edward Island  
Englewood School, Crapaud  
Prince Street Elementary School, Charlottetown

Nova Scotia  
Annapolis East, Middleton  
Annapolis West Education Centre, Annapolis Royal  
Astral Drive Elementary School, Dartmouth  
Atlantic Memorial Terence Bay School, White's Lake  
Basinview Drive Community School, Bedford  
Bedford South School, Bedford  
Beechville-Lakeside-Timberlea School, Timberlea  
Bicentennial School, Dartmouth  
Brookhouse Elementary School, Dartmouth  
Caudle Park Elementary School, Lower Sackville  
Champlain Elementary School, Granville Ferry  
Clark Rutherford Memorial School, Clementsport  
Colby Village Elementary School, Dartmouth  
École Grosvenor Wentworth Park School, Halifax  
École John W. MacLeod Fleming Tower School, Halifax  
Eric Graves Junior High School, Dartmouth  
Gertrude Parker Elementary School, Lower Sackville  
Gold River - Western Shore Elementary School, Western Shore  
Halifax Independent School, Halifax  
Hammonds Plains Consolidated Elementary School, Hammonds Plains  
Harbourview Elementary School, Dartmouth  
Harry R. Hamilton Elementary School, Middle Sackville  
Hawthorn Elementary School, Dartmouth  
Ian Forsyth School, Dartmouth  
John MacNeil Elementary School, Dartmouth  
John Martin Jr. High School, Dartmouth  
Kingston District School, Kingston  
Leslie Thomas Junior High School, Lower Sackville  
Millwood High School, Lower Sackville  
Oxford School, Halifax  
Portland Estates Elementary School, Dartmouth  
Sackville Centennial Elementary School, Lower Sackville  
Sackville Heights Junior High School, Lower Sackville  
Saint Mary's University, Halifax  
Sunnyside Elementary School, Bedford  
Tamarac Education Centre, Port Hawkesbury  
Tantallon Junior High School, Upper Tantallon

West End Memorial, Springhill  
West Kings District High School, Auburn

Newfoundland and Labrador  
Amalgamated Academy, Bay Roberts  
Beachy Cove Elementary School, St. Philip's  
Beaconsfield Junior High School, St. John's  
Bishop Feild Elementary, St. John's  
Brother Rice Junior High School, St. John's  
Cowan Heights Elementary, St. John's  
Discovery Collegiate, Bonavista  
Eric G. Lambert School, Churchill Falls  
Fortune Bay Academy, St. Bernard's  
Hazelwood Elementary School, St. John's  
Holy Cross Elementary, St. John's  
Holy Family, Paradise  
Leary's Brook Junior High, St. John's  
Menihek High School, Labrador City  
Morris Academy, Mount Pearl  
Newtown Elementary School, Mount Pearl  
Paradise Elementary School, Paradise  
Sacred Heart Academy, Marystown  
Sacred Heart Elementary School, Corner Brook  
St. Andrew's Elementary, St. John's  
St. Augustine's Elementary School, Bell Island  
St. Bernard's Primary, Witless Bay  
St. Edward's School, Conception Bay S.  
St. John Bosco, St. John's  
St. Mary's School, St. John's  
St. Matthew's Elementary School, St. John's  
St. Paul's Intermediate, Gander  
Upper Gullies Elementary School, Conception Bay S.

## United States

Texas  
AISD Foundation, Austin  
AISD School Board, Austin  
AISD Smaller Learning Communities, Austin  
Anderson High School, Austin  
Anderson Mill Elementary, Austin  
Baker Administrative Building, Austin  
Bedicheck Middle School, Austin  
Blanco Middle School, Blanco  
Blanton Elementary, Austin  
Booker T. Washington Elementary, Elgin  
Covington Middle School, Austin  
Crockett High School, Austin  
Crockett Middle School, Paris  
Ennis High School, Ennis  
Fulmore Middle School, Austin  
Garza High School, Austin  
Hope Children's Center, Austin  
James Bowie High, Austin



Johnston High School, Austin  
Kealing Middle School, Austin  
Lanier High School, Austin  
LBJ High School, Austin  
Manor Elementary School, Manor  
Norman Elementary, Austin  
Pearce Middle School, Austin  
Reagan High School, Austin  
Travis High School, Austin

North Carolina  
Cotswold School, Charlotte

New Jersey  
Millstone River School, Plainsboro

Florida  
Christa McAuliffe Middle School, Boyton Beach  
Coral Reef Elementary, Lake Worth  
Freedom Shores Elementary School, Boyton Beach  
Heritage Elementary School, Green Acres  
Lake Park Elementary, Lake Park  
Lantana Elementary, Lantana  
S. D. Spady Montessori Elementary School, Delray Beach  
South Grade, Lake Worth  
St. Joseph's Episcopal, Boyton Beach  
Toussaint L'Ouverture High, Delray Beach  
Unity School, Delray Beach

#### **Northern Ireland**

Brownlow Integrated College, Craigavon  
Edenbrooke Primary, Belfast  
St. Gabriel's College, Belfast

#### **Serbia**

Veljko Vlahovic  
Vuk Karadžić - Backa Palanka  
Vuk Karadžić - Vitosevac  
Zabare, Zabare  
8 Oktobar  
Branko Miljkovic  
Desanka Maksimovic Elementary School, Cokot  
Dura Daničić  
Isidora Sekulic  
Ivan Goran Kovacic Elementary School, Niska Banja  
Josif Kostic  
Mlado Pokoljenja  
School 1239  
Vozd Karadorde

#### **Nepal**

EDUC-NEPAL, Kathmandu  
SAHAMATI, Nawalparasi

#### **India**

City Montessori School, Lucknow

#### **Philippines**

BAAO Central School, Camarines Sur

#### **Finland**

Linnalan Koulu School

#### **Jamaica**

St. Benedict's Primary School, Kingston

#### **St. Kitts**

Montessori Academy, Basseterre

#### **Trinidad and Tobago**

Mt. D'Or Government Primary School



# "The Right Thing to Do"

## Peaceful Schools International Song

John Berkmortel has written and recorded a wonderful song as a gift for Peaceful Schools International. The genesis of this gift was John's relationship as a 9-year-old with his guitar teacher, the 19-year-old Kathryn Sharpe, who encouraged his obvious gift for music.

In 2005 John, now an adult, an engineer, and a father, started to record many of the songs he had written over the years. He sought out Kathryn to thank her for encouraging his interest in music.

When Kathryn and John reconnected, he learned about her journey in teaching, especially after reading Kathryn's book, *One School's Journey*. Through this book John learned about Kathryn's commitment to supporting Peaceful Schools International.

Through the years, all of Kathryn's students have been encouraged to "Do the right thing because it's the right thing to do" and this became the inspiration for the song.

Thank you, John, for the very generous gesture of composing "The Right Thing to Do" as a gift to Kathryn and Peaceful Schools International!

*The next 12 pages of this book are sheet music for the song, and a CD of it is attached inside the back cover.*

### The Right Thing to Do

Remember when we teased our friends? We hurt them.  
Laughed out loud and joined the crowds to fit in.  
We didn't care, played truth or dare. Enjoyed it.  
Some kids went home. They felt alone, mistreated.

Sticks and stones may break our bones. Believe it.  
Words can hurt and lies divide. You'll see it.  
If bullies rule and act like fools don't join in.  
Make a choice. They'll hear our voice and listen.

#### Chorus

Do the right thing 'cause it's the right thing to do.  
Respect yourself. Respect your friends and others too.  
We're responsible for what we say and do.  
So do the right thing 'cause it's the right thing to do.

Our code at school, the golden rule we follow.  
Our pride inside, we build for our tomorrows.  
Work together. Make things better. Pitch in.  
Sisters, brothers teach each other to listen.

Peaceful schools we have our rules to live by.  
Attitude and latitude we build on.  
Living, sharing, loving, caring people.  
Work together, make things better each day.

#### Chorus

So do the right thing 'cause it's the right thing to do.

*Words and Music by John Berkmortel © 2006*

*CD: Vocals/guitar/bass – John Berkmortel; Backing vocals – Judy Von; Piano/clarinet – Kathy Gillard; drums – Doug Gillard/Ross Teeple; CD Design – Thyme Square Media*



2 The Right Thing To Do



**System 1:**

Soprano: you'll see it

Alto: I taught you how and joined the crowds to see it We

Tenor: Words can hurt and lies do side with you see it If

**System 2:**

Soprano: don't you see

Alto: don't let care played with me any more joined some

Tenor: but let's take and let like fools don't join it

**Instrumental parts:**

Piano: Accompanying the vocal parts with chords and melodic lines.

Harp: Accompanying the vocal parts with arpeggiated chords.

### The Right Thing To Do

3

11

1149

Our Father who art in heaven, hallowed be thy name; thy kingdom come; thy will be done on earth as it is in heaven; deliver us from evil; for the kingdom is thine, the power is thine, and the glory is thine, forever. Amen.

4 The Right Thing To Do



Soprano  
Alto  
Tenor  
Bass

Do the right thing 'cause it's the right thing to do  
Do the right thing 'cause it's the right thing to do

Chorus [24-9] D C G D



He respects your self he respects your friends and others too  
He respects your self respects your friends and others too

Chorus [24-9] D C G D

# The Right Thing To Do

5

11

We're re-spon-sible for what we say and do

12

We're re-spon-sible for what we say and do

13

We're re-spon-sible for what we say and do

14

So do the right thing cause it's the right thing to do

15

So do the right thing cause it's the right thing to do

16

So do the right thing cause it's the right thing to do



6 The Right Thing To Do



Soprano/Alto:  $\text{C}_4$   $\text{D}_4$   $\text{E}_4$   $\text{F}_4$   $\text{G}_4$   $\text{A}_4$   $\text{B}_4$   $\text{C}_5$   $\text{B}_4$   $\text{A}_4$   $\text{G}_4$   $\text{F}_4$   $\text{E}_4$   $\text{D}_4$   $\text{C}_4$

Piano Right Hand:  $\text{C}_4$   $\text{D}_4$   $\text{E}_4$   $\text{F}_4$   $\text{G}_4$   $\text{A}_4$   $\text{B}_4$   $\text{C}_5$   $\text{B}_4$   $\text{A}_4$   $\text{G}_4$   $\text{F}_4$   $\text{E}_4$   $\text{D}_4$   $\text{C}_4$

Piano Left Hand:  $\text{C}_3$   $\text{D}_3$   $\text{E}_3$   $\text{F}_3$   $\text{G}_3$   $\text{A}_3$   $\text{B}_3$   $\text{C}_4$   $\text{B}_3$   $\text{A}_3$   $\text{G}_3$   $\text{F}_3$   $\text{E}_3$   $\text{D}_3$   $\text{C}_3$

Lyrics: under at school, the pub - lic rule we fol - low. The



Soprano/Alto:  $\text{C}_4$   $\text{D}_4$   $\text{E}_4$   $\text{F}_4$   $\text{G}_4$   $\text{A}_4$   $\text{B}_4$   $\text{C}_5$   $\text{B}_4$   $\text{A}_4$   $\text{G}_4$   $\text{F}_4$   $\text{E}_4$   $\text{D}_4$   $\text{C}_4$

Piano Right Hand:  $\text{C}_4$   $\text{D}_4$   $\text{E}_4$   $\text{F}_4$   $\text{G}_4$   $\text{A}_4$   $\text{B}_4$   $\text{C}_5$   $\text{B}_4$   $\text{A}_4$   $\text{G}_4$   $\text{F}_4$   $\text{E}_4$   $\text{D}_4$   $\text{C}_4$

Piano Left Hand:  $\text{C}_3$   $\text{D}_3$   $\text{E}_3$   $\text{F}_3$   $\text{G}_3$   $\text{A}_3$   $\text{B}_3$   $\text{C}_4$   $\text{B}_3$   $\text{A}_3$   $\text{G}_3$   $\text{F}_3$   $\text{E}_3$   $\text{D}_3$   $\text{C}_3$

Lyrics: is - sue - s. We hold the ver - y mas - sive

# The Right Thing To Do

7

41

42

43

44

Work to geth-er, make things bet-ter. Rich-er

45

46

47

48

We can't live there, each of us, liv-

8 The Right Thing To Do

The musical score is for a song titled "The Right Thing To Do". It is written for a vocal soloist (Soprano), a vocal duo (Tenor and Alto), and piano accompaniment. The key signature has one sharp (F#), and the time signature is 4/4. The score is divided into two systems. The first system contains measures 1 through 16. The lyrics for these measures are: "Peace - ful schools we have our rules to live by". The second system contains measures 17 through 24. The lyrics for these measures are: "Al - to - geth - er we build (togeth - er) peace". The piano accompaniment consists of a right hand and a left hand. The right hand plays a melody with many eighth and sixteenth notes, while the left hand provides a steady bass line with eighth notes. There are dynamic markings such as *mf* (mezzo-forte) and *ff* (fortissimo) throughout the piece.

Peace - ful schools we have our rules to live by

Al - to - geth - er we build (togeth - er) peace

# The Right Thing to Do

9

Soprano: Let us share the joy we bring to each other  
 Alto: Let us share the joy we bring to each other  
 Tenor: Let us share the joy we bring to each other  
 Piano: Let us share the joy we bring to each other  
 Bass: Let us share the joy we bring to each other

Soprano: Work to get it right make things better for each day  
 Alto: Work to get it right make things better for each day  
 Tenor: Work to get it right make things better for each day  
 Piano: Work to get it right make things better for each day  
 Bass: Work to get it right make things better for each day

10 The Right Thing To Do

Do the right thing 'cause it's the right thing to do. Do the right thing 'cause it's the right thing to do.

11

Respect your self, respect your friends and others too. Respect your self, respect your friends and others too.

# The Right Thing To Do

11

11

We're re-spon-si-ble for what we say and do. We're re-spon-si-ble for what we say and do.

11

So do the right thing, cause it's the right thing to do. So do the right thing, cause it's the right thing to do.



12 The Right Thing To Do

The musical score is for a song titled "The Right Thing To Do". It is written for a choir and piano. The score is in 4/4 time and G major. The key signature has one sharp (F#). The tempo is marked "Moderato". The score consists of six staves. The first staff is for the Soprano voice, the second for the Alto voice, the third for the Tenor voice, the fourth for the Bass voice, the fifth for the Piano accompaniment (treble and bass clef), and the sixth for the Piano accompaniment (bass clef). The lyrics are: "No do the right thing cause it's the right Right thing to do". The score includes various musical notations such as notes, rests, and dynamic markings.

Right thing to do

No do the right thing cause it's the right Right thing to do

No do the right thing cause it's the right Right thing to do

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**Hetty van Gurp** is an educator known for her work in promoting peaceful schools. She has written four books and co-authored the *Peace@School Toolkit*. As founder of Peaceful Schools International, she has worked with hundreds of schools in Canada and internationally. The NFB documentary film, *Teaching Peace in a Time of War*, features her work with schools in Serbia. Hetty was named a Canadian Hero by TIME magazine in 2006 and Reader's Digest in 2007. Saint Mary's University in Halifax conferred on honorary Doctor of Civil Law degree on Hetty, based on her work as an educator, author, and founder of Peaceful Schools International and on her community work.

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