



Educating Hearts and Minds:

**Peaceful Schools International
Yearbook 2008 - 2009**



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(Cover photo: Bulletin board in St. Joseph Catholic School, Gananoque, Ontario)

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PSI Yearbook

2008 - 2009

September 2009

Dear Friends and Colleagues:

We are pleased to offer you this sampling of some of the initiatives that are taking place in our member schools. We truly enjoy hearing from you and hope that reading this yearbook will inspire you to share your ideas with us.

As a clearinghouse for effective and creative programs and practices aimed at creating a school-wide culture of peace, we are always happy to be able to disseminate ideas we receive from our member schools. Please remember to check the PSI website as we regularly post ideas, free resources and suggestions on the discussion board and on the 'Resources' page.

For new schools considering joining PSI, we have included two pages listing the PSI membership guidelines together with some questions to help you reflect on your school's journey.

Have a wonderful school year!

Hetty van Gorp

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Monthly Activities for 2008 – 2009

- September:** International Day of Peace
- October:** Gossip-Free Day
- November:** Imagine
- December:** Warm Wishes
- January:** No Name-Calling Week
- February:** Valentine Peace Project
- March:** Harmony Week
- April:** Taking Stock
- May:** A Quote a Day in May
- June:** We’re a Peaceful School Because...

PSI Membership Guidelines

The criteria for membership in PSI have evolved over several years based on input from educators, parents, students, and community members 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.

The membership criteria below have been developed in order to guide schools in their journey to creating a culture of peace. The criteria are intended as goals to which a school subscribes.

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

- Are there formats and procedures to solicit ideas and feedback from all interested parties?
- Are there activities conducted by leaders that include:
 - ✓ brainstorming;
 - ✓ delegating issues to sub-committees;
 - ✓ soliciting staff recommendations;
 - ✓ gaining pupil input with class rules and agreements?
- Do people get consulted, as well as informed?

2. Curricular and/or extracurricular peace education initiatives

- Is there a peace theme that defines the school?
- Do we teach conflict resolution, character education or other school-wide curriculum to promote the ethical treatment of people and build social and emotional intelligence?
- Are there visual aids that support the effort?
- Does the school year include special activities like Random Acts of Kindness, Gossip-Free Day, No-Name-Calling Week, etc?

3. Teaching methods that stress participation, cooperation, problem-solving and respect for differences

- Do staff members interact with pupils in a fashion designed to promote a positive connection with school?
- Are discipline procedures designed to educate or punish?
- Do pupils help create agreements and social contracts?
- Are there lessons in multicultural understanding and tolerance of others?
- Do class meetings or other formats take place to solve problems with pupil input?



4. Student and community-centered conflict resolution strategies such as peer mediation

- Are there channels for dispute resolution apart from arbitration and traditional discipline?
- Are adults and pupils trained in mediation techniques?
- Does peer mediation take place?
- Do pupils and teachers ever go to mediation together?
- Is there a process for Restorative Justice in place?
- Are pupils trained in bullying prevention and are they involved in a deliberate way in the protection of the school climate?

5. Opportunities for professional development for all staff focused on creating a positive school climate

Are there:

- workshop opportunities in the area of social and emotional learning;
- workshops in specialty areas such as anger management, stress reduction, self-care, time management;
- peer support networks for new teachers and staff;
- opportunities to orient new staff to the norms and practices of peace?
- Have structures and activities been institutionalized and made self-perpetuating?

6. Community service projects

- Do pupils have opportunities to perform voluntary service within or outside of the school?
- Does the school, as a whole, or do sub-groups within the school, take on special projects to help disadvantaged groups in the community?
- Are there opportunities to raise and contribute money to worthy community efforts?



Centennial School Chateauguay, Quebec, Canada



In September 2008, Centennial had an opening ceremony reviewing symbols of peace and everything the school accomplished in the past and is currently doing to celebrate PEACE. We showed three amazing videos of our school activities that we have done to celebrate peace. Then the whole school went outside and a teacher and I released white doves...one of the symbols of peace.



the children painted on their flags.

The flags in our school hallway are from an activity that we did with our spiritual animator on Tibet. She taught the students about the Tibetan culture, part of our new curriculum on ethics and religious culture, and then introduced the children to Tibetan prayer flags. We adapted the idea of the prayer flags to peace flags. Our central hallway is full of life and color. Our art teacher also taught the children some West African symbolism which some of

We also recorded a peace album in French. We have over 13 tracks on the CD including a track from our teachers. We “hired” a musician who worked with every class. The children brainstormed words and, with his help, created songs. He then put music to it and voila - a song.



Next year, we are thinking of having a peace fair, instead of a science fair. The premise is that each class will be responsible for presenting their research on a great peacemaker such as Gandhi.



In our classrooms we use the Second Step program. In this Second Step activity (pictured left), the students ask questions of other students. Respect is evident because the children raise their hands when they wish to speak.

This collage is made with hands together symbolizing that, although we are all different, we can all get along together.



One of the class books made this year was based on New Year's resolutions. One of the students wished to be more peaceful and so the class worked together to make a peace poster.



Submitted by Mervin Hunter, Principal

Simon Fraser Junior High Calgary, Alberta, Canada

Students at Simon Fraser participated in the “My World Conference” this year. This event was hosted by the Al-Azhar Shriners Temple for 375 student leaders from 35 Calgary junior high and middle schools. “My World Conference: Mission Worthwhile” focused on service to others and understanding the “Global Village.”

The keynote presentation was given by singer songwriter and activist Louise Kent from Me to We, an organization that spotlights social issues through the universal language of music. Students learned from and engaged in discussions about causes ranging from homelessness, water filtration in the third world and social justice.

Simon Fraser shared their hot lyrics and important statistics with an engaging PowerPoint presentation and awesome rap about worldwide poverty. The Simon Fraser leadership team discussed how to make the world a more balanced and fair place. Students learned that change starts in your own backyard by making good choices.

375 young leaders came together to learn, share and inspire each other. These students are a part of a generation of youth that will one day become leaders of our communities and even our nation.

“The day was a powerful example of students and staff actively fulfilling all five Calgary Board of Education (CBE) ends.”

Bruce Johnston, Principal of Simon Fraser School and an organizer of My World Conference 2009.



S. D. Spady Montessori Magnet School Delray Beach, Florida, USA



Students, staff and parents agreed that this year's International Day of Peace was "the best Peace Day EVER!" The senior chorus, led by Mr. Clark, and students at each grade sang songs of peace.

Our new labyrinth was dedicated in memory of Mrs. Diane Rowland, a Spady parent and former PTA president. The Rowland family joined us for the celebration and walked the labyrinth as the chorus sang, "We Might Heal."

We were surrounded by beautiful artwork and poetry including globes, decorated labyrinths, peace lanterns and colorful posters. During each song, sixth graders walked through the courtyard with a giant peace dove which they created together with Ms. Charlotte Pezzo. The upper elementary classes invited us all to ride on the "Peace Train" and ended the assembly with a fun cheer for P-E-A-C-E! Many staff, students and parents expressed their gratitude. Perhaps Mrs. Bendell, a teacher, put it best,

"It was a very moving experience and it is large to be a member of this school family. Thank you for knowing the importance of peace and unity. I have never felt more proud of my place of employment!"

We had a major peace project this year that we would like to share. Our hope is that we have provided enough information in our article so that labyrinths will spread throughout our PSI community. It was initiated by Montessori Magnet Coordinator Teresa Thomas. I interviewed her to find out what had inspired her to spearhead the projects.

The labyrinth was the result of two separate presentations, two years in a row at the American Montessori Society's conventions. One featured a portable, canvas labyrinth which attendees were allowed to walk through and explore. The other highlighted a table top labyrinth.



While working on a mandala project with the sixth grade students, her vision of a school labyrinth came to life. The sixth graders did the research to turn this dream into a reality. At the same time, Mr. Dennis Pendleton, troop leader for the Boy Scouts who meet all year long in our cafeteria, asked if there was a project they could do to show their appreciation for our school. The two groups combined their energies to make this happen.

Mr. Pendleton drew up a plan on a grid, and then came to school with spray paint in hand to outline the pattern. With assistance, the design was marked on the lawn. Ms. Thomas, the sixth graders and parent volunteers gathered on two Saturdays to dig up the sod and fill in the design with mulch.

When we returned to school in August, the labyrinth was in place. At our staff development meeting we were given information sheets and a "finger" labyrinth made of cardstock for students to use in the classroom. The labyrinth is another creative tool we can use to calm, to heal, or to inspire. It is a "walking, non-thinking, mind freeing opportunity, taking you on a journey of calmness, meditation and..." Mrs. Thomas highly recommended the book "Labyrinths for the Spirit, how to create your own labyrinths for meditation and enlightenment" by Jim Buchanan.

Our labyrinth has experienced many walkers, runners and mediators this year. So much so that we are looking into replacing sod with lirioppe; a thick, ornamental grass. This will allow it to survive our heavy Florida rains and yet mark out the distinct pattern of the labyrinth on our grounds so that many more will continue to walk its magical pathways. We hope you will enjoy the sample finger labyrinth and that the photo of our school's labyrinth will inspire you to create one of your own.

Photos submitted by Teresa Thomas
Article by Jan Franko

Symmes Junior High & D'Arcy McGee High Aylmer, Quebec, Canada

Symmes Junior High and D'Arcy McGee High School work together to build a peaceful school community.

Restorative Practice

This past year, at Symmes / D'Arcy McGee Schools, Restorative Practice was the next logical area to explore in our evolution as a Peaceful School. It seemed to offer a framework for examining how we communicate within our school community at all levels. (student to student, teacher to student, teacher to teacher, parent to teacher, teacher to admin. etc). The following questions underpinned this initiative:

- How effective were we as a school community at remaining respectful when difficult conversations had to occur?
- How successfully were we using our discipline measures to help students change their behaviour and appreciate the effect of their actions on others?

Last year we sent four staff members to a training session at the International Institute of Restorative Practice in Bethlehem, Pennsylvania. Upon our return, we began to incorporate RP into our discipline policy. Students who have to be suspended are sent home with four restorative questions to consider. Upon their return, they sit down with their parents, and administration, to discuss their answers and what they have learned. Sometimes others affected by their actions are invited to the re-entry circle and sometimes that occurs soon after as part of the re-entry agreement. The focus is on helping them learn from the incident, move forward and reintegrate into the school community.

This year, three staff members attended the International Conference of Restorative Practice in Toronto which was excellent and had delegates from several countries. In February, two of us received additional training in facilitating larger, more formal restorative conferences from Bruce Schenck (Canadian IIRP) in Cobourg, Ontario. It is exciting because it works! Many similarities to mediation but a little different.

First Nations

Another focus this year was to help make our 34 First Nations students feel comfortable and accepted in our school community. We had a weekly circle for them, so that they could connect as a group. (They come from seven different communities). We learned a lot from each other by allowing them to invite a friend to their sessions.

They finished the year by producing a beautiful wall hanging that completes our Peaceful Corridor, using the Medicine Wheel Symbolism. They also presented two assemblies to our Symmes student body, where they showcased First Nations traditional dancing, drumming, Cree and Algonquin language, slides of their home communities, and a discussion of the

challenges they faced coming south to attend school. The audience was very interested and respectful and it built on an earlier theme of celebrating diversity and inclusiveness.

In March, our theme at Symmes was “Combating Racism and Exclusion through Education.”

- March 23-27 - Focus on “Being and Inclusive School”
- March 23 and 24 - Assemblies run by senior students on cliques and other means of exclusion; introduction to “Mix it Up” Activity.
- March 27 - “Mix it Up Lunch Day”
- March 30 - “Universal Handshake” and closing remarks in the gym

Visual Displays

At Symmes and D’Arcy McGee Schools, staff is making this a focus at both schools we will have all visual displays in the cafeteria. There will be 2 large banners displayed.

1. How Inclusive is Symmes/ D’Arcy?
2. Combating Racism and Exclusion through Education (the month’s theme)

Each day we will post a new quote which will also be read over the announcements.

Limit My Life Day

The goal of this activity will be to help every student experience what it is like to be “the other” or to have their rights and privileges limited in some way. During advisory a list of rules for the day will be read to the students and will be posted around the school.

This list will include such items as:

1. All students wearing glasses must not use the water fountains.
2. Students with red hair will be served first in the cafeteria today.
3. All students wearing a certain brand of footwear may not use the stairwell by the art room.

Mix It Up Lunch

This activity is a fun follow up to the assembly and discussions about the dangers and limitations of cliques and exclusive groups. On Tuesday March 24th, each student will be given a group – a list of 10 students randomly selected from grade 7 and 8. They may know some of the students on their list but many they will not know. (It would be fun to include teachers in the mix too.) They have until Friday to hunt down everyone on their list and learn their names and something interesting about them. On Friday, students will prove they have met everyone in their group by sitting together for lunch in the cafeteria. They will create a small poster about their new group. Popsicle prizes will be given to the successful teams.

Universal Handshake

During one advisory, students will discuss the significance of the handshake as a gesture used to greet someone, to seal an agreement after giving your word, to make a commitment, to make up after a conflict etc.

Students and teachers meet in the gymnasium and form a double line facing each other. Each person will shake right hands and greet the person they find opposite them and then move one

person to the left. We continue in this way until each person has had the opportunity to shake the hand of every other member of our school community. Encourage kids that this is the time to put disagreements with others behind them

Stand Up

In our original Stand-Up Campaign (started in 2005) the slogan STAND-UP meant “Start Taking Action Now, Don’t Underestimate Peace.” The founding students had discussed that the power of peace should not be taken lightly, nor the ongoing effort it takes to live peacefully.

Students came up with the idea of a T-Shirt which said on the Front, “NOT IN MY SCHOOL” (intolerance, racism, discrimination, violence, bullying etc. etc.) and on the back “BECAUSE AT SYMMES/ D’ARCY MCGEE, WE STAND UP.” We had 200 black and white t-shirts printed. We credited the class with ownership of this new movement. Each student was given 4 T-shirts, two to distribute to Symmes students and two to D’Arcy Students.

They were spread quietly but with explanation. Receiving students were asked to put them on and soon the school was “peppered” with staff and students wearing the new shirt. There was a buzz through the school for the rest of that day and the days to follow. Next year we will have t-shirts ready in September for students to purchase.

Submitted by Ellie Wilkinson

S.T.A.N.D. – U.P.

“Start Taking Action Now – Don’t Underestimate Peace”



Prince Street School Charlottetown, PEI, Canada

In the autumn of 2008, Prince Street School students participated in a "Chalk for Peace" activity. On a warm, sunny, October afternoon the playground was busy with children working together to create pictures and words expressing their wishes for peace. The activity was the culmination of a week of discussion and brainstorming with students on the meaning of peace.

In a school wide assembly on Peace and Thanksgiving, students shared poems and songs and celebrated the school's membership in Peaceful Schools International. Peace flags with the word "peace" written in the different languages spoken by the school's EAL students decorated the stage and handmade paper peace doves adorned the walls of the gym. A collection of food was gratefully received by representatives from Anderson House.



Mrs. Coulson's grade six class

St. Peter's High School Toba Tek Singh, Pakistan

"No Name-Calling Week" was celebrated at St. Peter's from January 26-30, 2009 with 146 students from grade six to 10. The boys and girls took part in the week's activities. The following activities were arranged:

Students were asked to share the following situations when they get angry?

- somebody tells a lie,
- things are not done according to the wishes or expectations of him/her
- against violations of the rights of others etc,
- government's failure to ensure the civic rights of poor or provide the basic necessities of life

We then asked students:

How do you express your anger?

- Out of 146 students, 142 replied that they start name calling to their friends, family, relations or government when they get angry at them.

Problems get worse with name calling and situations become more deteriorated. A large number of students called the government names because they stop electricity for hours and hours and the students do not have time to study. They also get angry when they have to bring water from far places. (In the urban areas government areas government supply water at their door steps but for one year water has not been provided to the people on regular basis.) The time that students should be playing or studying is spent carrying water for their families.

Solution:

- Each student has made a commitment to not call names to his/her friends and families. If any one violates the rights of someone, he/she will bring it to the attention of the Conflict Resolution Council and it will be resolved through dialogue.
- Concerned government departments shall be sent letters to ensure the supply of electricity and water. The letters shall also be sent to newspapers.
- Students should be provided sports and recreation facilities.
- Shahroz Aslam, age 14 says, 'I am very happy to participate in No-Name Calling Week, it gives me a chance to learn how I can manage my anger'

Helping Others

Students of St. Peter's High School shared the candies, sweets and toys with trauma affected children of District Ziarat, Balochistan (Southwestern State of Pakistan). The distribution was organized on November 23, 2008 with the help of local social activists.

Social worker, Atta-ul-Haq expressed his great joy to hand out the packets among the children with his team. He said, "Children were waking on the debris doing nothing or playing in the

dust. We called their parents and told them that students from St. Peter's High School, Toba Tek Singh want to share the gifts of love for these children. The parents become very happy and called their children."

In ten minutes sixty five children arrived outside an affected house. At first the children shared songs/poems even some of them told jokes.

After 15 to 20 minutes the distribution started. The children become very happy to have these things. They thanked and sang in "Pashto," the local language. Pashmina Gul Khan Kakar, a 12 old girl said, "I am very happy. I like candies and sweets but since the earthquake hit my village, the only shop we had has also destroyed. I thought I shall never get the candies again. But thanks to St. Peter's High School students who made it possible. Pashmina says, she feels cold at night time and she needs a pair of shoes and sweater.



Ivan Goran Kovacic School Niska Banja, Serbia

In October, 2008, our school celebrated Children's Week. As Children's Week celebrates the rights of children to enjoy childhood as well as to demonstrate their talents, skills and abilities, we organized some interesting activities that we would like to share with you.

We organized several humanitarian activities such as:

- collecting clothes, shoes and school accessories for the pupils who need it
- raising money for our ill pupil
- pupils from 1st to 8th grade collected presents, crisps and sweets and wrote messages of support for children from the children's home "Dusko Radovic." We visited our friends and spent a beautiful afternoon with them.
- 4th grade pupils made crafts on the topic, "A toy from my imagination."
- The toys were made of cardboard, egg cartons, paper boxes, string, bottles and old socks and were displayed in the entrance hall.
- 5th-8th grade pupils gave a questionnaire to the teachers and parents to check their knowledge of children's rights. They also wrote the children's rights and put them up on the tree of friendship which is still in the school entrance hall.

Children's week ended with a welcome party for the 1st graders organized by the older pupils.



Seventeen pupils from our school (6th and 7th grade) have been trained in peer mediation. As the guide for this program, we used Hetty van Gurp's book, "Peer Mediation."

The program was conducted by the psychologist and the pedagogue of our school who presented all sections of peer mediation to pupils interested in this topic. At the end of the training, the pupils were awarded with certificates.



The second very important event for our school took place on 16th April when our school joined the “Schools without Violence” program.



Our dear guests enjoyed the school play performed by our pupils as well as selling “Easter eggs exhibition.” On that special day, the head teacher of our school and the representatives of UNICEF signed the memorandum of collaboration.

This programme will help to diminish the level of violence and intolerance among pupils. It should also help us make a healthy, secure and peaceful climate for pupils, parents and teachers of our school.

165 schools from Serbia joined the UNICEF’s program, “School without violence”.

We owe gratitude to our famous tennis player and UNICEF’s ambassador Ana Ivanovic who helped our school join the programme.

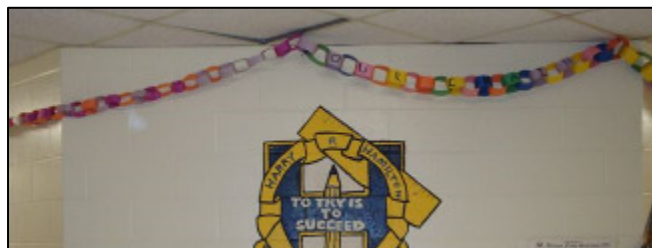
Submitted by Dragana Radosavljevic



Harry R Hamilton Elementary School Middle Sackville, Nova Scotia, Canada

At Harry R Hamilton Elementary School in Middle Sackville, Nova Scotia, students and staff participated in a variety of activities to celebrate Valenkind's week, the week before Valentine's Day. A school-wide activity that we really enjoyed was building a kindness chain that wraps completely around the inside of our upper floor. Classroom teachers provided students with multi-colored links of paper on which they could write acts of kindness that they had witnessed or of which they had been the recipient, or they could write about kindnesses that they had performed for someone else. Classes were then asked to bring their class chain to our monthly assemblies, where we joined them together to bring our whole school together in a celebration of random acts of kindness to one another. Examples of some of the acts written on pieces of the chain are:

- *Dylan loaned me his pencil sharpener so I wouldn't interrupt the teacher.*
- *Mark helped me pick up my coloring supplies when they accidentally got knocked on the floor.*
- *I gave my smoothie money to Allison because I knew she really wanted one and didn't have any money.*
- *I put Dawson's lunch bag back in his backpack when he got up to go the garbage can.*



SunShine Academy

Dollard des Ormeaux, Quebec, Canada

Characteristics of our community:



We are a multicultural community that strives to give our students a life-long love of learning. Our mission is to foster in our students a feeling of self-worth and a sense of pride in their accomplishments. Values education is both explicit and implicit. All aspects of the curriculum, both academic and complementary, teach and encourage respectful behavior toward self, others and the environment. All aspects of student life in the school, both in the classroom and outside the classroom, encourage students to become compassionate, generous, responsible citizens.

Prevention programs and services that help us achieve our goals

Peace in the Classroom

- Peaceful values taught overtly through our weekly classes as part of the Ethics and Religious Culture curriculum.
- Language Arts program uses literature that teaches values i.e., the book *Holes* is used to teach character building and acceptance of self.
- Peaceful values are taught through Art and Drama, for example, creation of a Sacred Medicine Wheel with a First Nations artist teaches respect for self, others and the natural world.
- Meditation and relaxation classes, with a “life lesson” are taught monthly for all levels by the Spiritual and Community Animation service, promoting self-awareness, self-respect, and respect for the other’s need to be still.
- Social skills education by the Family Service and Support Team.
- Students that are upset may hold a stuffed animal in class, and are given the opportunity to discuss the issue with the class or privately with the teacher.
- Sex education and related awareness programs offered by the school nurse.
- Community police officer conducts gang-prevention seminars, and related safety awareness classes.

Peace in the School

- To meet the needs of at risk students, the principal, all resource teachers, individual teachers, psychologist, social worker and speech and language therapist meet weekly. There is flexibility of roles and scheduling so no child’s needs are neglected due to unavailability of a professional.

- Close collaboration exists with other health professionals such as the dental hygienist and the nurse, so that, in addition to academic issues, the child's physical, emotional and mental needs are addressed.
- Integration aides meet monthly with resource team to review students' needs.
- There is a Family Service and Support Team staff in-school daily.
- An after-school homework program is offered to students in need of support in this area.
- Breakfast is available for students who need it.
- Early entry hours, a longer morning in class, and an early end to the day was structured to allow teachers to take advantage of the morning hours when students are most alert, and eliminate end-of day problems and conflicts due to fatigue.
- Sports PLUS (Positive Learning Using Sports) is a program that uses sports to teach life skills. All grade levels participate. Some of the life skills taught are leadership, teamwork, fair play, perseverance, conflict resolution skills, anger management, and the development of confidence and self-esteem.
- Grades 5 and 6 participate in a Leadership program and Student Council.
- Students have attended anti-bullying seminars and plays and have taken the Power of One anti-bullying oath.
- The annual holiday and end-of-year concerts reflect the intercultural and interfaith character of the school.
- There is a school choir that contributes to these and other assemblies and celebrations.
- Remembrance Day assembly honors veterans, and models conflict-resolution skills for students.
- Black History month speaker and class research projects.
- The entire community contributes to the monthly newsletter.
- Lunchtime and after-school activities are organized by the daycare educators to offer students quality recreation time, and minimize opportunities for conflict to arise.

In the Community

- The entire community gives overwhelming support to the annual Terry Fox Run.
- There is an annual food and gift collection for approximately 13 of our own families who are in need.
- Grade 6 students visit a semi-autonomous seniors' residence monthly throughout the year.
- In September, all students and families contribute school supplies to Backpacks for Kids, for inner city schools.
- Our Green Team (grade 4 students) meets bi-weekly, and collects pop-can tabs for recycling, and hosts a litter-free lunch, and raises awareness of environmental issues in the newsletter.
- Students collect for the Montreal Children's hospital while they are trick-or treating on Halloween.
- There are many student-initiated fundraisers, supporting groups such as World Vision, Cancer research, Rosie's animal adoption.
- Grade 4 students are collecting for Sleeping Children around the World.
- The entire school collaborates with the city to recycle paper and plastic.

The School Building

- A mural in the front entrance reflects the intercultural character of the school.
- The school library offers books that reflect the intercultural and interfaith character of the school.
- Bulletin boards throughout the school display students' work and art.
- There are recycling bins in every room of the building.

Parent Participation

- Parents are active members on the school Governing Board and The Parent Participation Organization.
- Parents volunteer throughout the school, in the library, in classrooms, for community service projects, and on field trips, making many of these activities possible.
- Parents were instrumental in collaborating with the city to obtain a new play structure for the schoolyard, which allows students to play more creatively.
- Parents help organize and participate in family life education seminars and workshops.



Cowan Heights Elementary St. John's, Newfoundland and Labrador

What a beautiful day we had to celebrate the return of our Peaceful Schools International Flag!

At the celebration, the children gathered around our flagpole. They knew there would be special guests, but you wouldn't believe their surprise when the three magnificent horses from the Royal Newfoundland Constabulary Mounted Patrol began the journey up our driveway, with the flag flapping between the two lead horses!

We opened with O' Canada. The teachers who were part of our Safe and Caring School team reviewed the Peaceful Schools International criteria for membership, the many things we have been doing, and the pride we feel for accomplishing so many of our goals. Students read peace poems and our Grade 4 choir sang "Shalom". The flag was then raised, and a loud cheer rang throughout the neighbourhood when it reached the top. We closed with the "Ode to Newfoundland".

As children filed back into the school, they were able to pet the beautiful horses. Once inside, they walked past our newly decorated "peace" tree which had been bare until that morning. After the unveiling, students were amazed at the beauty of the tree, which is now bearing 405 leaves, one done by each student. Each leaf has a picture or words to reflect on "peace" in our school or world.



It was a wonderful to begin a week, a month, and a school year!



Olympic Heights School Calgary, Alberta

Symbols of Peace

The students in Mrs. Bauer's Grade 4 class have been exploring the symbols of peace. The sunflower is an internationally recognized symbol of peace which represents the end of nuclear weapons. The children planted sunflowers and made wishes of peace for the earth. The students have created wire sculptures of a sunflower and inside of each sunflower, then chose another symbol of peace such as the kite, poppy, dove, or hand.



Puppets for Peace

Students at Olympic Heights School enjoyed Puppets for Peace presentations by The Project Ploughshares organization. These interactive puppet plays introduced the "Footsteps to Peace" strategies and grade appropriate scenarios which explore what bullying means and how to handle it peacefully.

Peaceful Places in Our School

Grade 1 Room 17

The children talked about all the peaceful places there are around our school and how they felt when they went there. They thought it would be great to share these special spots. They broke up into groups and took pictures of places that they loved with the digital camera. Then they used a photo editor to turn the pictures into art. Here is an example of one of their works of art.



World Learning Grammar School

Karachi, Pakistan

Yearly Planner 2008 - 2009 of WLGS

Month	Activities	Details	Objective
Sept 08	Lets free our school from gossip	Students will share the disadvantages of gossip and will arrange presentations in classes about how to be protected from gossip	To help students understand how to protect others and themselves from gossip
Oct 08	Understanding Day	Arrange class meetings with teachers, parents and students to discuss problems and how to solve them	Get Parents, teachers and students involved in their studies and participate actively in school problems
Nov 08	Stand up against Bullying!	Students and teachers will make presentations to explain to the other students how to be protected against bullies	Create Awareness among the students about how to cope with bullying
Dec 08	Let's spread love and kindness everywhere!	Students will organize a wall of kindness and love where they will post the quotations of kindness and love and will give or express their feelings about being friends to each other	Develop students' understanding and love towards each other to create a peaceful environment in school
Jan 09	How can we bring peace into this world?	Presentations K-12 students	Integrate students regarding global scenarios of Peace and Understanding
Feb 09	"Peace is not the absence of conflict, but the ability to cope with it." Conflict Resolution Workshop for Students and teachers	Conduct workshops for students and teachers	Ideas to solve conflicts in the class and in this world

Mar 09	Anger Management Workshop	Conduct workshop for students	Teach students how to control anger
Apr 09	'Bring Peace Home' Workshop for Parents	Arrange workshop to solve children's personal problems	Equip parents with strategies to make a calm and peaceful environment in their home
May 09	How to create a peaceful environment in the class?	Conduct workshop for teachers to create a peaceful environment in the class	Understanding, harmony and peace in the class
June 09	Let's Hug and End the quarrel!	Students will hug each other and give good words to students	To shorten the distance and get near each other
Aug 09	Your Pain Is My Pain...	Students will visit the hospital and will donate some of their pocket money to poor patients	To create caring feelings for others who deserve our attention and help

Other activities of WLGS students:

- Students at the World Learning Grammar School rose to the **Trashformation Art** challenge and created beautiful boxes and other objects using their ice-cream sticks.
- Students performed community volunteer service activities at Edhi Welfare Trust Tower Chapter.
- Students donated their old clothes and food, biscuits, juice from their pocket money and savings. (When we announced this activity, students showed great enthusiasm and passion to serve other people and help them out as much as they can.)
- At home students help parents with chores, in school, they assist teachers and their classmates and, of course, in their community, they help other people and organizations which are helping mankind and humanity.





Student at WLGS making a poster for "Gossip-Free Day"



WLGS students organize a party at a local centre for handicapped persons..



PSI's December activity inspired WLGS students to give gifts of clothing to people in need.



"Peace Managers" at WLGS.

Arborg Early Middle School Arborg, Manitoba

Students at Arborg Early Middle School realize how lucky they are. They live in warm houses, have good food and health care, free education, and they live in the safety of a caring small town. Our students know that this is not the case for everyone, and through the student body and the Young Philanthropists Club, they are reaching out to help others.

A Positive Behavior Group (PBS) was formed by parents, community members, and school personnel to help our school reach its goal of being a Peaceful School (we joined PSI in 2005). This group meets once a month to develop a PSI theme of the month as well as to address any behavioral issues as they are brought to our attention.

Middle Years students have been split into groups with a teacher advisor heading each group this year. The teams meet once a week to discuss such issues as peace, respect and bullying.

Together, students, staff, parents and community members are working hard to make our world a better place. Over the past 2 years, students have participated in several initiatives to address the needs of their community, their province and of other countries. To date they:

- started out two years ago with a volleyball tournament fundraiser, and donated the proceeds to the victims of the tsunami;
- baked and sold cookies in order to supply Easter meals to the homeless at Siloam Mission in Winnipeg, Manitoba;
- organized walks to raise funds for our World Vision sponsored child in South Africa, and to support cancer research in the Terry Fox Run;
- prepared basic needs bags of hygiene supplies to give to the homeless at the Siloam Mission;
- donated supplies for Christmas shoe box gifts for children in developing countries;
- made healthy soup and sold it to fellow students with the proceeds going to the Arborg & District Christmas Cheer Board;
- sold Little Traveler dolls to raise money in support of Aids affected families in Africa;
- completed a town cleanup, and donated their earnings to environmental agencies;
- brought in packaged food and “Pennies from Heaven” to donate to the Cheer Board;
- donated over 350 “gently used” books to the OSU Library in Africa. Students held a cookie sale and raised \$115.00 to help pay for the shipping; and
- collected donations of school supplies to send to children in the Philippines.

When there is a need, the students at Arborg Early Middle Years School are willing to step up to the plate and help out. It is inspiring to see that our future leaders are people who, even at such a young age care deeply for their fellow human beings. Students and staff of AEMS challenge other schools to become involved in sharing their “wealth” and caring for others around the world!

Millstone River Elementary PlainSboro, New Jersey

On March 1, 2005, Richard J. Codey, the Acting Governor of the state of New Jersey, proclaimed the day as “Peaceful Schools International Day” in honour of Millstone River School becoming the first school in the state of New Jersey to become a member of PSI!

What a well deserved recognition for a school in which the spirit and practices of peaceful living are reflected in so many ways. The students and staff at Millstone are truly committed to making their school a place where everyone feels welcome, respected and valued. Here is just a sampling of evidence.

Students create the “Official Kid’s Guide to Staying Away From Bullies”

In August of 2005, two Millstone River School guidance counselors, Lisa Valeriani and Thomas Plebani, were given the opportunity to develop a project that would be “differentiated” yet still tie into existing curriculum. They chose the topic of “Bullying”. There is a plethora of information generated by adults so Lisa and Tom focused on what children would say. This became the basis for the “Official Kid’s Guide to Staying Away From Bullies”.

After an initial “Bully” lesson, Mrs. Epstein’s 5th-grade class was asked if they would like to take the subject one step further. They, with the guidance of their homeroom teacher Mrs. Epstein, guidance intern Neeru Narang and principal MaryAnn Isaacs, embraced the project. They generated ideas, conducted research, made creative decisions and edited, edited, edited. Their efforts resulted in a professionally printed “Guide” that has been distributed to the 800 students currently enrolled in Millstone River School.

This class truly immersed themselves into the philosophy of Peaceful Schools International and Millstone River School. They are to be congratulated for their efforts and for the wisdom they share with their school mates.

Hallways promote good character traits

The hallways in Millstone are named Sportsmanship Boulevard, Millstone Main, Eagle Way, Peaceful Place, Kindness Court, Responsibility Way, Teamwork terrace, Cooperation Court, Respectful Court, Honesty Avenue, Caring Court, Citizenship Court, Confidence Court, and Friendship Avenue.



Peace at Millstone River School

By: Ronni Epstein, 5th Grade Teacher

Children are taught that they are not to accept bullying and they are given options on ways to receive help if they find that they are in a bullying situation. The guidance department was the backbone in creating an anti-bullying pamphlet written by kids for kids. All children receive the pamphlet upon entering Millstone River School.

In 2005, Millstone River School became the proud member of a revered organization known as Peaceful Schools International (PSI). There are over 250 member schools worldwide. The mission of PSI is to provide support and recognition to schools that have declared a commitment to creating and maintaining a culture of peace. With the support of the school's administrators, Mary Ann Isaacs and Dianne Gallo, fifth grade teachers Ronni Epstein and Michelle Pellecchia became instrumental in getting Millstone River School to become the first school in the state of New Jersey to join PSI. As a result, former Governor Richard Cody proclaimed March 1, as PSI Day in NJ and issued a Proclamation to be hung in the school. Congressman Rush Holt also acknowledged the peaceful efforts of Millstone River School and sent a Congressional letter of congratulations.

In preparation for PSI Day 2008, Millstone River School will be conducting two contests encompassing the theme of peace. One is an essay contest and the other is a mural designing contest. The winners of each contest will be announced at a pep rally on February 29. Two essay winners from each grade level will be chosen, and they will get to read their essay to the entire student body.

The Board of Directors for PSI recently announced that Millstone River School is an exemplary model for other schools to emulate. As a result, Millstone River School will be given the honor as the feature school to be highlighted on the PSI website for the month of April.

Any school wishing to promote the climate of peace may apply to become a member of PSI by going to their website and following the application process. Upon approval from PSI, your school will receive: a PSI flag, a PSI membership certificate, a copy of the PSI membership guide, suggestions for school-wide monthly activities, monthly ideas for school wide initiatives, a username and password for the "members only" section of the PSI discussion board, and a copy of Creating Caring Schools: Peace-Promoting Activities for All Seasons written by the founder of PSI, Hetty van Gurp. The PSI website is: www.peacefulschoolsinternational.org

We at Millstone River School are proud to promote a safe and caring environment and be ambassadors spreading the word of peace.

Children's World Academy

LaSalle, Quebec, Canada

"In our school, every person has the right to a peaceful teaching and learning environment."

At CWA, teachers, parents and students work together to foster an atmosphere of cohesive cooperation, conducive to good citizenship and promoting responsibility, respect, civility, and academic excellence in a safe learning teaching environment. CWA believes and recognizes that young people and adults are constantly learning and that together they will learn self-discipline, tolerance and respect for others.

At CWA developing social and emotional competencies is highly valued. The following attitudes are considered to be of high importance and are nurtured in all students:

Appreciation:	appreciating the wonder and beauty of the world and its people
Commitment:	being committed to their learning and showing self-discipline and responsibility
Confidence:	feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices
Cooperation:	cooperating, collaborating, leading or following as the situation demands
Creativity:	being creative and imaginative in their thinking and in the approach to problems and dilemmas
Curiosity	being curious about the nature of learning and of the world, its people and cultures
Empathy:	imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions
Enthusiasm:	enjoying learning
Independence:	thinking and acting independently, making their own judgment based on reasoned principles and being able to defend their judgments
Integrity:	having a firm sense of fairness and honesty
Respect:	respecting themselves, others and the world around them
Tolerance:	feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

Giving Back to the Community

At CWA, children are encouraged to appreciate that, "It is always better to give than to receive." In the spirit of this belief, students and staff at CWA are involved in many projects focused on community service.

Students at CWA have been very actively involved in twinning activities with their sister school in Maso, Sierra Leone. As one of CWA's creative fund raising projects, children made bracelets for sale. Here are a few examples of their beautiful work:



When the children of Maso, Sierra Leone, hear about Canada, they think about their friends at Children's World Academy in Quebec. As the first school to exchange email letters through our school twinning program, CWA has served as an inspiration and a model for others to follow. Staff warmly welcomed our Sierra Leone-based volunteer to their school and have continued their student-to-student contact for a second year. Also, with friendship bracelets sales, and production of a beautiful student artwork calendar, CWA has raised funds to help the school purchase chalkboards and doors for classrooms, paint the school, purchase student desks and seats, and develop the goat project (up to 12 schools will be receiving several goats each plus agricultural extension services to teach students and staff how to raise, care for, breed and market goats). On behalf of all in this small community in northern Sierra Leone, we extend our deepest gratitude to the staff, students and families at Children's World Academy.



Carolyn van Gorp, PSI volunteer in Sierra Leone

Other examples of CWA's "Sharing Humanity" projects:

- A donation was made to assist with the devastation from the earthquakes and recent aftershocks in China.
- A \$1,000 donation was made to the HOPE Society to help continue to assist families in need when food bank supplies are at their lowest.
- The Kindergarten classes collected \$300 towards a computer for patients at the Montreal Children's Hospital.
- A "Spread-the-net" Campaign to help reduce malaria in CWA's sister village of Maso in Sierra Leone (organized by Hannah H.) "netted" a total of \$500.00.
- Operation Smile 1, 2 and 3 has raised \$ 2400 with the partnership of the Canadian Armed Forces (over the last three years) to support literacy in Bosnian schools by purchasing books and creating libraries in their schools.
- Music concerts are held around the Holiday celebrations that raise \$1000 annually for local food banks and shelters.
- The school holds bi-monthly "Dress down days" that each raise \$500 for each of the following: The Week-end to End Breast Cancer, Pearson Education Foundation, St. Justine Hospital, Montreal Children's Hospital, and for our sister school in Sierra Leone (Maso School).
- CWA raised \$9800 for the Terry Fox Run (for cancer research) this year.

Environmental Awareness

Creativity runs deep in the students and staff of CWA. Here is their response to PSI's "TRASHFORMATION" challenge to create art from recycled materials:



In the spring of 2007, Cycle One students of Children's World Academy created a mural. Students were asked to illustrate a response to the question, **"What is love?"** The images of hearts and the Earth were quite prevalent, thus resulting in the wall's design. Nearly every student was able to design and paint her/his own heart.

These hearts represent the love they have for Children's World Academy, as well as their desire to care for and protect the Earth for generations to come.

At CWA, Internationalism is developed throughout the school program of inquiry. Students are provided with opportunities to research contemporary world issues and to establish links between the classroom and the world outside, thus enhancing global awareness. Needless to say, a great sense of school pride and spirit are natural outcomes from this focus.



What is peace?

CWA Conflict Managers

These students play an important role at CWA. Conflict is a part of everyday life that needs to be managed proactively. As part of CWA's curriculum for 10 years, Peer Mediation and Conflict Resolution have been teaching all students how to handle conflict at the individual and group levels. In addition, Cycle 3 students at CWA receive more specific training in conflict management. The skills they learn and practice daily on the playground is a valuable asset contributing to a calm, safe and positive play environment.



Champlain Elementary Granville Ferry, NS, Canada

“Me & You for Laugh Together” is a Krio expression common in Sierra Leone for creating a space for people to come together and share and laugh with one another. It is also the title of an innovative artistic and cultural exploration for children of the Champlain Elementary School in Granville Ferry, Nova Scotia in April, 2009.

Champlain Elementary School is linked through Peaceful School Internationals with Mapaki School in Sierra Leone. Earlier this year, the children learned about Michael, a fourteen year old boy from Sierra Leone who needed to weave baskets for seven days in order to earn enough money to buy \$4 shoes so that he may attend school.

This act of determination sparked an equal commitment from the faculty and lead volunteers in this small Nova Scotia community to create a closer connection and awareness between the children of these two schools. To deepen this connection, the school is hosting a variety of artistic and cultural exercises in April to support further understanding and compassion.

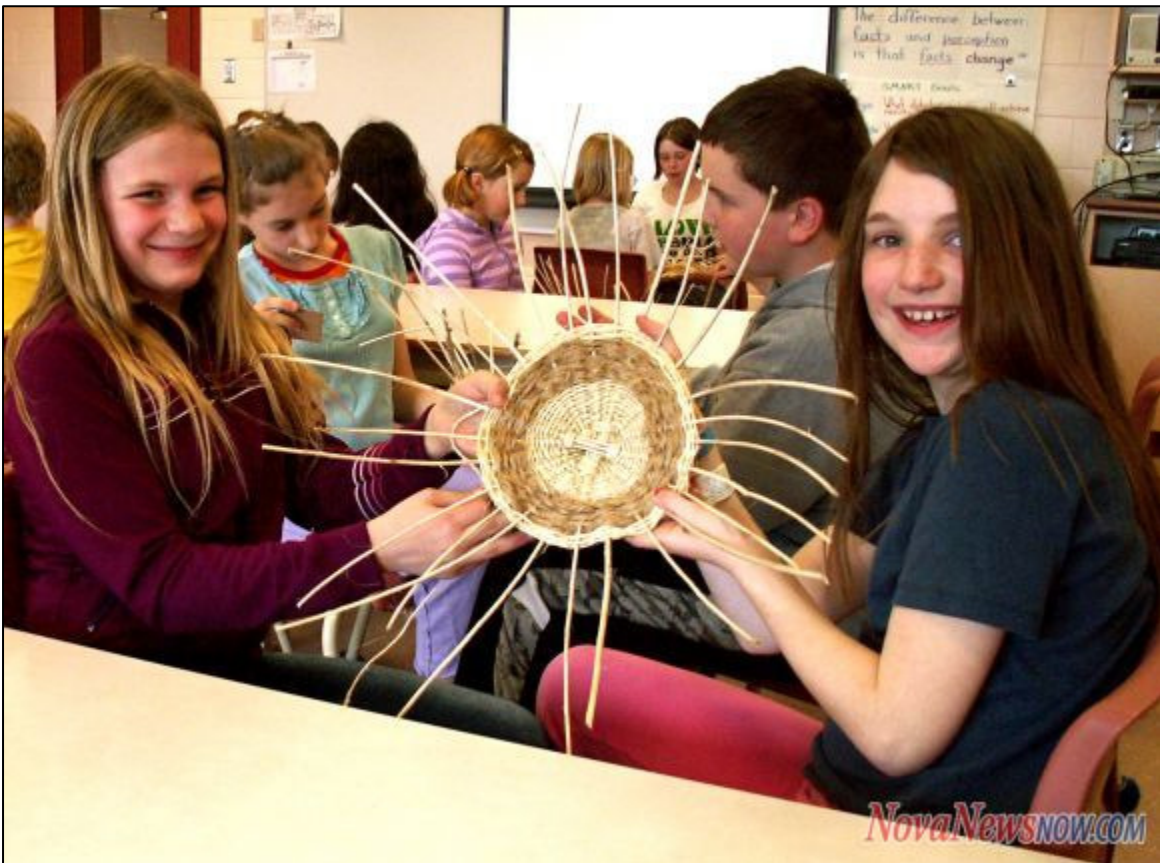
Some highlights include a full-day of cultural exploration on April 21st where children learned traditional tie-dying techniques from Sierra Leone to create one-of-a-kind bandanas for themselves. They learned about their Sierra Leonean counterparts through a presentation/sharing circle and they created peace flags. The children also tried their hand at weaving baskets similar to the ones that Michael made using locally available materials to provide a tangible context for the effort he made to attend school.

The goodwill created in this day spilled over into physical reminders as the peace flags created by the Champlain students were displayed in their cafeteria, a tie-dyed tablecloth signed by all the faculty and students will be delivered to Sierra Leone, and baskets woven by the students were auctioned at a fundraising dinner for Peaceful Schools International and the Sierra Leone School held in Annapolis Royal on Saturday, April 25th. The children also got to taste-test the culinary treasures of Sierra Leone.

“The intention behind this event is to provide the children here with a direct link, a tangible connection to the children of Sierra Leone and in so doing, support further compassion, awareness and a sense of their role in the larger global family.”

Lynn Winter, Principal, Champlain Elementary School

Support for this project has come through an ArtsSmarts Grant, RCH support from the AVRSB, Champlain Elementary School and local volunteers.



Allion Elementary LaSalle, Quebec, Canada

Every year in the fall we have the Terry Fox run and we make the whole day a 'peace day'. We walk along the river with students from the neighbouring high school, and then return to the school where everyone gets a bowl of 'stone soup'. The first year the soup was actually made of vegetables brought to school by the students and chopped and cooked by a group of parent volunteers led by our own Chef Terry Clahane, the special projects coordinator. This year the school provided the ingredients for the soup but we asked each student to donate one item to our food drive. In the afternoon we have special activities, guests and an assembly. It is a great way to start the year.

In March we have another special event. Grade 6 students host a St. Patrick's Day seniors' luncheon for their grandparents and other seniors from the community. We have two hundred seniors. Students decorate, set up, act as hosts, coat checkers, servers and clean up crew as well as providing part of the entertainment. This year we had guests from the local legion, the meals on wheels group, food bank volunteers as well as all 10 residents of a local private seniors' residence. The students know many of these people as we support the food bank, visit the residence to sing, and have a group of students who volunteer regularly with meals on wheels.



Allion Choir performing at the flag raising event for the
Lester B. Pearson School Board in May, 2009

St. Andrew's Elementary School St. John's, NL, Canada

As a school that is a member of "Peaceful School International" and a school that is blessed with 16 languages representing 22 countries, I created a display that combines both blessings. The display contains the international symbol of "Peace", surrounded by the word "Peace", translated into the 16 languages represented at our school.

This display brightly greets you as you enter our main entrance and we have had nothing less than gratitude from the various nationalities represented in the display.

Our E.S.L. teacher, Tina Rowe, was an immense asset in the translating, just as she is an enormous asset to all those involved in the E.S.L. program at our school.



Submitted by Rick B. Whitten

Peace LESSONS from the Children of Sierra Leone

"It is hard to believe how quickly this year has passed. I've shared your letter with my students and shown them the photos of the Mabarr school kids reading their letters. They were so excited to see a small part of themselves integrated with your students. We have put together our last letter to this group of students and I know each of my students will never forget this experience. I also want to thank you for this opportunity. I've enjoyed it immensely and have learned as much as my students."

Angela Egyed, twinning program teacher, St. Gregory's School, Carleton Place, ON

What do children in Sierra Leone, designated the "least developed country" in the world and recovering from a horrendous war fought largely by conscripted child combatants, have to teach Canadian children about peace? Plenty, according to the teachers and students who have been participating in a peace education school twinning project over the past two years.

This project emerged from initial contact between students in Canada and students in five primary schools in rural Sierra Leone. This is where Carolyn van Gurp, Peaceful Schools International volunteer teacher and Queen's University Department of Education Teaching Excellence Fellow, is based. The twinning project connects students and teachers in twelve rural Sierra Leonean communities with North American schools, enabling each group to discover commonalities and means of addressing local and global issues.

We loved writing and learning about your culture. In our classroom we have talked all year and done activities with peace. We loved all of your ideas and we think because of you we know what peace is, what it looks like, and how it feels!! Thank you for making us more empathetic and teaching us!

Paz, your friends and Westwood Intermediate (writing to class four at Moria School, Sierra Leone)

The time has long passed, if ever it existed, when in order to help students understand their world and develop skills needed to address global issues, teachers and schools could simply rely on receiving and teaching a prescribed curriculum developed at a place and time removed from local experience or students' interests. Given the current fragile state of our world, teachers and school communities need to work together to find ways to help students learn about our world, their place in it, and how they can contribute to a just, sustainable future. "School Twinning for a Small Planet" is a project that aims to assist schools to do just that.

This project enables students to discover their commonalities, despite vastly differing contexts. It also encourages students to investigate and act on age-appropriate issues of peace and sustainability.

The idea for this project came from initial connections made between Peaceful Schools International member schools in Canada and schools in Sierra Leone that were interested in

learning from and supporting each other through twinning. After a year of communication between several schools, a package of eight “investigation topics” for use by all schools involved in partnering or twinning was compiled and distributed with the support of the Queen’s University Faculty of Education Teaching Excellence Fellowship Program. The topics selected came primarily from questions raised by students in the initial phase of the project.

The eight investigation topics are designed to enable students in twinning or partner schools to get to know each other, understand issues that affect us all, and take action on these issues. The topics are of wide interest to students; are applicable and adaptable to students of all ages; address key current issues facing communities world-wide; and relate to learning outcomes or objectives in multiple subject areas. Investigation topics can be used singly or sequentially. Ideally, but not necessarily, students in both partner schools will engage in the same activities and share results.

Teachers involved in this program are encouraged to contribute to its continued evolution through sharing comments, experiences, suggestions and resources to help refine, develop, and improve it. Over the next few months, teachers in North America and in Sierra Leone will have the opportunity to meet together (virtually via internet) through participating in a design experiment research project organized by a bi-national peace education research team.

This project has been such a wonderful experience. The first day I went into my classroom in Peel, I was excited to see how excited they were. I found that the children were captivated from the start and started asking me questions that really put me on the spot! Questions that really showed me that they were interested. Once I started to show them samples of artwork I found that seeing the faces behind the drawings really impacted them. They were even more interested and had even more questions. It was from those first drawings that the children were able to see that peace means different things to different people. Queen’s University teacher candidate Jeanette Kim

We believe that the Canadian students are very friendly. They like Africa and we too like them. By sitting and sharing ideas, we gain a lot from them and they gain from us.

Mapaki Junior Secondary Student Alpha Conteh (Sierra Leone)

It’s very good to exchange ideas about how the students live in Canada and how we live in Sierra Leone. Our country is just from war so when we are communicating with children in Canada we learn a lot from them by sharing experience. They ask us how we make peace. Here when anyone has problems they go to the chief to solve problems. But as for the Canadian people, I’ve heard that they don’t have a chief. So whenever you do wrong to your companion, the two will have conflict that will lead to serious problem. It’s very important to communicate and we learn a lot from them.

Mapaki Junior Secondary Student Alpha Conteh Abdul Karim Turay (Sierra Leone)

The support that PSI member and other schools have given to schools and communities recovering from eleven years of war in rural Sierra Leone this past year has been deeply moving and overwhelmingly appreciated by students, teachers and community members in Paki Masabong and Gbonkolenken chiefdoms in this small West African country. This support has generated:

- Letters and artwork from students going to their counterparts at several elementary and secondary schools
- Money for several sets of breeding goats each for income generation at 11 schools (and an agricultural extension worker to help schools with agricultural training)
- Money for the rehabilitation of income-generating farms and gardens to support community schools (where teachers receive no salaries)
- Money to rehabilitate a school well that had been destroyed during the war
- Two containers full of school materials and books for 11 schools
- Books and materials to establish libraries in the communities of Mapaki and Mayagba
- Solar power, laptops, a video camera, and Canadian volunteer technology teachers who trained village-based teacher and student trainers
- Rehabilitation of six schools damaged or destroyed during the war
- Scholarships for secondary students and for teachers to attend teacher training programs
- Workshops for teachers in a range of areas (literacy, math, peace education, etc.)
- Copies of “Where There is No Doctor” for school health programs
- Bicycles for teachers at community schools (for transportation and communication)
- Building materials to rebuild an adult learning centre destroyed during the war
- Salaries for a locally-hired literacy coordinator, women’s learning coordinator, animator, and technology coordinator
- Support for village women’s committees to develop income-generating projects (community shop, etc.)

Submitted by Carolyn van Gurp, PSI Regional Coordinator



Richland Academy North York, ON, Canada

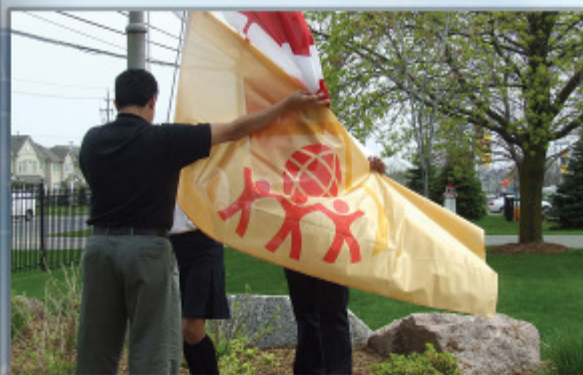
The grade two class at Richland Academy in Richmond Hill, Ontario, is committed to helping those in need in our community, city or abroad.

After receiving the Peaceful School International newsletter, we decided to assist the Baao Central School. During the months of January and February we asked the students, staff and parents of Richland Academy to donate school supplies for the students of Baao Central School in the Philippines.

Richland Academy was very generous and we were able to put together a box of a variety of supplies that we know the students and staff at Baao Central School will really enjoy and appreciate.

Miss Fox and the grade two class





RICHLAND ACADEMY CELEBRATES PEACEFUL SCHOOLS INTERNATIONAL

Richland Academy is proud to be a member of Peaceful Schools International. Through our membership we are made aware of the needs of other Peaceful Schools International member schools, such as schools in Sierra Leone. As a caring school community we can make a difference in the lives of the children located in different regimes around the world. We look forward to this year's opportunities to continue to foster peace and the wellbeing of our fellowman.



"OUT OF THE COLD" DRIVE



St. Mark Catholic School Prescott, ON, Canada

At St. Mark Catholic School in Prescott, Ontario, the PSI monthly ideas are implemented with enthusiasm. Here is the evidence!



Friendship Salad

