

PSI Yearbook 2008 - 2009  
Appendix

Monthly Ideas

# International Day of Peace

September 21, 2008

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

## Chalk for Peace

Take some rope and a big piece of chalk. Tie the chalk and have someone hold the end of the rope tight to a center point. Pulling the rope taut, draw one large circle, then repeat a smaller circle 2-3 feet smaller. Get someone to create the inner lines with a long board or a surveyor's chalk line. Make these lines **BOLD** with chalk or white tempera poster paint. Scatter loose chalk inside the lines and watch it happen! From: [www.chalk4peace.org](http://www.chalk4peace.org)



## Rock for Peace

Ask students to find songs that promote peace. Plan a school assembly and ask classes to perform songs for peace. To get into the spirit, suggest that students dress as people did in the 1970's "peace and love" era. Download songs (lyrics included) from this UNESCO endorsed website. <http://www.newsongsforpeace.org>



Leary's Brook Junior High, St. John's, NL

## Talk for Peace

Ask a parent volunteer to help make enough wooden blocks so that each student has one on which he/she can write a peace message. Install this art piece in your school as a permanent statement of your commitment to peace. (Each block has 2 holes drilled through it so that it can be "strung" on dowels.)



This one can be found at the Hiroshima Memorial

## Walk for Peace

In previous years, we suggested that schools visit Jane Goodall's website, "Roots and Shoots" for directions describing how to make giant peace doves. Here is a link to the instruction manual: <http://rootsandshoots.thepipeline.us/campaigns/dove> Plan a walk around your community to celebrate the International Day of Peace.



R. Tait McKenzie School, Almonte, ON

# Have You Heard?

**October 17, 2008 is "Gossip Free Day."**

**On October 17, 2003 Peaceful Schools International announced its first "Gossip Free Day." This year it is back by popular demand.**

## **WHAT IS GOSSIP?**

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 if it is true or false. Usually, rumours spread quickly and the stories get more and more exaggerated.



## **WHY DO PEOPLE GOSSIP?**

Some people gossip because they want to feel superior so they spread rumours to put other people down. Others gossip because they want to feel like a part of the group – when you're in on the gossip you are in on the group. Similarly, some people gossip because they feel insecure or jealous of another person.

## **GOSSIP: THE CONSEQUENCES**

Gossip can hurt people the same way physical violence can. It can make people feel isolated or lower their self esteem. Rumours and gossip can also destroy friendships. Relationships are based on trust and if a friend tells one of your secrets to someone else, you may feel uncomfortable telling him or her something private again. Believing in gossip or rumours can also lead to bad choices. If you interpret a rumour as truth, it may have negative consequences.

## **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 about a friend, tell him or her that you are not interested and walk away or change the topic. If you hear about someone or something that could harm other people or you know someone who is harming her/himself, it is important that you tell a trusted friend, teacher or relative.

## **HOW TO DEAL WITH GOSSIP**

If you are being talked about, there are several things you can do. You can try and figure who is spreading the rumour and ask him or her to stop. You can identify an ally who will tell others that the rumour is not true and it is hurtful. 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.

## **SOME SUGGESTIONS**

- Read the new version of "The Gossiper" to your students. (attached) If possible, read the story outdoors and release a bag of feathers as you read the story.
- Encourage students to make a "Rumour Mill" - an imaginary machine that spreads and magnifies rumours. The machine can be as inventive as students want and should show how rumours get started and spread.
- 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!"
- Ask students develop a contract or pledge that encourages positive statements and discourages gossip. A sample contract may ask students to not gossip in class, deal with such a situation peacefully and to discourage others from spreading rumours.
- Hold a class discussion about what gossip is, how it spreads, how it makes people feel and then develop some coping strategies. Students can then break away into smaller groups and develop a two minute skit about a gossip or rumour scenario and demonstrate how to resolve the issue.



## The Gossiper

Once upon a time a man said something about his neighbour that was untrue. The word spread around the village as one person told another. But soon the truth came out. What could the man do? He went to see a village elder, and she gave him some strange instructions.

"Take a bag full of feathers and place one feather on the doorstep of each person who heard the untrue story you told. Then go back a day later, pick up the feathers, and bring the bag back to me."

So the man did as he was told. But when he went back to pick up the feathers, nearly all of them were gone. When he went back to the village elder, he said, "I did as you said but when I went back, the wind had blown the feathers away and I could not get them back."

The village elder replied, "So it is with careless words, my son. Once they are spoken, they cannot be taken back. You may ask forgiveness for what you said, but you cannot take your words back. The damage has already been done."

Author Unknown

# Imagine...

For the past decade, PSI has collected responses from students, parents and community members to an exercise we name “Imagine.” In this activity, people are asked to imagine that they are working or learning in a school called Shangri-La.

*In this school, the atmosphere is so positive that people come from far and near to see for themselves what makes Shangri-La so unique. A reporter is coming to spend a day. When she visits Shangri-La what will she see... hear... feel...? What will she experience? What are the characteristics that make Shangri-La so peaceful?*

In each school and in every country, the responses are different but common themes arise wherever we have conducted this exercise... respectful communication, recognition and celebration of achievements, smiles and laughter, students helping one another, proactive discipline strategies... It seems that people everywhere have similar ideas of what makes a school a place where people want to be. The best news is that none of the characteristics of Shangri-La can be ordered through a catalogue! In other words, they can be achieved in any school with a clearly articulated vision and commitment on the part of all.

**In November, take time to imagine...** imagine a school in which everyone feels, safe, valued and respected. Imagine a school in which students stand up against mistreatment of peers. Imagine a school in which fairness and justice are the order of the day. Imagine a school in which peaceful intentions align with practices. Imagine a school in which conflicts are resolved in a positive and peaceful manner. Then, turn these imaginings into reality!

Here are some additional ideas:

- ◆ In each class, ask students to write their responses to the “Imagine” question. This can be done individually or in small groups. (See attached page.)
- ◆ Collect the student responses and display them around the school.
- ◆ Using the commonly recurring themes, ask a committee of students to write a school vision statement.
- ◆ In your next newsletter, ask parents to respond to the “Imagine” activity.
- ◆ Ask students to make illustrated posters declaring the characteristics they come up with.  
ex: *In our school people greet each other with a smile.*
- ◆ Discuss in classes what needs to be done to achieve the school vision.
- ◆ Make a plan of action.



**Shangri-La** is a fictional place described in the 1933 novel, *Lost Horizon* by James Hilton. In this book, Shangri-La is a mystical, harmonious valley... a permanently happy land... a place of peace, tranquility and happiness.



*Imagine...*

You are a student at Shangri-La School. Your school has a reputation for being the most positive one in your area. All students feel safe and respected at Shangri-La School and enjoy being there. Your school is often in the news for the positive things that happen there. Because of its excellent reputation, Oprah is sending a reporter to spend a day at your school. When the reporter comes to Shangri-La, what will she see...? What will she hear...? What will she feel and experience...? What are the characteristics that make your school so peaceful?

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# Warm Wishes

In many countries, December is a month of gift-giving. In most schools, giving back to the community through food baskets or gifts for families in need is an annual event during the holiday season.

This year, PSI encourages its member schools to focus on the theme of **“Warm Wishes.”**

**Try to come up with as many ideas as possible for creating and giving warm wishes to others – in your family, school and community.**



- Challenge each class in your school to come up with items that students can make themselves to include in a **school-wide sale**. (eg: cards, calendars, gift wrap) Donate the proceeds of the sale to a community charity.
- Set up a **‘Help-O-Meter’** to keep track of the number of hours that students volunteer in the community.
- Trim a **Mitten Christmas Tree** and donate mittens to homeless shelters.
- Organize a **coat drive** in which winter coats are donated for use by people in need.
- Make **candles** using broken crayons. Give these candles to residents at your local seniors’ residence. (See attached.)

*I first started teaching over 30 years ago, and now realize that I taught my students many and varied things – most of which were neither relevant nor practical in the real world. When I recently ran into Stella, a student who was in my first class and is now a grandmother, she informed me that she still enjoyed knitting. She reminded me that I taught knitting that year in an after-school club. I felt relieved that I had taught her something practical!*

Start a knitting club in your school and make:

- comfort dolls (see attached)
- scarves
- baby blankets made by sewing small squares together



(Invite parents and grandparents to come in and help with the knitting club. Ask students to bring in left-over yarn from home.)

# Comfort Dolls

## Knitting Instructions

**Materials:** Worsted weight wool or cotton in small amounts. **Needles:** 3 mm

## Instructions

(Work in stocking stitch throughout.)

Cast on 32 Sts

Work 4 rows for feet - change yarn

Work 14 rows for pants - change yarn

Work 12 rows for sweater - change yarn

Work 8 rows for face - change yarn

Work 11 rows for hat as follows:

Row 1 - 4: Work evenly in stocking stitch

Row 5: Decrease 5 Sts evenly in stocking stitch across row

Rows 6, 8 and 10: Knit across row in stocking stitch

Row 7: Decrease 5 Sts evenly across row

Row 9: Decrease 5 Sts evenly across row (17 Sts)

Row 11: (K.1, K2 together) 9 times

Draw yarn through remaining Sts and pull up.

## To finish:

Sew sides together to form a centre back seam.

Stuff body.

Weave a strand of matching yarn across the first face row. Draw up to form neck and secure ends.

Repeat for body, drawing in at the bottom of the feet.

With matching yarn, form arms with small backstitches through all layers from waist to 2 rows beneath the neck.

Define the legs in same way from bottom to a little below the waistline.

Embroider facial features as desired



# Candles

**There are many ways of making candles with children and youth. This is an easy method and it is a good way to recycle broken crayon bits.**

**You will need:**

broken crayons  
small milk or juice cartons or waxed paper cups  
wick  
ice cubes  
microwave



- Cut off the top of the milk carton or paper cup so that you have a "box" with one end open.
- Melt crayons in a microwave. OR... There are plastic bags available that you can place the wax or crayons in so that you then just place that bag into boiling water to melt. (You can also use the wax for candle crafts found at the discount stores and add just a few crayons of the desired color to tint it.)
- Place wick into the milk carton and fill carton with ice. Use a pencil to keep the wick in place. Be sure that the wick is fairly centered and running the entire length of the carton.
- Pour melted wax/crayon mixture into the carton filling to the top.
- Let sit until hardened and ice has melted, then carefully cut and peel away the carton from the candle.



You will now have a beautiful candle.

The ice in the carton caused the wax to quickly harden around the cubes. The result is a "Swiss cheese" looking candle. Each one looks a little different! These must be handled carefully after finished as the Swiss cheese nature of the candle makes it fragile.

# NO name-calling week

January 26-30, 2009

This year, January 26 – 30 has been designated as “No Name-Calling Week.” Sometimes name-calling can stem from prejudice. Hold a class discussion about prejudice and discrimination and discuss how our prejudices can contribute to name-calling. It is never too early to talk to children about prejudice and discrimination. Research has shown that children as young as three are capable of holding prejudices and negative attitudes towards others.

## PREJUDICE AND DISCRIMINATION:

**Prejudice:** an opinion or attitude about a group of people that is based upon lack of understanding or incorrect information

**Discrimination:** when a person is treated unfairly because he/she is a member of a particular group

The [www.nonamecallingweek.org](http://www.nonamecallingweek.org) website is full of wonderful ideas, planning documents, lesson plans and promotional items – all free. Here are some ideas for celebrating “No Name-Calling Week”:

- Ask students to write a ‘no-name calling pledge.’ Put it on a large banner and ask everyone to sign it.
- Ask students to write any names they’ve been called that made them feel badly on paper, and then, together, shred those papers and dispose of them. Follow up by asking students to cover a large cut-out of a person with post-it notes that list names that make people feel good or that people like to be called.
- Place a giant cardboard or paper t-shirt outside the school gym or cafeteria that reads, “Sign here if you’ve ever been called names,” and ask students to sign throughout the week.
- Plan a “Hat Day” – Everyone is allowed to wear a hat to school, but if they call someone a name or put someone down they must take it off.
- Often, children call names because they have no other strategies for expressing their anger or frustration. Teach students the “Goodwill Sandwich” method of giving feedback, making a complaint or de-escalating a problem. (see attached)
- Ask students to re-write the familiar children’s rhyme, “Sticks and stones can break my bones but names can never hurt me,” to one that is more true to real life.
- Teacher activity for class—squeeze toothpaste out of the tube and then try to get it back in the tube. Just like names and words, once they are said we can’t take them back.
- Tolerance.org has ten lessons available entitled “The Power of Words.” (secondary level) [http://www.tolerance.org/teach/web/power\\_of\\_words/pdf/power\\_words\\_lessons\\_all.pdf](http://www.tolerance.org/teach/web/power_of_words/pdf/power_words_lessons_all.pdf)
- Also available at on this website is “Writing for Change” - more than 50 free, downloadable activities examining bias in language. <http://www.tolerance.org/teach/web/wfc/>



# What in the World is a 'Goodwill Sandwich'?<sup>1</sup>

A **Goodwill Sandwich** is a strategic communication technique. It uses a combination of goodwill, good data and ends with more goodwill in order to engage the other person as an ally in the problem-solving process. The technique has three steps:

Teacher to student:

## Step One: Start with your positive intent.

*John, I'd like to work something out with you.*

## Step Two: Give a non-judgemental, factual description of what you are seeing or hearing, but balance it with your observations about times when the other person has been more successful at the task or behaviour.

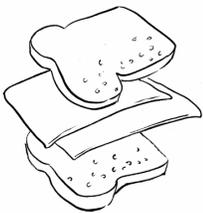
*I've noticed that you are putting your head down a lot today and that isn't like you. Usually you jump right into your work. What is happening for you today?*

## Step Three: See if you can frame the problem in such a way that the other person's needs are combined with yours or show that you want a good outcome for the other person.

*Oh... you stayed up late. I understand why you are feeling tired. Why don't you get a drink of water or stretch a little bit? That way you can wake yourself up enough to get back to work. I want to be able to record a good grade for you for this assignment.*

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The essence of your thoughtful communication is that you make sure the other person knows you value her / his relationship and can empathize with her / his needs, along with a fair and non-judgemental description of the issue you are trying to resolve.



By starting and ending your communication (the two pieces of bread) with statements that underline your regard and goodwill for the other person, it increases your chances of gaining their cooperation for solving the problem (the "filling").

On the PSI website, go to the "Discussion" page and look under the "News and Resources – check here often" section. Here you will find a book entitled "Sam and the Goodwill Sandwich" which you can download. In this book you will find more examples, a guide for teachers, a guide for parents and a lesson plan.

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<sup>1</sup> Courtesy of Rick Lewis, PSI Regional Coordinator in Palm Beach, Florida

# The Valentine Peace Project



The Valentine Peace Project is an international initiative aimed at re-imagining Valentine's Day (February 14<sup>th</sup>) as a worldwide day for peace and harmony. Through poetry and reflection, The Valentine Peace Project encourages a creative dialogue on peace and love - the themes of Valentine's Day as celebrated in many countries.

The idea is quite simple. Invite students to write poems promoting peace, harmony and understanding among all people. Roll the poems into scrolls and tie them around the stems of flowers. In most of our schools, flowers will have to be made of paper as this is not really the season for flowers! Give these flowers and poems away to people who may least expect such a gift.

*"There's no feeling quite like giving a stranger an unexpected gift- one as simple as a carnation on Valentine's Day. We should give each other unexpected gifts of a smile or kind word or act more often. It brightens everybody's day and connects us all to humanity."* Kevin Fagan, New York volunteer

<http://www.valentinepeaceproject.org/>

There are many websites available with instructions on how to make paper flowers. Here is one: [www.howstuffworks.com/paper-flowers.htm](http://www.howstuffworks.com/paper-flowers.htm)





# Harmony Week

The International Day for the Elimination of Racial Discrimination is observed annually on March 21. On that day, in 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa. The Day was officially proclaimed in 1966, by the General Assembly of the United Nations. (In Australia, March 21 is named “Harmony Day.”)

Many schools have a week-long break in March. For this reason, PSI encourages its members to **designate one week in March as Harmony Week.**

## **SECONDARY STUDENTS: “A Just World”**

Encourage students to formulate a plan for a just world: Ask students to imagine that they are running for a leadership role in your country. Create a platform entitled, “Creating a Just World.” Answer the following questions:

- What would a just (fair) world be like?
- What do we need to do to get there?

Organize an assembly during which groups promote their platforms to the entire school body.



## **ELEMENTARY STUDENTS: “I’m a Leader, Too!”**

Read the class a story about a leader in the area of justice. (Gandhi, Rosa Parks, Nelson Mandela, Lester B. Pearson, Mairead Corrigan Maguire, Elie Wiesel) After reading the story, discuss the facts with students. Who was the leader? Why was he or she important? What did he or she do for his or her community – and for her/his country? Then engage students in a dialogue about their own leadership skills and capabilities. Ask students to make a poster divided into two parts. In one section, write adjectives describing qualities of the famous leader and in the other section, write adjectives describing their own qualities as leaders.

Go to <http://www.salsa.net/peace/faces/> for photos and biographies of 42 peacemakers from around the world.

*The above ideas are summarized from [www.tolerance.org](http://www.tolerance.org)*

## **ALL LEVELS: “100 Things that Make our School Inclusive”**

Ask students to contribute to a list of “100 Things that Make our School Inclusive.” Place a large box in a common area of the school and have students write their ideas on paper and drop into the box. When the count reaches 100 choose some of the contributions to share with the students during an assembly.



**Discuss these quotes with students...find out something about the authors.**



*You've got to be carefully taught.  
You've got to be taught before it's too late,  
Before you are six or seven or eight,  
To hate all the people your relatives hate,  
You've got to be carefully taught!*  
Rodgers and Hammerstein, from South Pacific

*If you judge people you have no time to love them.*  
Mother Teresa

*Unless someone like you cares a whole awful lot,  
nothing is going to get better. It's not.*

Dr. Seuss, from The Lorax

*How I wish we lived in a time when laws were not necessary to  
safeguard us from discrimination.*

Barbra Streisand

*I think we have to own the fears that we have of each other, and then, in  
some practical way, some daily way, figure out how to see people  
differently than the way we were brought up to.*

Alice Walker

*No one is born hating another person because of the color of his skin, or  
his background, or his religion. People must learn to hate, and if they  
can learn to hate, they can be taught to love, for love comes more  
naturally to the human heart than its opposite.*

Nelson Mandela

*Racism is taught in our society... it is not automatic. It is learned  
behavior toward persons with dissimilar physical characteristics.*

Alex Haley



# Taking Stock



April brings renewal and signs of spring. It is a time for spring cleaning at home and taking stock at school.

- Where are you in your journey of peace?
- How do students feel about being at your school?
- What areas need some attention?

The idea below is one that can easily generate a lot of information from students about how they feel about their school. This idea originated from Symmes Junior High School in Gatineau, Québec.

Questions such as those listed below are posted all over the school on big pieces of paper and students are encouraged to write their responses under the questions. **Make up your own set of questions.** Once you have collected the responses, make a master list of key points raised by students. Then, assemble a student committee to discuss what can be done to resolve the issues they raised. This will help draft a good action plan for September – the start of a new school year!

- Does our school have a welcoming atmosphere?
- What does peace mean to you?
- Does gossip hurt?
- Does any good come from gossip?
- What would a peaceful school look like?
- What would a peaceful school sound like?
- How can you help make this school a good place to be?
- What can we do to end hurtful language in our school?
- Describe the climate of our school?
- Do you feel safe in school? Why or why not?
- What does "respect others" mean?
- Where do we learn to be violent?
- What are the long term effects of bullying on the victim? on the bully?
- What does a peaceful school feel like when you walk through the front door?
- Who is responsible for creating a peaceful school?
- Are some of your classes more peaceful than others? What makes them that way?
- What do you do when you have a problem?



# A Quote a Day in May

Through the ages, we have collected words of wisdom that seem to resonate with most people in one way or another. For some people, reading a particular quotation at a particular time in her or his life, may alter that person's life direction. When I was at a crossroads in my life, the quotation, "Leap and the net will appear," gave me the courage to make a drastic change. I continue to be guided by these words.

Here are a few ideas for using quotations in your classroom and school:

- If you have a Public Announcement (PA) system, read the daily quotation first thing in the morning.
- Each day, write the quotation on a big piece of paper and post it in the entrance to the school. Ask students (and visitors) to write their comments on the paper.
- Choose one or two for creative writing assignments.
- Do some research to learn more about the authors.
- Use the daily quotation to encourage journal writing.
- Ask students to paraphrase the quotations in their own words.
- Encourage students to contribute their own favorite quotations.
- Ask students to make up quotations of their own.
- Make a class book. On each page, print a quotation and ask students to draw an illustration. (Use the quotations provided or those made by your students.)



## For Discussion:

- Why do you think this quotation became so well known?
- What does this quotation mean to you?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				When feelings are involved, silence is not always golden. Anonymous <b>1</b>
<i>I must do something</i> will always solve more problems than <i>something must be done</i> . Anonymous <b>4</b>	What lies behind us and what lies before us are small matters compared to what lies within us. Ralph Waldo Emerson <b>5</b>	Live your life in such a way that you would not be ashamed to sell your parrot to the town gossip. Will Rogers <b>6</b>	When no one is watching, live as if someone is. Anonymous <b>7</b>	Behold the turtle: He only makes progress when he sticks his neck out. James Bryant Conant <b>8</b>
Shoot for the stars. You may not get the stars - but you may get the moon. Carlton Young <b>11</b>	We can't solve problems by using the same kind of thinking we used when we created them. Albert Einstein <b>12</b>	No snowflake in an avalanche ever feels responsible. Voltaire <b>13</b>	It's nice to be important, but it's more important to be nice. John Cassis <b>14</b>	Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending. Carl Bard <b>15</b>
Life's most urgent question is: What are you doing for others? Martin Luther King, Jr. <b>18</b>	Genius is the ability to reduce the complicated to the simple. C. W. Ceran <b>19</b>	Happiness is not a station you arrive at, but a manner of traveling. Margaret Lee Runbeck <b>20</b>	We can't help everyone, but everyone can help someone. Loretta Scott <b>21</b>	In the end, we will remember not the words of our enemies, but the silence of our friends. Martin Luther King Jr. <b>22</b>
There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest. Elie Wiesel <b>25</b>	You don't get harmony when everyone sings the same note. Doug Floyd <b>26</b>	Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all. Dale Carnegie <b>27</b>	Happiness is when what you think, what you say, and what you do are in harmony. Gandhi <b>28</b>	We have committed the Golden Rule to memory; let us now commit it to life. Edwin Markham <b>29</b>

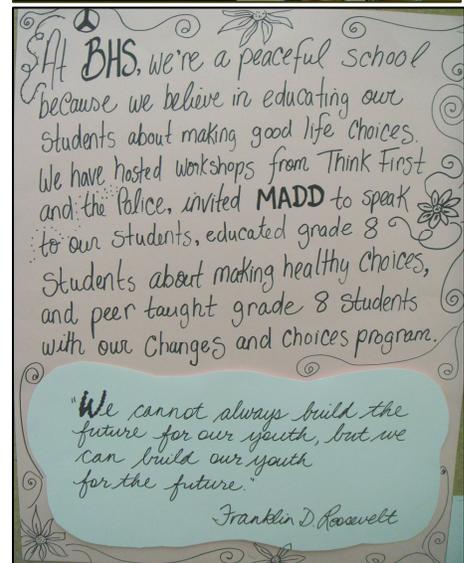
# We're a Peaceful School Because...

On May 14<sup>th</sup>, I had the pleasure of presenting the PSI flag to students and staff at Beaconsfield High School in Beaconsfield, Quebec. Since applying for membership in 2005, this school community has worked together to make Beaconsfield a school where people want to be. The walls of Beaconsfield are filled with posters and photos – all testimony to the school's community activism and spirit.



Why not end the school year with a celebration of all that happens at your school to foster respect, understanding and peaceful relationships with each other, the community and the world?

- Ask each class to make a poster starting with: "(school name) is a peaceful school because..."
- Display posters in school corridors.
- Invite parents and community members to a school-wide assembly to share these messages.
- At the end of the school year, collect posters and make a big book for the school library.

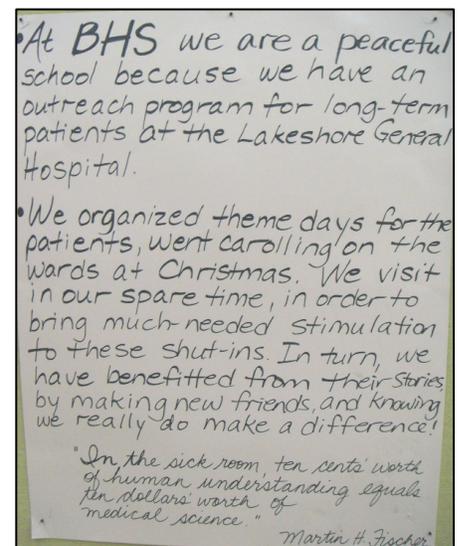


As this school year draws to a close, I wish to thank all of you for your ongoing commitment to making this a better world for all of our children. In PSI member schools, students are becoming global citizens who understand their responsibility to solve problems peacefully, stand up for injustice and celebrate the richness of diversity.

I applaud you!

Hetty van Gurp

**Please send us photos and reports of your activities so that we can include your school in the 2008 – 2009 PSI yearbook!**  
[info@peacefulschoolsinternational.org](mailto:info@peacefulschoolsinternational.org)



Thanks to Nancy Dubuc, Community Officer and Spiritual Animator and Rosemary Patterson, Principal, Beaconsfield High School.

June, 2009



Peaceful Schools International

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