I am a Global Citizen

Jamie Furnas

September 1, 2017

Grades 6-8

Character Enrichment

Fulbright Hays Project

Abstract: The main goal of this unit is to cultivate global citizenship by strengthening students’ sense of social responsibility, civic engagement, and global awareness. Throughout this unit students will explore the HMS Core Values, and how they relate to creating unity and peace within their school, community, and world. This unit will be taught as an enrichment course.
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Unit Concept Map

Macro-Concept: Global Citizenship
Micro-Concepts: Values, Social Responsibility, Civic Engagement, Global Awareness

Lesson 1: Intro and review of HMS Core Values. (Values)
Lesson 2: Using HMS Core Values and National Responsibility. (Values, Social Responsibility, Civic Engagement)
Lesson 3: Getting to Know Rwanda (Global Awareness)
Lesson 4: Making Connections between our Core Values and Rwanda's. (Values & Global Awareness)
Lesson 5: "I am a Global Citizen (Values, Social & Civic, Global Awareness)"

International Day of Peace-Building and Mailing Cranes (Values & Global Awareness)
**Unit Title:** I am a Global Citizen  
**Subject:** WIN Enrichment  
**Grades:** 6-8  

**Teacher:** Jamie Furnas  
**Duration:** Sep 12, 14, 19, 21 *International Day of Peace*, 26

**Summary of unit:** The main goal of this unit is to cultivate global citizenship by strengthening students’ sense of social responsibility, civic engagement, and global awareness. Throughout this unit students will explore the HMS Core Values, and how they relate to creating unity and peace within their school, community, and world.

**Stage 1 – Desired Results**

**Students will embody the HMS Core Values and use them to promote global citizenship and unity:**

| INTEGRITY | Consistently being honest, fair, trustworthy, respectful, honorable, and dependable even when others aren’t watching. |
| COMMITMENT TO EXCELLENCE | The pursuit of the highest quality in any endeavor, process, product, or result. |
| TEAMWORK | Working collaboratively and cooperatively toward achieving a common goal. |
| ACCOUNTABILITY | Taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes. |
| COURAGE | The willingness to take initiative, innovate, break the mold, persevere through challenges, and speak out in sincere attempts to support core values. |

**Essential Questions:**

- What are core values and how to they relate to my everyday life and choices?
- What does it mean to be a global citizen?
- How do my core values influence my interactions with those around me?
- How do my core values influence impact my sense of other cultures and international relationships?

**Factual Knowledge**  
*Students will know:*
- HMS Core Values  
- Definition of a Global Citizen

**Procedural Knowledge**  
*Students will be able to:*
- Use and apply the HMS core values as a framework for global citizenship.

**Conceptual Knowledge**  
*Students will understand:*
- Our core values can be used to promote peace and unity in local and international communities.
## Stage 2 – Assessment Evidence

**Performance Targets:**

- **Target 1:** The students will be able to recall the HMS Core Values and understand how they relate to our own values. *(Bloom’s Level: Remembering and Understanding)*
- **Target 2:** The students will be able to identify how applying the HMS Core Values to their lives informs their level to their social and civic engagement. *(Bloom’s Level: Applying)*
- **Target 3:** The students will be able to evaluate Rwanda’s peace and reconciliation program and make connections with our school’s core values. *(Bloom’s Level: Evaluating)*
- **Target 4:** The student will be able to construct a letter explain what peace means to them and how they use our core values to promote global citizenship. *(Bloom’s Level: Create)*

**Unit Assessment Plan:**

- **Pre-Assessment**- Administered during Lesson 1 *(Addresses Targets 1-4)*
- Formative Assessment(s)-
- **Summative Assessment**- Administered during Lesson 5 *(Addresses Targets 1-4)*

**Extensions:**

- Peace Crane Project
- Heart to Heart International bagging party (Inform students they can volunteer at an organization like this)

**Differentiation Considerations:**

- Flexible Grouping
- Verbal, Written and Visual Representations
- Pre-Test and Summative Assessment may be read aloud to students with an IEP.

## Stage 3 – Learning Plan

**Lesson 1:** Review of HMS Core Values and intro to unit. *(Addresses Target 1)*

**Lesson 2:** Using HMS Core Values and National Care/Responsibility *(Addresses Target 1&2)*

**Lesson 3:** Intro to Rwanda and Rwandan Culture *(Addresses Target 3)*

**Lesson 4:** Making Connections between our Core Values and Rwanda’s *(Addresses Target 1&3)*

**Lessons 5:** International Day of Peace- Building and Mailing Cranes *(Addresses Target 3&4)*

**Lessons 6:** Peace Pledge, Student Surveys, Summative Assessment *(Addresses Targets 1-4)*
## Lessons

<table>
<thead>
<tr>
<th>Lesson Overview</th>
</tr>
</thead>
</table>
| **Lesson 1: What are our values?** | **Time Frame:** 30 Min | **Target(s) Addressed:**  
**Target 1:** The students will be able to recall the HMS Core Values and understand how they relate to our own values. (Bloom’s Level: Remembering and Understanding) |

### Lesson Description:
During the lesson students will be introduced to the unit and review what core values are and how they influence our day to day choices. They will also compare how the school’s core values relate to their own.

### Essential Question(s):
- What does it mean to be a global citizen?  
- What are core values and how to they relate to my everyday life and choices?

### Lesson Preparation

#### Materials:
- Google Classroom  
- “I am a Global Citizen” Video  
- Intro PPT  
- Core Values Jig Saw  
- “Jump Journal” Prompt*  

#### Teacher Tips:
- To save on time, have the Google Classroom code on the board as students enter class. That way they can be logging on and joining as a “bell ringer”.

#### Common Misconceptions:
- When asked what “values” are, students responded with the mathematical definition or a definition about an objects worth. Take time to associate the concept of moral values to character traits since many students are familiar with that term.

### Lesson Details

#### Instructional Activities:
- Google Classroom Sign-In & Pre-Test  
- PPT (Direct Instruction)  
- HMS Core Values Jigsaw (Flexible Grouping)  
- “Jump Journal” Entry #1 (Individual Reflection)

#### Assessment Plan:
- Unit Pretest  
  - “Jump Journal” Entry #1 (Formative Assessment)

#### Extension Opportunities:
- “You and Your Values” discussion, writing prompt and value test. Can be done as an opener to the lesson.

### Lesson Opening:
Play “I am a Global Citizen” Video. Follow up with the question, “What definitions or descriptions of global citizenship did you hear the people use in the video?” *Write on board* “I heard one person say something about how it means making choices based on the common good of others. But how do we make choices that benefit others? What’s the standard? We use something called values as our “internal compass” that helps us make good choices. Today we are going to take a look at our school’s core values and talk about how they help us make choices that not only benefit us, but also those around us and around the world.

### Lesson Closing:
Today we’ve talked about our core values, and how they influence our choices. On Thursday we will explore how these values also affect our involvement in our school, community and country.

* “Jump Journals” are used as a reflection tool for students to process the choices they made throughout the week, and how they fit in with their core values. If after their reflection they feel like they did not live up to their core values, they may “jump” into action by creating goals for the following week.
## Lesson Overview

<table>
<thead>
<tr>
<th>Lesson 2: My Values, My Country</th>
<th>Time Frame: 30 Min</th>
<th>Target(s) Addressed:</th>
</tr>
</thead>
</table>
|                                 |                   | **Target 1:** The students will be able to recall the HMS Core Values and understand how they relate to our own values. *(Bloom’s Level: Remembering and Understanding)*<br>**Target 2:** The students will be able to identify how applying the HMS Core Values to their lives informs their level to their social and civic engagement. *(Bloom’s Level: Applying)*

## Lesson Description:
Students will explore how their values influences their choices and how their choice impacts their school, community and country.

## Essential Question(s):
How do my core values influence my interactions with those around me?

## Lesson Preparation

### Materials:
- “Jump Journal” Entry #2 Prompt
- “Circle of Strength” Instructions
- Markers and/or Colored Pencils
- Scissors
- video

### Teacher Tips:
- Have a stopwatch on the board for the partner discussion.

### Common Misconceptions:
- Since middle schoolers are still at the beginning stages of their moral and personal development, they struggle to understand how their actions/decisions impact others. Relate their values-based decisions to a ripple-effect.

## Lesson Details

### Instructional Strategies:
- “Jump Journal” #2 (Individual Reflection)
- Partner Discussion of video (Flexible Grouping)
  
  + Both Partner A and B will have 20 seconds to talk about what HMS core values they saw demonstrated in the video and how the man acting on his values made his community a better place.

  - “Circle of Strength” (Individual Reflection)

### Assessment Plan:
- “Jump Journal” Entry #2 (Formative)
- “Circle of Strength”

### Extension Opportunities:
- Lessons and Activities on Citizenship
  
  + “Are You a Good Citizen?” Test could be done at the beginning of class.

- Provide students with a school or community volunteer opportunity.

## Lesson Opening:
Welcome back! Let’s talk about our bell ringer. How did we do with meeting our Jump Goals from last week? What can we improve on for next week? *Student Responses* Last time we reviewed the HMS Core values and started to talk about how living out those core values influences our day to day choices. But what does that have to do with being a global citizen? Let’s check it out! *video*

## Lesson Closing:
Perhaps one of the biggest aspects of being a global citizen is positively influencing the area of the world you live in. Today we explored how our values can help us achieve this goal. Over the next week I want you to challenge yourself to expand your circle of strength to include more the HMS core values and to follow through with your Jump Goals.
**Lesson Overview**

<table>
<thead>
<tr>
<th>Lesson 3: Getting to Know Rwanda</th>
<th>Time Frame: 30 Min</th>
<th>Target Addressed: Target 3: The students will be able to evaluate Rwanda’s peace and reconciliation program and make connections with our school’s core values. (Bloom’s Level: Evaluating)</th>
</tr>
</thead>
</table>

**Lesson Description:** During this lesson student will be explore topics related to Rwandan culture, and history. They will also begin to understand that part of being a global citizen means to be aware of cultures, continents and countries.

**Essential Question(s):** What does it mean to be a global citizen?

**Lesson Preparation**

**Materials:**
- “The ABC’s of Rwanda” by Peace Kwizera
- Rwanda Gallery Run Stations
- Gallery Run Student Notes Sheet
- Sticky Notes
- Rwanda KWL Chart (T-Chart Drawn on the Board)
- Jump Journal #3

**Teacher Tips:**
Review behavior expectations before the Gallery Run.

**Common Misconceptions:**
Some students do not understand that Africa is a continent, not a country. Therefore, a few minutes’ may need to be spent talking about the geographical division differences between America and Africa (i.e. America is a country with states. Africa is a content with many countries.)

**Lesson Details**

**Instructional Strategies:**
- Sticky Note KWL
  + As students enter class, have them take 2 sticky notes from the stack on their table. On one sticky note have them right all of the things they know about Rwanda. On the other have them write down questions they have about Rwanda or things they’d like to learn more about. When they are done, have them put their stickies under the appropriate column of the KWL chart drawn on the board. (Individual Reflection)
  - Gallery Run (Flexible Grouping and Individual Work)
  - “The ABC’s of Rwanda” by Peace Kwizera
  + Read aloud. Students may add notes to their Gallery Run paper. (Whole Class Instruction)
  - Sticky Note KWL (Whole Class Debrief)
  - Have students fill out Jump Journal #3 at the end of class or as homework.

**Assessment Plan:**
- Jump Journal #3 (Formative)
- Gallery Run Notes (Formative)
- KWL Chart (Formative)

**Extension Opportunities:**
- Teacher can spend more time debriefing with students about the gallery exhibit stations.
- Have students research any unanswered questions they came up with during the beginning of class.

**Lesson Opening:** Welcome back! Today we are going to start talking about the international aspect of global citizenship. So far we’ve said that being a global citizen means making choices that benefit not only us, but also others, and that our values can help us make positive choices. We also said that being a global citizen means...
being involved and active in your community. However, part of being a global citizen is also being aware of other cultures and countries. So today we are going to talk more about the country our Peace Crane Partners are from, Rwanda! I’m interested to see what you all already know. Let’s take a look! *Read aloud some of the common remarks from the KWL stickies and encourage students to look for answers and/or evidence to their remarks during the Gallery Run*

| Lesson Closing: We learned a lot about Rwanda today, and the culture our friends come from. On your last sticky (third sticky) I want you to write down 3 things you learned about Rwanda. I also what you to answer this question, “how do you think learning about other countries and cultures helps us be better global citizens?” . Stick your sticky in the last column on our board as you exit class. Please don’t forget to fill out your Jump Journal entry for this week! |
## Lesson Overview

<table>
<thead>
<tr>
<th>Lesson 4: Making Global Connections</th>
<th>Time Frame: 30 Min</th>
<th>Target(s) Addressed:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Target 3:</strong> The students will be able to evaluate Rwanda’s peace and reconciliation program and make connections with our school’s core values. <em>(Bloom’s Level: Evaluating)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Target 4:</strong> The student will be able to construct a letter explain what peace means to them and how they use our core values to promote global citizenship. <em>(Bloom’s Level: Create)</em></td>
</tr>
</tbody>
</table>

### Lesson Description:
The focus on this lesson is the have students draw out similarities between the US and Rwanda. However, their main comparison will be core values. They learn about Rwanda’s core values (unity and reconciliation) and what living out those core values looks like.

### Essential Question(s):
How do my core values influence impact my sense of other cultures and international relationships?

## Lesson Preparation

### Materials:
- PPT
- Kid President Video
- Compare and Contrast Graphic Organizer
- Peace Crane Student Letter Sheet

### Teacher Tips:
- Model how to draw comparisons between the two countries by filling out the first example on the board.
- Put our core values and definitions on the board for students to refer back to.
- Make sure to leave plenty of time at the end for students to complete their letters.

### Common Misconceptions:
- From my experience, students have a hard time making connections between cultures without initial guidance.

## Lesson Details

### Instructional Strategies:
- PPT with videos and written/verbal instructions (Direct Instruction)
- Compare and Contrast Graphic Organizer (Partner Activity)
- Class Debrief (Class Discussion)
- Peace Crane Student Letters (Individual)

### Assessment Plan:
- Peace Crane Student Letter (Informal Summative)

### Extension Opportunities:
- Talk about how Youth in Rwanda have used their core values to create organizations that promote peace. Have students brainstorm and draw a business, organization, or club that would promote peace and spread our core values.

## Lesson Opening:
*Play Kid President Video*
Last week we learned that being a Global Citizen involves being knowledgeable about other countries. However, the BIGGEST part of gaining that knowledge is using it to help build friendships with those who have different experiences than us. That way we can be little people with big love! So today we are going to learn more about Rwanda and being to make connections between our countries. And will complete Step 1 of our Peace Crane Project by sharing what we have learned with our friends in our partner school!

## Lesson Closing:
Even though Rwanda is on a totally different content, there are many similarities between our core values. We can use these core values to help us build meaningful friendships and promote peace. Our challenge this week is to be little people with big love!
<table>
<thead>
<tr>
<th>Lesson Overview</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 5: Peace Crane Project</strong></td>
</tr>
<tr>
<td><strong>Time Frame:</strong> 30 Min</td>
</tr>
<tr>
<td><strong>Target Addressed:</strong></td>
</tr>
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</table>

| Lesson Description: | Students will build Peace Cranes to send to their partner school in Rwanda. |

| Essential Question(s): | How do my core values influence my sense of other cultures and international relationships? |

<table>
<thead>
<tr>
<th>Lesson Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>- Peace Crane Project Video</td>
</tr>
<tr>
<td>- Origami Paper (or computer paper cut into squares)</td>
</tr>
<tr>
<td>- How to Build a Peace Crane Video</td>
</tr>
<tr>
<td>- Peace Crane Student Letter Sheet</td>
</tr>
</tbody>
</table>

| **Teacher Tips:** |
| - Slow the speed of the origami video so that it’s easier to follow along. |
| - I also highly suggest you build one ahead of time so you know how to guide students through the process. |

| Common Misconceptions: |
| - Students struggled to keep up with the video even though it was created for beginners. |

<table>
<thead>
<tr>
<th>Lesson Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructional Strategies:</strong></td>
</tr>
<tr>
<td>- Finish Peace Crane Student Letter Sheet (Individual)</td>
</tr>
<tr>
<td>- Build the Peace Cranes</td>
</tr>
<tr>
<td>- Class Debrief (Class Discussion)</td>
</tr>
</tbody>
</table>

| **Assessment Plan:** |
| - Peace Crane Student Letter (Informal Summative) |

| **Extension Opportunities:** |
| - Students can explore the Peace Crane Project Website, find more origami shapes they can create, and see where all the peace cranes are being sent. |

| Lesson Opening: *Play peace crane project video* |
| - Today’s the day you’ve all been waiting for! Peace crane project day! Before we start building, I’m going to give you a few minutes to finish your letters to our friends in Rwanda. |

| Lesson Closing: |
| - How do you think something as small as a Peace Crane is making a difference? How does it show our core values and help us build friendships with students in another country? |
## Lesson Overview

**Lesson 6: I am a Global Citizen**

| Time Frame: | 30 Min |

**Target(s) Addressed:**

- **Target 1:** The students will be able to recall the HMS Core Values and understand how they relate to our own values. *(Bloom’s Level: Remembering and Understanding)*
- **Target 2:** The students will be able to identify how applying the HMS Core Values to their lives informs their level to their social and civic engagement. *(Bloom’s Level: Applying)*
- **Target 3:** The students will be able to evaluate Rwanda’s peace and reconciliation program and make connections with our school’s core values. *(Bloom’s Level: Evaluating)*
- **Target 4:** The student will be able to construct a letter explain what peace means to them and how they use our core values to promote global citizenship. *(Bloom’s Level: Create)*

## Lesson Description:

Let’s see what they learned! This lesson is mostly focused on assessment of student growth; however, it’s also a designed to challenge students to use what they’ve learned to change the world.

**Essential Question(s):** What does it mean to be a global citizen?

## Lesson Preparation

**Materials:**
- Peace Pledge
- Student Surveys
- Summative Assessment

**Teacher Tips:**
- Do a quick review of all that students have learned before they take their summative test.

**Common Misconceptions:**
- Some students didn’t know what a pledge was. Briefly describe what a pledge means and how it can be viewed as a daily challenge.

## Lesson Details

**Instructional Strategies:**
- Review of 5 Core Values (Class Discussion)
- Peace Pledge (Individual Reflection)
- Summative Assessment and Student Surveys (Individual Assessment)

**Assessment Plan:**
- Student Surveys (Summative)
- Summative Assessment (Summative)

**Extension Opportunities:**
- Challenge students to create their own, personalized Peace Pledge based on their core values.

## Lesson Opening:

Since today is our last day together, I want today to be a celebration. Here in a little bit we will celebrate what we have learned and see how much we have grown by taking our last test. We will also celebrate what we have learned by becoming official Global Citizens and signing a Peace Pledge. This Peace Pledge will be our long-standing challenge for the year to come. But before we do any of that, let’s review all we have learned!

## Lesson Closing:

You are all officially Global Citizens! Hang up your Peace Pledge somewhere you will see it every day as a reminder to live up to our core values in order to make the world a better place.
References

Lesson 1

Global Citizen.org (2017). Global Citizen. [online] Available at:


Lesson 2


https://wvde.state.wv.us/counselors/links/advisors/documents/Lesson5.29_000.doc


Lesson 3

CITIZENSHIP. (n.d.). Retrieved September 12, 2017, from

http://www.goodcharacter.com/chron/citizenship.html

Elkind Sweet Communications / Live Wire Media

YouTube. (2017). World Best Motivational Videos for Students. [online] Available at:


**Lesson 4**


**Lesson 5**


**Lesson 6**

Appendix

**Student Data**

<table>
<thead>
<tr>
<th>STUDENT #</th>
<th>PRETEST</th>
<th>SUMMATIVE</th>
<th>GAINS/LOSSES (+/-)</th>
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<td>1</td>
<td>83%</td>
<td>60%</td>
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</tbody>
</table>
Reflect on the HMS Core Values. Is there one that seems more important to you? How well do you think you live these values out? What goal will you want to "jump" towards during the following week?

The most important thing to me is "Commitment to excellence". Because, it means that you should try your best no matter what. I feel I live by "Commitment to excellence" because I try my best every day.
Jump Journal

Entry #1

Name (First Last)

Reflect on the HMS Core Values. Is there one that seems more important to you? How well do you think you live these values out? What goal will you want to "jump" towards during the following week?

I think I do a good job at showing courage whenever I need to confess that I don't understand or just showing courage in general. I want to JUMP towards being committed towards excellence so that I can strive to do my best and work towards my goals.

Submitted 9/14/17, 8:01 PM
Jump Journal

Entry #2

Name (First Last)

Did you meet your Jump Goal(s) from last week? If so, give one example of how you applied the HMS core value. If not, how could you better meet your goal this week?

I did because I continued to work on the musical and I continued to work on homework and get good grades so I was committed to excellence.

What is one core value that you would like to focus on this week? In other words, what is your Jump Goal?

I would like to focus on integrity by always being focused and always being on task when no one is watching.

Submitted 9/19/17, 12:43 PM
“Circle of Strength” Examples

Circle of Strength

HMS Core Value(s):

Integrity

When you do the right thing, the world gets better.

If you are kind, nice, giving, and funny, you are a path setter. Whoever you are, you can change the world. No matter how small, you are amazing.

Integrity is one of the best traits a person can have.

Activity Adapted from:
Circle of Strength

HMS Core Value(s):

Max Kaga

Integrity

I'm sorry I lied

Activity Adapted from:
Circle of Strength

HMS Core Value(s):

Courage

Means to show bravery wherever you are. When you don't understand something, you confess. You don't have to be part of the crowd. You can be the reason the crowd is there. Show courage wherever you are.

Activity Adapted from:
Dear friend,

Today we learned about your core values: unity & reconciliation. I am excited to be writing you from the U.S.A. We also have core values like you. Ours are honesty, commitment to excellence, integrity, courage, and kindness. Happy International Peace Day!

Peace!

Paige A.

Read the book, then meet the world! Visit our website for more information.
https://peacecraneproject.org
Dear Friend,

My name is Laine and I want to make peace between our nations! I love to make peace and happiness in my community. But now I can make peace between our nations! I think that is the next level to a better life and happiness! I hope you have a great Peace Day!

Peace!

-Laine