



## PLATO Philosophy Fund Application

**Project Title:** Peace Literacy: Training the Trainers

**Dates for Project:** Aug. 28-29 2019

**Amount of Funding Requested:** \$4975.00

### **1. Please describe the project, including any work that has already been done to develop it.**

This project is a 2-day teacher-training workshop on “Peace Literacy” for a cohort of high school teachers in the Corvallis, Oregon School District. Our Peace Literacy workshops combine Aristotle’s notion of phronesis (knowledge as practical wisdom) with the embodiment of phronesis found in the non-violence philosophies developed by Gandhi and MLK, Jr. The concept of Peace Literacy was created by Paul K. Chappell from the Nuclear Age Peace Foundation (NAPF) in Santa Barbara. NAPF is part of the umbrella organization ICAN that was awarded the Nobel Peace Prize in 2017 for their work at the UN on nuclear abolition. Chappell has been working with educators and community organizations from around the world for over a decade.

After training with Chappell in a 5-day workshop in the summer of 2017, Phronesis Lab Director and Oregon State University Philosophy Professor Sharyn Clough has been partnering with Chappell to build, systematize, and assess the efficacy of Peace Literacy curricular materials for use in classrooms from K-12 to higher ed. She built and maintains a website ([www.peaceliteracy.org](http://www.peaceliteracy.org)), offers Peace Literacy workshops across Oregon State University, the Corvallis School District, and the local community, and travels with Chappell to co-facilitate Peace Literacy workshops in the US and Canada.

For this project, Clough and Chappell are working in partnership with the Corvallis School District to offer a 2-day workshop near the end of the summer of 2019 for 10-12 high school teachers who have been designated to teach sections of two new, mandatory District-wide high school classes: “Freshman Success” and “Senior Seminar.” The first day would be skill-building, then we’d proceed to a second day of lesson plan development and assessment tool design.



## **2. What is the purpose of this project? (500 words max)**

The Peace Literacy curriculum models engaged philosophy in practice, focused on nonviolence, and is designed to help participants:

- understand basic psychological needs
- understand the role that trauma plays when these needs aren't met
- learn the anatomy of aggression
- recognize the power of respect
- resolve conflict
- strengthen communities
- rehumanize the dehumanized

In this particular workshop, we are designing a program to help Corvallis high school teachers build curriculum for the “Freshman Success” and “Senior Seminar” classes. These two classes are mandatory in the Corvallis School District (which includes 3 high schools) for all incoming freshman and seniors. The mandatory class design is meant to book-end the students’ experience beginning and leaving high school, in order to increase high school retention and graduation rates, and rates of successful college admissions. The Corvallis School District is in the 2nd of an initial three-year pilot of these mandatory classes and is looking for new, ground-breaking curriculum. Our previous teacher workshops throughout the District have made clear to the teacher and administrative stake-holders the critical need for Peace Literacy across the high school curriculum and these two classes in particular and we are enthusiastic about helping them prepare new curricular and evaluative materials.



### **3. Who will benefit from the project, and how?**

One group of beneficiaries are the teachers of the two classes who will attend our workshop. These teachers come from backgrounds in health, counselling, and physical education, newly tasked with designing mandatory classes that cover digital citizenship, interpersonal relationships, health, and college preparedness. Peace Literacy provides a compelling over-arching framework with a skills-based, hands-on approach. The students in these classes (approx.. 600 total/year) are also meant to benefit and we hope to track these benefits as they accrue from the second and into the third year of the School District's pilot program. Finally, the Peace Literacy program will benefit from the experience we get implementing and assessing the effectiveness of our materials.

The Peace Literacy workshops we have already held throughout the School District over the last two years have had benefits for students and staff alike. Eric Wright, Principal of College Hill High School offered this assessment from our workshop in 2017 on bullying: "For years our students have been told what they are not to do. [Peace Literacy], instead, focuses on what they can do to be more caring, more empathetic, more respectful, and kind to one another. This positive spin on the issue was so refreshing and spoke to our students in ways that rang true and allowed them to reflect on their own life and decisions." In April of 2018 we broadened our reach; the School District sent over 30 teachers, administrators, behavioral support staff, and students from all of the high schools and middle schools to our Peace Literacy training. Colleen Works, Vice Principal of Corvallis High School reported, "Staff left the workshop energized and enthused. Within a week we had revised a component of our student behavior response, and teachers were building new lesson plans to integrate Peace Literacy into their teaching. There was real hope and passion about how teaching skills of peace might transform our work with students and each other."

As a follow-up, this past August we were invited to facilitate a professional development workshop to kick off the new school year for all 110 faculty and staff at Corvallis High School. Principal Matt Boring offered the following: "Peace Literacy provides a recipe for strong communities... giving us a lens to understand how trauma affects our students and what results



when their non-physical needs are not met. Peace Literacy gives us the tools and vocabulary to build trust within our school.”

#### 4. What is the plan for developing and implementing the project? Include a timeline.

Clough has already partnered with faculty and administration on the incorporation of Peace Literacy into the Senior Seminar in the fall of 2018 and has been in ongoing developmental meetings with faculty and administration involved in coordinating the Freshman Success class. There will be further meetings in late February and again in April of this year to establish the staffing of these two classes in each of the three schools for FY 2019/20 which will determine the participant list for the workshop in August. The initial Peace Literacy work in the Senior seminar in two of the high schools last fall met with broad student support with requests for follow-up throughout the semester, which is part of what the workshop would help equip the teachers to provide. One of the details still to be worked out are the exact dates of the workshop that would best coordinate with professional development days scheduled prior to the start of the new school year near the end of August. The dates of Aug. 28-29/19 are tentative.

**5. What other funding sources have you explored for this project?**

We have just wrapped up a successful community fundraising benefit for Peace Literacy in the Corvallis School District and will be using funds from this event towards stipends for the teacher participants who are not otherwise paid during the summer.

**6. Please list your budget, including any amounts from other sources.**

Grant funds would be used in the following way:

A facilitation fee for Chappell of \$1,000/day x 2 (= \$2,000) plus \$350 airfare, lodging at the state employee rate of \$134/night x 3 (= \$402), and a per diem at the state employee rate of \$57/day x 3 (= \$171) for a total of \$2,923. Clough's co-facilitation costs would be covered as part of her OSU salary, in fulfillment of her teaching and research responsibilities in engaged philosophy. One of our Phronesis Lab graduate students will provide assistance, remunerated at the Graduate Teaching Assistants (GTA) rate for OSU of \$684.00. We would use an OSU classroom at no cost to participants.

As most of the participants are public school teachers who are not paid over the summer, we would like to offer a stipend of \$100/day x 12 participants x 2 days (= \$2,400) and a per diem at the \$57/day rate x 12 participants x 2 days (= \$1,368). Public school teachers will also be offered Professional Development Units for attending. The total comes to \$7,375.00, of which we request **\$4975.00** from PLATO.