Exploring a Common Good Derivative Economy 8-Step PBLP (Grades 7-12)

Objective: To explore how economies can prioritize the common good—education, health, food, and shelter—through innovative derivatives that measure and reward positive outcomes. Learners will analyze how investing in the common good can serve as an economic driver that fosters sustainable growth models.

Goal: Encourage students to understand the intersection of economics, wellness, and community needs by designing models that connect financial systems with real-world outcomes, fostering empathy, innovation, and interdisciplinary problem-solving.

Round Table

- ❖ **Opening Discussion:**
  - ➢ What is the 'common good' and how does it relate to everybody?
  - ➢ One way my community currently invests in social infrastructure of the common good is…
- ❖ **Purpose:** Establish curiosity and openness by framing the economy around real human needs.
- ❖ **Materials:** Reflection journal

Reflection Point

- ❖ **Discussion Questions:**
  - ➢ What would an economy look like if growth were measured by how well it served the common good of everyone?
  - ➢ Which area of the common good (education, food, housing, health) feels most urgent in my community, and why?
- ❖ **Purpose:** Deepen reflection by connecting abstract economic ideas to personal experience and local needs.
- ❖ **Materials:** Reflection journal

Knowledge Setting	
Science (S): The Science Allocation of Wellness	❖ **Objective:** Understand how nutrition, housing, and stress reduction impact long-term health outcomes. ❖ **Activity:** Study social determinants of health (housing, education, food access) and the link between measurable well-being.
Technology (T): Expanding Common Good Reach Through Technology	❖ **Objective:** Understand how technology is used to expand the reach of wellness-based programs by improving access, communication, and scalability across regions or entities. ❖ **Activity:** Examine real-world case studies showing how technology expands the reach and impact of wellness programs.
Engineering (E): Designing for Distribution	❖ **Objective:** Understand how infrastructure can ensure resources (food, housing, healthcare) are equitably distributed. ❖ **Activity:** Research a resource-distribution model that maximizes reach.

Arts (A): Communicating the Common Good	❖ **Objective:** Understand how media and art highlight wellness-based economies. ❖ **Activity:** Study infographics, posters, or short videos that communicate the concept of a wellness-based economy.
Mathematics (M): Building a Wellness Index	❖ **Objective:** Understand how data is researched and measured to report community wellness. ❖ **Activity:** Analyze a wellness report and how it was conducted.
Social Studies (SS): Local Common Good Models	❖ **Objective:** Explore how local governments, school districts, and regional coalitions finance and expand community wellness programs in areas such as education, housing, health, and food security. ❖ **Activity:** Research local city council reports to see how they direct resources toward the common good.

Progress Map for Project Delivery	
	❖ **Step 1: Project Proposal**
	Students gather foundational knowledge through a collaborative knowledge-setting session to prepare for a project-based learning process. They meet with community partners (if possible) and create a written proposal outlining the project focus and intended community benefit.
	❖ **Step 2: Initial Project Proposal and Community Engagement Plan**
	Students submit proposals and reflect on community input, refining their plans. They outline how the project addresses real-world needs and aligns with learning objectives.
	❖ **Step 3: Research Progress Update**
	Students conduct research and gather data by consulting with community partners to guide their project development and ensure accuracy.
	❖ **Step 4: Draft of Final Project**
	Students compile findings into a working draft of their final project proposal.
	❖ **Step 5: Final Project Refinement and Approval for Implementation**
	Students apply final feedback to strengthen their project and submit it for approval. Approved projects move forward to the community involvement and assessment phases outlined in the SOP.

Science (S): The Science Allocation of Wellness	❖ **Project Example:** Partner with a local health department and a regional hospital network to collect and analyze data on nutrition, housing, and stress across all city districts. Students work with public health officials to design and propose a *Community Wellness Action Plan*—including recommendations for resource allocation, preventative health strategies, and policy improvements—that can be shared at a city council or county board meeting.
Technology (T): Expanding Wellness Reach Through Technology	❖ **Project Example:** Partner with a community organization to design a digital wellness tool that expands access to wellness programs. Participants use identifying indicators (healthcare access, food distribution, school attendance) to extend program reach across multiple communities.
Engineering (E): Designing for Distribution	❖ **Project Example:** Partner with a local resource and distribution center to design a blueprint that ensures equitable delivery of resources. Students create a model showing how infrastructure or logistics could expand wellness access to underserved areas.
Arts (A): Communicating the Common Good	❖ **Project Example**: Work with a local design studio to co-create a public art piece or multimedia campaign that highlights the importance of wellness-based economies.

Mathematics (M): Building a Wellness Index	❖ **Project Example**: Partner with a local university, civic data lab, or county health department to create a community Wellness Index using metrics such as literacy rates, housing stability, or access to healthy foods, and present findings as data visualizations.
Social Justice (SS): Local Common Good Policy Brief	❖ **Project Example**: Partner with a city council or school board to develop mock policy brief that recommends one way to improve financing for education, housing, food, or health in the community.

Community Involvement

- ❖ **Objective:** Students implement their final, approved projects in direct collaboration with community partners, transforming their wellness derivative economy proposals into meaningful action.
- ❖ **Activity:** Once project proposals are approved, students work with selected partners to bring their lesson plan outcomes to life. Partners and educators co-evaluate the projects using rubrics to ensure authenticity, relevance, and impact.

Assessment

- ❖ **Objective:** Evaluate student learning through the lens of economic understanding, community engagement, and applied interdisciplinary action.
- ❖ **Methods:** Use a rubric measuring depth of knowledge, interdisciplinary integration, creativity, implementation effectiveness, and community impact. Include self-assessments, peer evaluations, and partner feedback to validate learning outcomes.

Feedback Loop

- ❖ **Activity**: Facilitate structured reflection on how financing the common good could transform communities.
- ❖ **Journal Prompt**:
  - ➢ What did I learn about the common good and economic growth?
  - ➢ What surprised me about the way resources are allocated locally?

Resume Integration

- ❖ Students write resume bullet points and action statements that highlight their experience with economic analysis, project design, and community engagement.

For more 8-Step Project-Based Lesson Plans, go to our website at www.steamsinitiative.org.

For all inquiries, please email **info@steamsinitiative.org**