

## Sports for Development and Peace 8-Step PBLP (Grades 7-12)

**Objective:** Students will explore how land development, community revitalization, and sports infrastructure can be used as tools to promote peace and sustainable development. Through a STEAMS (Science, Technology, Engineering, Arts, Mathematics, and Social Studies) approach, students will engage in hands-on learning to transform underutilized or neglected urban areas into vibrant community sports and wellness hubs that address real-world needs such as housing, food access, healthcare, and recreation.

### Round Table

❖ **Opening Discussion:**

- How can sports promote peace and cooperation both locally and globally?
- How can transforming empty or unsafe land into a vibrant community sports center promote peace and development?

- ❖ **Purpose:** Introduce students to the concept of sports diplomacy and multi-use development as tools for social transformation, economic growth, and peaceful community building.

### Reflection Point

❖ **Discussion Questions:**

- How do sports and public space impact quality of life in underserved communities?
- What services could be combined with a sports center to support peace and development?

❖ **Materials:**

- Videos of sports-based community development projects
- Guest speakers: real estate developers, athletes, city planners
- Journal for personal reflections

## Knowledge Setting

<b>Science (S): Environmental Health &amp; Urban Wellness</b>	<ul style="list-style-type: none"><li>❖ <b>Objective:</b> Understand the environmental and health benefits of transforming vacant fields into green, usable space.</li><li>❖ <b>Activity:</b> Research the effects of green play space on mental health, air quality, and physical activity.</li></ul>
<b>Technology (T): Smart Infrastructure for Community Hubs</b>	<ul style="list-style-type: none"><li>❖ <b>Objective:</b> Understand how smart technology can improve safety and access at sports and wellness centers.</li><li>❖ <b>Activity:</b> Research solar lighting, sensor-based safety systems, and digital access points for multi-use fields.</li></ul>
<b>Engineering (E): Sustainable Design for Sports-Based Development</b>	<ul style="list-style-type: none"><li>❖ <b>Objective:</b> Comprehend a blueprint for a sports center that includes areas for sports, gardens, rest zones, and pop-up clinics.</li><li>❖ <b>Activity:</b> Research a multi-functional sports center that includes green space and seasonal essential services.</li></ul>
<b>Arts (A): Vision Casting Through Design</b>	<ul style="list-style-type: none"><li>❖ <b>Objective:</b> Understand how visual storytelling and design connects a sports hub to change a community.</li><li>❖ <b>Activity:</b> Research a mural, 3D model, or digital rendering that tells the story of sport center transformation.</li></ul>

<b>Mathematics (M): Budgeting and Land Use Analytics</b>	<ul style="list-style-type: none"> <li>❖ <b>Objective:</b> Understand budgeting, land measurements, and cost estimation.</li> <li>❖ <b>Activity:</b> Calculate square footage, resource needs, and costs to transform a vacant field into a community sports center.</li> </ul>
<b>Social Justice (SS): Sports Diplomacy and Urban Policy</b>	<ul style="list-style-type: none"> <li>❖ <b>Objective:</b> Understand how sports initiatives influence urban policy, local diplomacy, and development efforts.</li> <li>❖ <b>Activity:</b> Analyze historical and modern examples of sports as tools for peacebuilding.</li> </ul>

<b>Project Examples</b>
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<p><b>Progress Map for Project Delivery</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Week 1: Project Proposal</b> <ul style="list-style-type: none"> <li>• Students create a written proposal outlining the focus of their project and community benefit.</li> </ul> </li> <li>❖ <b>Week 2: Project Approval and Community Engagement Plan</b> <ul style="list-style-type: none"> <li>• Students submit their proposals and outline how their work will positively impact the community, ensuring alignment with the project's learning objectives and addressing real-world needs.</li> </ul> </li> <li>❖ <b>Week 3: Research Progress Update</b> <ul style="list-style-type: none"> <li>• Students conduct research and gather data related to their chosen focus area.</li> </ul> </li> <li>❖ <b>Week 4: Draft of Final Project</b> <ul style="list-style-type: none"> <li>• Students compile their findings into a draft report or presentation.</li> </ul> </li> <li>❖ <b>Week 5: Final Project Refinement and Approval for Implementation</b> <ul style="list-style-type: none"> <li>• Final feedback is provided, and the projects are presented at a community event involving local leaders and stakeholders.</li> </ul> </li> </ul>
<p><b>Science (S): Wellness After Game Time</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Project Example:</b> Create a detailed infographic that highlights environmental assessments, land use designs, community benefit features (like gardens, clinics, or shelters), and proposals for how a sports center can serve as a hub for peacebuilding and community development.</li> </ul>

<b>Technology (T): Developing Adaptive Sports Tech</b>	<ul style="list-style-type: none"> <li>❖ <b>Project Example:</b> Propose and prototype tech features that ensure safety at a modular sports site. Work with local tech experts and community partners to refine and test project.</li> </ul>
<b>Engineering (E): Constructing Mobile Sports Spaces</b>	<ul style="list-style-type: none"> <li>❖ <b>Project Example:</b> Work with community partners to design and construct a modular sports center that can be adapted for various vacant locations.</li> </ul>
<b>Arts (A): Story of the Land</b>	<ul style="list-style-type: none"> <li>❖ <b>Project Example:</b> Organize a multimedia storytelling project that highlights the experiences of building a modular sports center. Work with other disciplinary peers to create collaborative project.</li> </ul>
<b>Mathematics (M): Cost to Impact Ratio</b>	<ul style="list-style-type: none"> <li>❖ <b>Project Example:</b> Develop a detailed cost analysis for converting a vacant field into a sports-based community center. Work with local accounting and consulting firm to prepare official development proposal.</li> </ul>
<b>Social Justice (SS): Peace Through Sports Policy</b>	<ul style="list-style-type: none"> <li>❖ <b>Project Example:</b> Draft and present a policy proposal advocating for increased funding transformation of vacant fields into sports and peace center. Work with local policymakers for implementation.</li> </ul>

## Community Involvement

- ❖ **Objective:** Combine all individual subject projects into one large, collaborative assignment. Students will merge their STEAMS-based contributions into a comprehensive plan for a community sports and peace center.
- ❖ **Activity:** Partner with local planners, nonprofits, and community leaders to implement the unified project. Host a sports-centered community event that presents their collective vision and promotes peaceful development in the form of humanitarian services.

## Assessment

- ❖ **Objective:** Evaluate students' understanding of sports and land development as tools for peace and sustainable growth.
- ❖ **Methods:** Rubrics for presentations, project plans, and community feedback.

## Feedback Loop

- ❖ **Activity:** Reflect on the interconnectedness of physical space, peace, and well-being.
- ❖ **Journal Prompt:**
  - What was the most surprising thing you learned about sports for peace and development?
  - What role does space play in fostering peace and unity? What new ideas do you have for using land in your community?

## Resume Integration

- ❖ Survey career interest in sports management, real estate and community development, physical therapy, and public policy. Showcase projects on resumes, highlighting skills in research, teamwork, community engagement, and advocacy.

For more 8-Step Project-Based Lesson Plans check out our website at [www.steamsinitiative.org](http://www.steamsinitiative.org)

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