International Day of Hope 8-Step PBLP (Grades 7-12)

Objective: To explore the concept of hope as a tool for change, restoration, and innovation through interdisciplinary learning. Students will reflect on historical moments of embodied hope, reflections of optimism, and create tangible projects that foster connection, emotional well-being, and societal impact.
Goal: Empower students to recognize and activate hope within themselves and their communities by leading interdisciplinary projects that cultivate resilience, compassion, and real-world change.

Round Table

- **Opening Discussion:**
  - If I could restore hope in one area of the world, it would be…
- **Purpose:** Establish a safe, collaborative space for students to reflect on personal and collective experiences with hope, and to define what hope looks like in action.
- **Materials:** Reflection journal

Reflection Point

- **Discussion Questions:**
  - How do we maintain hope in difficult circumstances?
  - How can we move from feeling hopeful to creating hope?
- **Purpose:** Encourage deep introspection and peer learning around how students have seen, experienced, or built hope—and how they can use their knowledge to uplift others.
- **Materials:** Reflection journal

Knowledge Setting

Science (S): The Biology of Hope	❖ **Objective:** Understand how hope and optimism influence brain chemistry, stress, and healing. ❖ **Activity:** Study cortisol and dopamine responses to hope-based interventions (e.g., meditation, visualization). Explore how hope impacts health outcomes.
Technology (T): Innovations That Inspire	❖ **Objective:** Explore how technology can spread hope, amplify voices, and solve social issues. ❖ **Activity:** Examine technology examples that played a role in building hope during emergencies.
Engineering (E): Designing Hopeful Spaces	❖ **Objective:** Understand how intentional design promotes emotional resilience, safety, and connection. ❖ **Activity:** Study how hospitals, community centers, or shelters use engineering to support healing. Create mood boards or sketches for a "Hope Hub."
Arts (A): Visualizing Hope	❖ **Objective:** Understand how artistic expression conveys messages of endurance and future possibilities. ❖ **Activity:** Analyze songs, murals, or poetry from movements rooted in hope. Create your own artistic message of hope for your school or community.

Mathematics (M): Measuring Resilience & Impact	❖ **Objective:** Learn how data can track emotional wellness, support systems, or community improvement. ❖ **Activity:** Design and interpret surveys measuring peer or community hope levels. Represent data in graphs to visualize trends.
Social Studies (SS): Historic Movements of Hope	❖ **Objective:** Explore how individuals and communities organized around hope to overcome adversity. **Activity:** Study civil rights leaders, peace movements, or post-war recovery efforts. Map how they used hope as a driving force for justice.

Project Examples

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): Hope Bracelet Swap	❖ **Project Example:** Partner with a remote peer (e.g., through a sister school, youth nonprofit, or pen-pal program) to explore the neuroscience of hope and co-create a shared wellness ritual

	through a Hope Bracelet Swap. Rooted in research on cortisol, neuroplasticity, and emotional resilience, students will each design two bracelets—one to keep for themselves, and one to exchange with a peer partner in a different location, who will also create and swap two.
Technology (T): Hope Soundboard	❖ **Project Example:** Design and record short, original audio affirmations or encouragements—uplifting messages rooted in hope—that can be played via a Hope Soundboard (digital or physical). These messages are compiled into a playlist, tapecorded or embedded into QR codes placed in common school areas (e.g., hallway, bathroom mirror, counselor's office).
Engineering (E): Mini Hope Station	❖ **Project Example:** Design and build a small, portable "Mini Hope Station"—a customized box, pouch, or container filled with physical items and written tools that help them or a peer stay grounded during hard moments. The focus is on *engineering with empathy*: using basic materials to construct something supportive, durable, and calming.
Arts (A): Hopeful Greeting Cards	❖ **Project Example**: Partner with a local stationery store to design and illustrate original greeting cards with the specific purpose of spreading hope to someone in need of encouragement—whether a classmate, elder, hospitalized youth, or someone in a partnered community. Each card includes hand-drawn or

	collage art, a personalized hopeful message, and a meaningful quote, verse, or affirmation. Keep one card for themselves and mail or deliver the other to a selected individual or organization.
Mathematics (M): The Global Hope Index	❖ **Project Example**: Partner with a data literacy nonprofit, university math education team, or civic data organization to help students conduct surveys that map classroom differences and commonalities across customs, values, and identities. Graph the data to create a visual "Harmony Map" that promotes peace through understanding.
Social Studies (SS): The Global Hope Index	❖ **Project Example**: Design and distribute a shared *Hope Index Survey* across multiple schools or partner communities to collect data on what builds or blocks hope among peers. Data is then analyzed collaboratively to produce infographics, heat maps, and narrative reports on hope trends across geography, age, and lived experiences.

Community Involvement

- **Objective**: Learners mplement their final, approved projects in direct collaboration with community partners or global peers, transforming hope from concept to lived action across physical and emotional boundaries.
- **Activity**: Once project proposals are finalized, students work with local and remote partners to co-create and activate their shared vision. Impact is co-evaluated through surveys, reflective media, and partner feedback to measure emotional, social, and educational reach.

Assessment

- **Objective**: Evaluate student learning through the lens of scientific inquiry, creative expression, intercultural collaboration, and measurable emotional impact.
- **Methods**: Use a rubric that measures depth of content knowledge, interdisciplinary application, creativity, implementation effectiveness, and community impact. Include student self-assessments, peer reviews, and formal feedback from community partners to ensure relevance and authenticity.

Feedback Loop

- **Activity**: Facilitate a structured reflection session using writing prompts, small group discussion, and optional video diaries.
- **Journal Prompt**:
  - How did your project help you see hope in a new way?
  - What would you change or build next to continue spreading hope?

Resume Integration

- Learners write resume bullet points and action statements that highlight their experience with cultural research, peer appreciation, and project implementation.

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

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