

Honoring Service, Building Peace 8-Step PBLP (Grades 7–12)

Objective: To explore the role of military and civilian service in shaping society, and to connect the legacy of Memorial Day to modern civic responsibility. Students will reflect on how acts of service—past and present—can be reimagined as building blocks for peace and justice. Through interdisciplinary inquiry and community-centered projects, students will design real-world initiatives that honor sacrifice by promoting service-driven solutions in their local context.

Round Table

❖ **Opening Discussion:**

- What does it mean to serve your country or community?
- How can acts of service contribute to long-term peace?
- Why is it important to remember those who sacrificed their lives?

❖ **Purpose:** Introduce the concept of service as both historical remembrance and civic opportunity. Encourage students to identify modern-day examples of service across different fields—education, healthcare, activism, military, and more.

❖ **Materials:** Primary source letters from veterans or fallen soldiers, quotes and stats on service, video clips about the origins of Memorial Day, and articles on civic duty.

Reflection Point

❖ **Discussion Questions:**

- Who in your community embodies the spirit of service?
- How does remembering sacrifice influence how we live today?
- What are ways we can serve others as peacemakers?

❖ **Materials:**

- Reflection journals

Knowledge Setting

Science (S): The Impact of War on Public Health	<ul style="list-style-type: none">❖ Objective: Understand the lasting health effects of war and conflict on soldiers and civilians.❖ Activity: Analyze data on PTSD, physical injuries, and environmental degradation in post-conflict zones.
Technology (T): Innovations in Peacekeeping & Humanitarian Tech	<ul style="list-style-type: none">❖ Objective: Understand how modern technology can prevent conflict or aid recovery.❖ Activity: Research innovations such as trauma apps for veterans, or communication tools in war zones.
Engineering (E): Designing Memorial Infrastructure for Peace	<ul style="list-style-type: none">❖ Objective: Explore how infrastructure, systems, such as lack of resources, reduce the societal pressures that lead to war.Activity: Explore how engineering solutions (like equitable water systems, housing access, clean energy infrastructure, or communication networks) can promote peace and prevent violence.
Arts (A): Reading War Literature to Understand the Cost of Conflict	<ul style="list-style-type: none">❖ Objective: Explore the emotional, ethical, and cultural impact of war through literature and poetry, examining how writers have used storytelling to challenge violence, honor sacrifice, and imagine peace.❖ Activity: Read selected war poems, memoir excerpts, or short stories.

	Analyze tone, imagery, and themes that align with pursuing peace.
Mathematics (M): Mapping Service Gaps and Community Needs	<ul style="list-style-type: none"> ❖ Objective: Understand public datasets (e.g., census data, veteran services access, healthcare coverage, food insecurity, or educational resources) that identify local or regional service gaps. ❖ Activity: Analyze data to identify where service is most needed—then explore how addressing those gaps can reduce community conflict, improve well-being, and contribute to a more peaceful society.
Social Studies (SS): Civic Duty, National Holidays, and Public Memory	<ul style="list-style-type: none"> ❖ Objective: Understand the origins of Memorial Day and how different cultures honor sacrifice. ❖ Activity: Compare national holidays across countries that honor fallen heroes and analyze how societies memorialize public service.

Project Examples

<p>Progress Map for Project Delivery</p>	<p>❖ Step 1: Project Proposal</p> <p>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.</p> <p>❖ Step 2: Initial Project Proposal and Community Engagement Plan</p> <p>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.</p> <p>❖ Step 3: Research Progress Update</p> <p>Students conduct research and gather data by consulting with community partners to guide their project development and ensure accuracy.</p> <p>❖ Step 4: Draft of Final Project</p> <p>Students compile findings into a working draft of their final project proposal.</p> <p>❖ Step 5: Final Project Refinement and Approval for Implementation</p> <p>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.</p>
<p>Science (S): Public Health Fallout of War</p>	<p>❖ Project Example: Partner with a local health department, mental health clinic, or veterans' service organization to study the public health impacts of war. Analyze community-level data (e.g., PTSD prevalence, access to trauma</p>

	<p>care, homelessness among veterans), then create a public awareness campaign (poster series, podcast episode, or infographic) that educates others and advocates for increased support services as a form of peacebuilding.</p>
<p>Technology (T): Prototyping Peacekeeping Tools</p>	<p>❖ Project Example: In collaboration with a tech nonprofit or university innovation lab, explore how technology can be used to promote peace, healing, and access to services. Using free, beginner-friendly tools like Figma, Canva, or Google Slides, they design a simple digital prototype of a mobile app or web-based tool. Examples include— a local resource map for returning veterans, a digital storytelling app to share survivor stories, or a prototype of a trauma-informed chatbot to guide civilians in crisis zones. Projects emphasize how technology serves peace and healing.</p>
<p>Engineering (E): Infrastructure for Peace</p>	<p>❖ Project Example: Partner with local housing authorities, clean water nonprofits, or energy cooperatives to research systemic inequalities that drive conflict (e.g., lack of access to housing, energy, or transportation). Design a prototype (3D model, blueprint, or process map) for a system that reduces tension and improves quality of life—such as affordable housing for veterans, equitable irrigation systems, or a neighborhood solar grid. Peace is framed as a <i>design outcome</i>.</p>

Arts (A): Literature-Based Peace Publication	<p>❖ Project Example: Write original short stories or reflective narratives inspired by the lived experiences of those impacted by war—soldiers, nurses, children, or survivors. In partnership with a local print shop, library, or veterans’ organization, students compile their writings into a short story book that is locally printed and published. The stories aim to preserve memory, foster empathy, and remind readers of their responsibility to pursue peace.</p>
Mathematics (M): Local Peace Index	<p>❖ Project Example: In partnership with the city council, planning department, or local board, collect and analyze public data (e.g., access to veteran services, mental health care, education, food security, housing stability) to identify service gaps in their community. Based on this data, they create a “Local Peace Index”—a creative, student-defined rating system that scores neighborhoods or regions on how well they support peace through access to essential services.</p>
Social Justice (SS): Local Peace for International Affairs Day	<p>❖ Project Example: Partner with a local embassy, consulate, UN ambassador’s office, international peace organization, or city cultural office, and research how the U.S. and other countries commemorate war, service, and sacrifice. Design an imaginative Local Peace for International Affairs Day Campaign — a student-led proposal for a local holiday, event, or tradition that</p>

	encourages service and unity locally and across borders.
--	--

Community Involvement

- ❖ **Objective:** Students complete and implement their final approved projects in collaboration with their community partners, putting their solutions into real-world action.
- ❖ **Activity:** After receiving final project approval, students work directly with their selected community partners—such as neighborhood economic councils, nonprofits, local businesses, or civic organizations—to bring their projects to life. Educators and community partners assess the effectiveness of each project using rubrics and reflection tools, evaluating learning outcomes, project quality, collaboration, and impact. Feedback gathered here will directly inform the next phase—assessment and reflection—and ensure that community voices are represented in measuring the success of each initiative.

Assessment

- ❖ **Objective:** Evaluate the depth of learning, creativity, collaboration, and the project's contribution to community awareness or peace-oriented solutions.
- ❖ **Methods:** Use a rubric that measures content mastery, creativity, implementation, and community impact. Include self-assessments, peer reviews, and feedback from the community partner.

Feedback Loop

- ❖ **Activity:** Encourage reflection and growth after implementation.
- ❖ **Journal Prompt:**
 - How did this project shape your understanding of war, peace, and civic responsibility?
 - What did you learn about the needs of veterans or underserved communities in your area?
 - In what ways did your project serve others—and how might it evolve to create lasting change?
 - What commitments do you want to make toward peace in your own life or career?

Resume Integration

- ❖ Students write resume bullet points and personal statements that describe their role and project outcomes (e.g., “Collaborated with veterans' nonprofit to analyze trauma support gaps and present policy solutions”). Host a resume workshop or peer review to refine language and connect experiences to career pathways like public health, peace studies, public policy, or engineering for social good.

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

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

A STEAMS Central, Inc. Program
STEAMS Central, Inc. | STEAMS Initiative
8605 Santa Monica Blvd
#123617
West Hollywood, CA
90069-4109
info@steamsinitiative.org
833-379-6892