

Inviting Students into a FLEx



Developing student ownership early on energizes and launches a FLEx. Using examples of FLEx from across the network, this series will illustrate various ways to invite students into a FLEx.

A strong invitation:

- Welcomes wonder
- Ignites curiosity
- Sparks passion
- Seeds engagement
- Connects learning and learners to God's Story

Technique #1: Application of Throughlines

Ex. #1: JeQuita Lee, Intermountain Christian School, Upper School Dance, Middle School

The dancers were introduced to the [FLEx in November](#). The teachers and students talked about the opportunity to develop community (Community Builder) with the preschoolers through leading them in a movement class.

Ex. #2: Jacquelyn Frazee, Intermountain Christian School, Social Studies & Financial Literature, 5th Grade

Students were invited to look for ways that they as 5th graders could help a local business through practicing Community Building and Servant Working in this [FLEx](#). After they learned about what goods and/or services the business provided for the community, they researched how they could help them better serve the community. The class discussed, read and wrote about the different talents and abilities that God has uniquely gifted each of us. As that looks different at various stages in life, they were reminded to always be on the lookout for people in their different communities to serve.

Ex. #3: Becky Rodriguez, Lansing Christian School, Bible, 4th Grade

This 4th grade class was given the task of creating a chapel about being an [Image Reflector](#). From there, the teacher invited them in to collaborate together to create what this would look like. They took complete ownership of designing, preparing for, and presenting chapel.

