

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 #3: Deep Hope & Storyline Unpacking and Exploration

Ex. #1: Sheryl Casey, Whitinsville Christian School, Math, 5th Grade

Students were aware of the [Food Drive FLEx](#) because 5th graders had done it similarly in the past. They were excited to be "in charge." They began with a conversation gathering their ideas on how and why it could be accomplished and how it tied to the class' Deep Hope. Students created daily slides to share with the class they were assigned to.

Ex. #2: HeeKyoung Park, New Covenant School, Science, 3rd and 4th Grade

As the teacher unpacked Deep Hope, the students were invited to think about how their God-given passions are gifts. They also thought about ways to serve each other and share God's love with the world. For sharing God's love with the world, many students thought that [solving environmental problems](#) was the best way to do it. The class landed on composting, which could solve multiple environmental problems with one change of lifestyle.



Ex. #3: HeeKyoung Park, New Covenant School, Science, 3rd and 4th Grade

The teacher introduced their Deep Hope and examined different scripts with the students. As a class they identified how the scripts did (or didn't) drive them towards God's truth and Story. The teacher used "back to back, face to face" to help students recall when they had seen beauty, order, and creativity draw themselves to God's character. They discussed the need for their performances to do the same, and identified ways they could live out their Storyline to "Tell the Story."

Ex. #4: Roxana Soto, Shoreline Christian, Spanish, High School

The teacher invited her students by having them think about possibilities for practicing their Storyline: Activated by God's Love. The teacher posted a Google Doc where her students offered their ideas. After considering logistics and preferences, they decided on which FLEx to do. They called this FLEx Amistad as they built intercultural and bilingual friendships.

Ex. #5: Peter Welle, Southwest Christian High School, US History, 11th Grade

After considering the ways they see dysfunctional politics around them, the teacher shared his Deep Hope for the unit and the Venn diagram "key" for their work. This led into meaningful conversations with people in their community as students engaged in formulating their thoughts of Politics and Christian Practices.

