



Teaching *for*  
**TRANSFORMATION**

# Examples From My Classroom



Summer 2024



## FLEx Long Term Target:

With a growing understanding of who is my neighbor, I will put this into practice.

## Teaching Project:

I can use Spanish to teach others in my community a growing understanding of “Who is my neighbor?”,

Spanish 3 honor students will teach a lesson to 4th grade students about Pablo Picasso using shapes, colours, and body parts in Spanish. By playing games we will introduce and review basic vocabulary related to colour, shapes and body parts. They will then teach a lesson using Cubism art techniques to draw a self portrait.



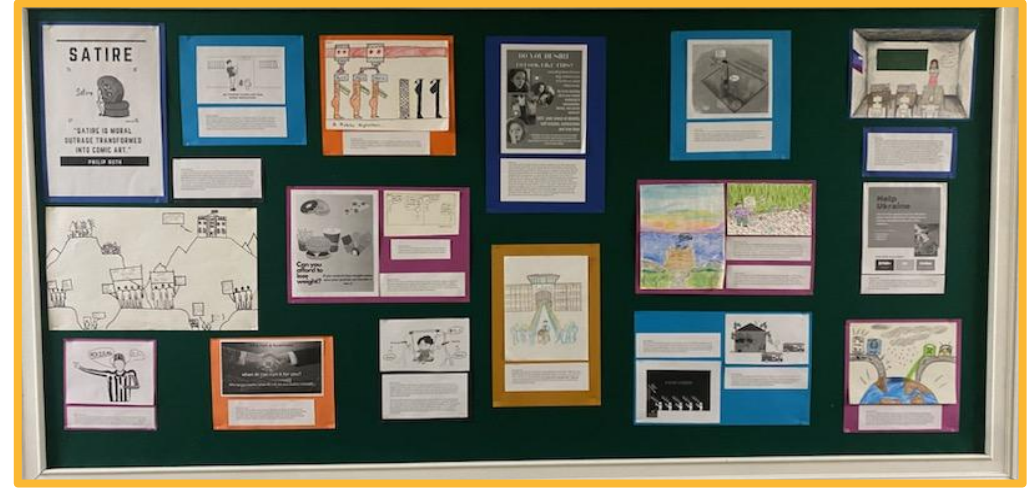
## Our Visits to the 5<sup>th</sup> Grade Classes





## FLEx Long Term Target:

Students will understand satire as a persuasive tool and will use satire to seek justice and build authentic community.



**Real needs:** Students will be able to identify injustices and then persuasively and humorously address them through creation of a satire.

**Real people:** Each other, parents, work displayed on bulletin board in high school.

**Real work:** Use video production, Procreate, artistic media, etc. to create a satire; identify an audience and communicate with that audience to enable change, spark discussion.

Key Ideas and Details- Literary Elements

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Name Throughlines practiced through the FLEx : Justice Seeking, Community Building

**Brandon Rothstein - Wildlife management  
Central Minnesota Christian School, MN**

# FLEx Overview



## FLEx Long Term Target:

Study the population cycle of local wood ducks.



My wildlife students, learned about the nesting habits of wood ducks, then build and installed 12 wood duck houses on a local slough. This will be a long term project where we will gather data on the preferred nesting sites and try to determine how many eggs hatched as well.



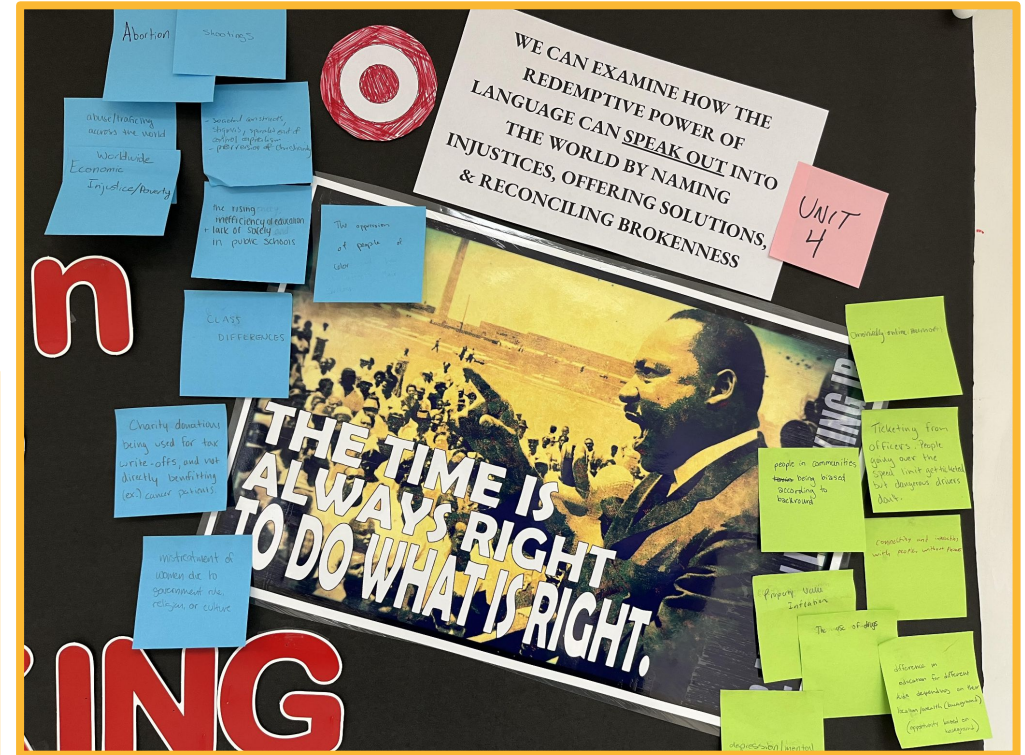
## FLEx Long Term Target:

I can examine how the redemptive power of language can speak out by naming injustices, offering solutions, and reconciling brokenness

AP Lang students identified a local injustice that mattered to them personally [**Real Needs**].

They identified a person of influence that could address the issue (non-profit leaders, local government, etc.) [**Real People**]

then composed a letter to that person advocating for change [**Real Work**].



**Joel Navis – Instructional and Tft Coach  
Sheboygan Christian School**

# FLEx Overview

**HS Art:** Class interviewed the residents of Pine Haven nursing home to learn more about some of their favorite locations in the county. After going out on their own time to take photos of these spots, they had canvases made to gift the residents. The fellowship and joy brought through these photos was incredible!  
- Community Builder



**HS Biology:** Students studied invasive species and then helped plant trees for local habitat restoration organization.  
-Creation Keeper



**HS Geography:** (Freshman) After visiting the participants at RCS (special needs support) to practice some geography map review, our friends at RCS came to visit us for lunch and were an audience to our students' final country presentations.  
-Community Builder



**HS Health:** Students studies Godly marriage relationships, then partnered with Babycare, organization that supports young parents in need to care for their babies financially.  
-Justice Advocate  
-Neighborhood Lover



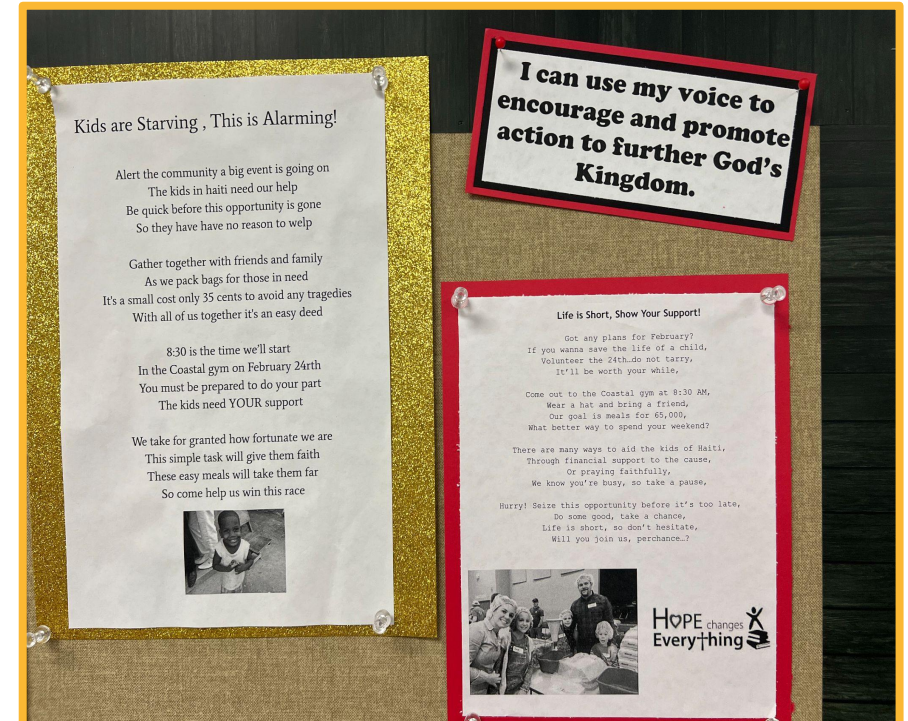


## FLEx Long Term Target:

I can use my voice to encourage and promote action to further God's Kingdom.

The students were asked to create a Public Service Announcement for a meal packing event that our school hosted to provide food for children in Haiti.

The students practiced community building and image reflecting.





Jill Walters –grade 6  
Cairn Christian School, Smithville, ON, Canada

# FLEx Overview



## FLEx Long Term Target:

I can design a colony on Mars where humans not only survive, but thrive.



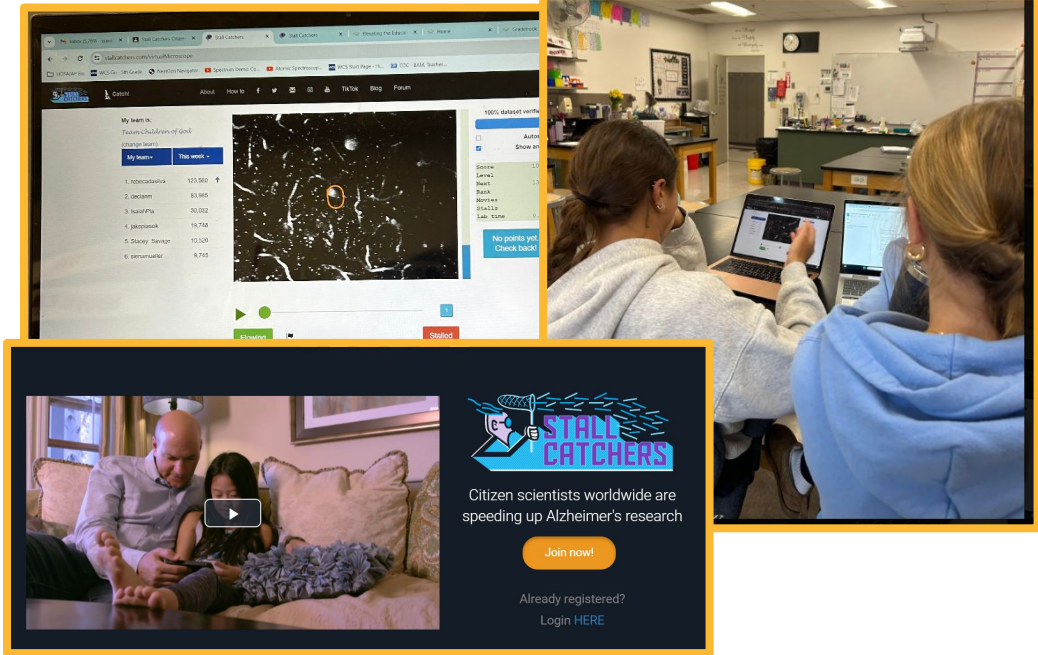
- Students researched and created their own governments, including the roles of their governments, and created trade partners
- Students used the engineering process to identify issues with colonizing Mars, and solutions to the problems
- Students identified what humans needed to live (food, oxygen, shelter)
- Students learned what makes humans thrive, and included these activities in their colony, recreation, religion
- Students learned about marginalized communities that would not be included in colonies, and how we can see and assist

God Worshiping, Justice seeking, Order discovering



## FLEx Long Term Target:

I can identify the main structures of the cardiovascular system and the need for their proper functioning.  
I can identify how blood flows through a vessel and how to assess this movement.



Students are able to work collaboratively with other caring individuals and institutions to help research for a cure/treatment for Alzheimer Disease

Order Discovering and Earth Keeping

**Rachel Reed –Director of Learning**  
**Allendale Christian School**  
Shared from Tiffany Stob, Middle School Math, Allendale Christian School

# FLEx Overview



## FLEx Long Term Target:

I can see how different parts make up the whole.

I can break a big issue into smaller parts in order to make decisions that will affect the whole.

**FLEx:** 7th grade math students used their understanding of surface area to construct log cabin kits for our nature-based preschoolers.

**Content:** 6G: Solve real-world and mathematical problems involving area, surface area, and volume.

**Throughlines:** Community Builders, Order Discoverers, Creation Enjoymers



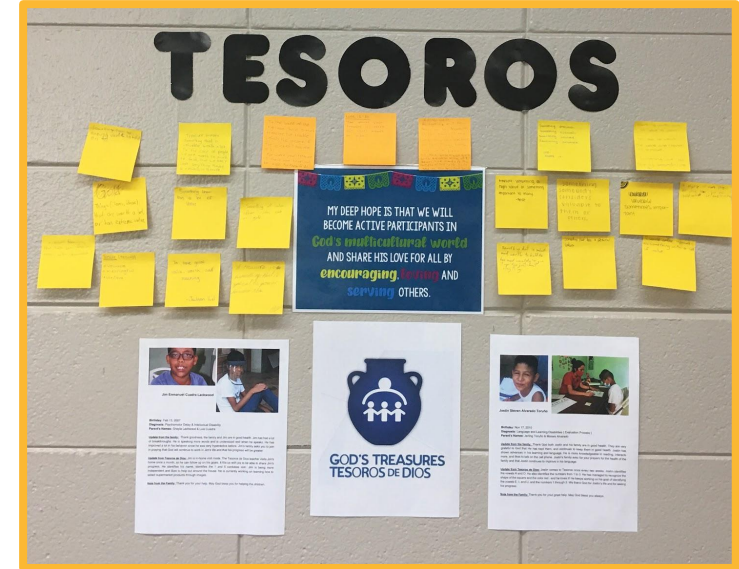


## FLEx Long Term Target:

I can become an active participant in God's multicultural world and I can share His love for all by encouraging, loving and serving others.

In Nicaragua, children with disabilities are considered a curse from God and their families endure discrimination. My students can help show that we are God's treasures made in His image by sponsoring two children and communicating on a regular basis with them.

**Throughlines:** Justice Advocator and Image Reflector.

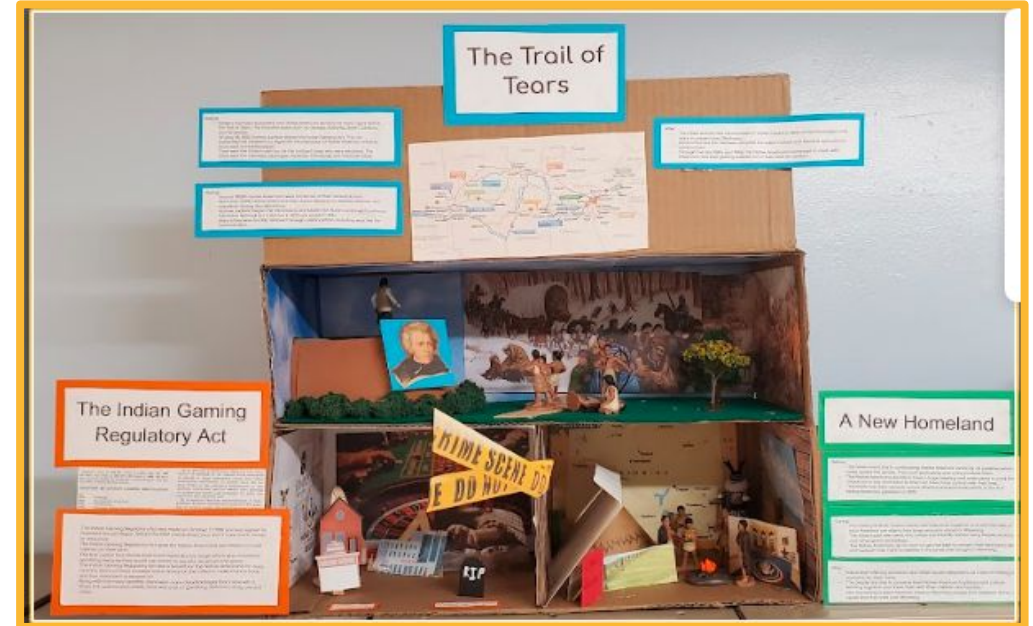




## FLEx Long Term Target:

I can identify a theme from the American Revolution that also existed in the mid 1800s and mid 1900s.

I can predict how that theme might continue in the future.



**FLEx:** In our polarized culture today, we need to see how patterns from history can inform our thinking on current issues today – this is a building block of wisdom as various generations and cultures must work together. 8th graders show the theme they chose in “diorama” format, then invite juniors and seniors to respond once they’ve had a chance to engage with the display.

**Standards:** Massachusetts History Framework #3: Organize information and data from multiple primary and secondary sources

**Throughlines:** community building, order discovering, justice seeking