

# 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 #2: Asking “What could we do about this/with this?” or “What would this look like outside of our classroom?”**

**Ex. #1: Brendan Michael, Delaware County Christian School, AP English Language & Composition**

Students identified both “macro-level” (global) injustices and “micro-level” (local) injustices on two different colored post-its, then put them on the class storyboard. As they reflected and discussed the process of brainstorming the two “versions” of injustice (what was harder/easier to identify, what our choices say about us, etc.), it began a conversation as to how these sorts of local injustices can be addressed. This led into a FLEx where students composed letters to community leaders about local justice initiatives.

**Ex. #2: Amy Florell, Intermountain Christian School, Anatomy & Physiology, 11th-12th Grades**

The issue of the shrinking Great Salt Lake is one that reached a crisis point in 2022, threatening citizens’ health and the ecosystem. After introducing the issue to the students, they agreed to take on the task of researching and gaining knowledge with the objective of condensing the important information and creating awareness through a public library presentation, brochures, flyers, and a public service announcement as a way to meet the needs of real people in the community.

**Ex. #3: Marcia Sheriff, Des Moines Christian School, Language Arts, 2nd Grade**

Students were invited to make connections in their own lives of those who have/or have had cancer. The class brainstormed needs patients might have or difficulties they face. Students then began a FLEx to put together care packages for cancer patients.

**Ex. #4: Ryan Wittstock, Intermountain Christian School, English, 8th Grade**

Students were invited to participate in a poetry unit in a unique way, by publishing their poems in a book given to families. This allowed the students to write for a new audience, which gave their poems a different feel. Additionally, students were encouraged to create art for their classmates' poems.

**Ex. #5: Heather Harmon, Intermountain Christian School, Pre-Algebra, 7th Grade**

The students were invited to think about how they could help their growing community and were allowed to brainstorm the process they would use with a little guidance from their teacher. It resulted in this Playground Design FLEx.

**Ex. #6: Jessica Huddleston, Grace Community School, Engineering, 11th-12th Grades**

After reviewing their previous learning experiences and skills students had developed in engineering class, the teacher asked them, "What should we do now?" The learners were then invited, nurtured, and empowered to brainstorm, investigate, and research problems where an engineering solution could impact the lives of people.

**Ex. #7: Christian Manes, Ripon Christian Schools, Science, 8th Grade**

At the beginning of their unit, the teacher invited students into the project by asking them if there were ways in which they could recycle old items that use electricity. As they discussed this together, it led into a FLEx to build something new from old or broken lamps.

