



Teaching *for* **TRANSFORMATION**

I can be an earth keeper and tell why it is important to reduce, reuse and recycle. I can be a community builder by building something new for for another class in our school.

Grade one students asked the community for old, ready to be discarded toys and sorted, planned and created new toys. They designed new ways to play with what they created and presented them to the Kindergarten and Junior Kindergarten classes.

Ontario Curriculum Standards:

Science: D1 and D2 including transferable skills

Language Arts: A3, B1, D1

Throughlines: Community Builder, Earth Keeper, Justice Seeker, Beauty Creator

Session 1





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Session 2, Invite

New Toys from Old FLEx

As we learned about matter and materials we looked at how various toys were made and what materials were used for making toys. (various videos) When we transitioned to learning about the “Three R’s” we talked about what we do with broken or “outgrown” toys. (Of course we also played with the toys, too!).

Reflections:

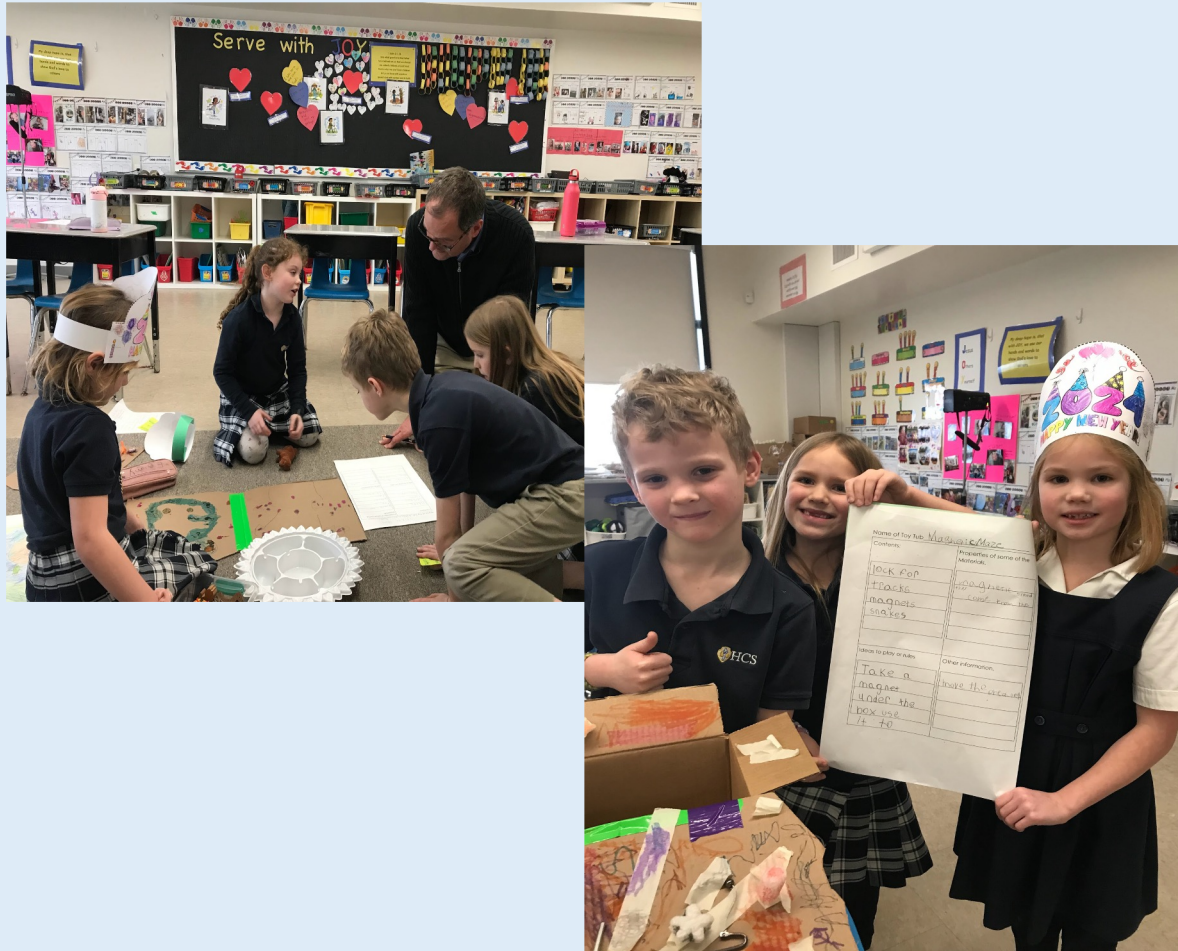
- Celebrations: Students were very engaged. They looked at toys in a new way to see what they were made of and the possible impact of throwing that material away.
- Tips and hints: There was a need to keep reviewing “what is your toy made of?” “How can we be earth keepers in caring for toys?” This was a big shift for them.
- Next step: Look at a very specific product. Perhaps focus on specific school supplies such as crayons or paper or markers. We could look at specific, helpful ways to recycle or reuse these products locally.



New Toys from Old FLEx

Planning and working together created opportunity for the students to synthesize what they had learned about materials. All the habits of learning were engaged as they designed rules and ways to play their designed toys.

- *Celebration*: So much collaboration, problem solving and communication!
- *Suggestion*: Allowing them voice was wonderful, but knowing when to guide and suggest structure is important.
- *Next steps*: Possibly add more reflection stops through the process.





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Session 4, Empower

New Toys from Old FLEx

Students were empowered by gaining skills in collaboration and working together. They shared ideas, divided tasks and took turns. The creative process was impressive. They were also empowered by planning and presenting their toys to younger children.

- Celebrations: Collaboration worked well, Students were on task. They had many creative ideas.
- Tips and Hints: Delegate some separate writing tasks and time limits to the creative work. What is the best way to apply the content and point out learning goals?
- Next steps: think of ways to deepen understanding of reusing process. Look for another audience, choose one type of material to reuse i.e. crayons.

There is Beauty in All Creation)

The students planned and invited seniors from our community to two afternoon socials where they baked cookies and served drinks. They developed a questionnaire for the seniors, exchanged stories about their lives and sang a worship song.



Servant Working, Community Building, Image Reflecting

Session 2, Invite

Students watched a video about lonely seniors and reflected on what they learned.

They were asked to consider the seniors in our community and think about how we could connect with them. We decided to invite the seniors to a social tea time at our school so we could get to know them better. In order to facilitate the conversation, we brainstormed a list of “interview” questions that we could ask of the seniors.



- The students enjoyed taking ownership of the event by developing the questionnaire, baking cookies and serving the tea and coffee.
- Keep bringing it back to scripture: Serving God is one of the most important principles of the Christian faith, as believers are expected to help the church with a joyful spirit. “Love one another.” “Care for one another.” “Pray for one another.” “Encourage one another.” “Help one another.” “Counsel one another.” “Support one another.” Scripture repeatedly tells us of our relationship to God and others through service.
- I would like to invite seniors into our classroom to teach the students something!

Session 3, Nurture



Our students lived out the throughlines of servant working, community builders and image reflectors. We are called to be faith nurturers; children of God who model a life of faith and invite others to live in God's story.

Celebration: Organizing a special time with seniors and enjoying the fruits of their planning

Suggestion: Ensure that the time together is intentional

Next steps: Integrate continuous reflection on the throughlines throughout the FLex



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Session 4, Empower



The students took ownership of the senior's social by planning the afternoon and designing questionnaires. They were assigned a senior and were responsible for serving, making conversation and entertaining their guests.

- Celebrations: The students were eager and excited throughout the FLEx
- Tips and hints: keep it simple
- What would you like to try next?
I would like for my students to visit seniors at a residence

We can use our gifts to glorify God and meet the needs of people in His world.

After learning about different countries in our Holidays Around the World unit, third graders hold a bake sale to raise money for Gifts of Hope through World Renew. They work together to create advertisements, bake goods, run the sale, and select items to purchase based on sale profits. Our goal is to share God's love by purchasing a goat, chicks, blankets, water filters, and other life changing items for impoverished families across the globe.

RI.3.2: I can determine the main idea of a text, recount the key details, and explain how they support the main idea.

RL.3.2: I can recount folktales from diverse cultures and determine their message.

NBT.A.2: Fluently add and subtract within 1000

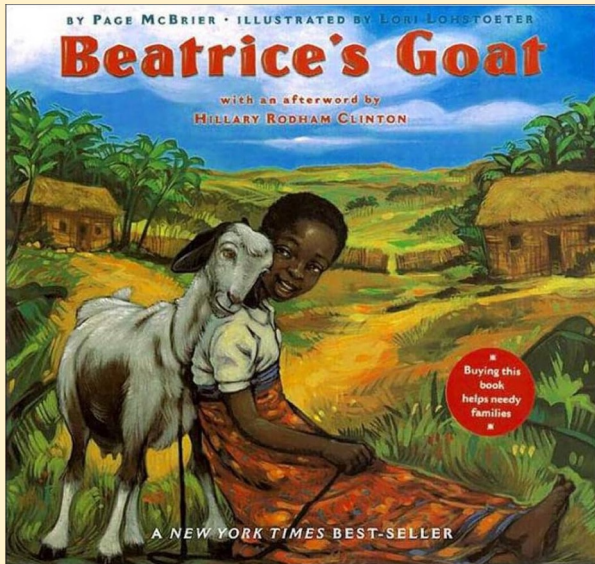
Throughlines: Community Builder, Justice Advocate, Servant Worker

Jenny Engels, 3rd Grade, Sheboygan Christian School





After our social studies unit about life in different countries and cultures, we read *Beatrice's Goat*.



Click [here](#) to listen to the story.

Session 2, Invite

To invite students into this flex, we read the story *Beatrice's Goat*. This helped students realize that many children in impoverished countries live without basic needs every day. This sparked a discussion about how blessed we are and what we could do to help.

- Celebrations: The students were highly engaged in the story and genuinely excited to do the work.
- Tips/Hints: Plan ahead with leading questions (How does this connect to ___? How does ___ fit in God's Big Story?). It's more powerful if the kids arrive at their own conclusions than just telling them what we will be doing.
- Try Next: Although I love this story, I am thinking of modifying this FLEx to partner with an organization in Costa Rica that provides outreach to at risk children. Our high school Spanish students go there on a missions trip each year (our school is PK-12) so we would have more of a personal connection. We could invite high school students who went on the trip last year to share the needs of these children and brainstorm ways we can help.



Session 3, Nurture

Every day during this unit, we watched a short video from Samaritan's Purse. Each video highlighted different ways that we could help families in need. For example, sharing how a goat provides nutrition and income or a water filter prevents sickness.

Gifts of Hope: Fact of the Day



Gifts of Hope: Fact of the Day



Gifts of Hope: Fact of the Day



- Celebrations: The videos opened up great conversations and reminded us why we were doing the fundraiser. It helped students think about which items they would like to purchase afterwards.
- Tips/Hints: It was helpful to have a daily reminder and start each lesson with the purpose for our unit: To show God's love by providing for the needs of others. (Keeping the "why" at the forefront).
- Try Next: In addition to discussions, I could add more written reflections throughout the unit instead of doing it mostly at the end.



Session 4, Empower

After learning about different countries in our Holidays Around the World unit, third graders hold a bake sale to raise money for Gifts of Hope through World Renew. They work together to create advertisements (posters and video), bake goods, run the sale, and select items to purchase based on sale profits.

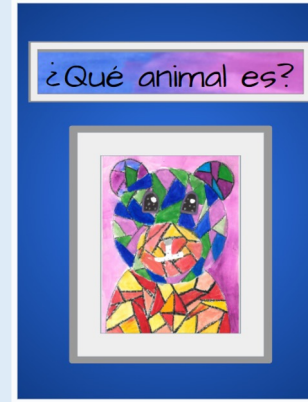
- Celebrations: The kids worked so hard and were really proud of their work. Parents were also interested and involved in the process. We more than doubled our goal and were able to purchase additional items.
- Tips/Hints: It was motivating to set a goal at the beginning of our FLEx (Example: Raise enough funds to purchase 2 goats).
- Try Next: I would like to partner with an organization in Costa Rica that provides outreach to at risk children. Our high school Spanish students go on a missions trip each year (our school is PK-12) so we would have more of a personal connection. We could invite high school students who went on the trip last year to share the needs of these children and brainstorm ways we can help.





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Cover of a book



Session 1

Students presented a book they created in Spanish & English showing adjective agreement, (focusing on the colors in Spanish) to residents in a Senior Living facility. After the presentations students taught the colors to various residents. Decorations (papel picado) were created by a different class.

Standards met: Interact with respect and cultural competence in search of understanding our world.

Students present information, concepts and ideas to an audience of readers on a variety of topics

(other art standards as well since this was a collaborative project with the art teacher.)

Throughlines: Beauty creating, Order discovering, community building



5th grader teaching a resident colors in Spanish

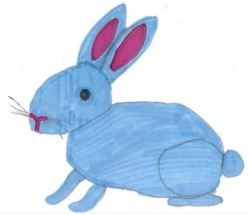


4th graders cutting papel picado that was used as decorations for FLEx.

Peggy Wahl, K-5 Spanish; Sioux Falls Christian



¿Los conejos
son azules?
¿Es verdad?



Cristián
tenía un rancho



Session 2, Invite

Students were invited into the FLEx through reading stories that were written by previous classes. Depending on the real audience, some years students were invited into it through learning about the children who would receive the book.

- The finished products are something to be proud of
- When the teacher is doing more work on the project than the students are, it is time to re-think.



Session 3, Nurture

Students practiced writing descriptive sentences in Spanish on white boards. They received immediate feedback on their writing.

Students brainstormed various details that would be incorporated into their book.

- Varied format was instrumental in engagement - This started with kids keeping track of progress through awarding points, subsequent days saw randomizing of points, partners earning points for accurately correcting, group points, etc.
- Randomizing points (including some negative points - like the “Unfair Game”) as well as rewarding partners for accurately assessing sentences nurtured those students who struggle with Spanish - did not feel



Session 4, Empower

Students presented a book they created in Spanish & English showing adjective agreement, (focusing on the colors in Spanish) to residents in a Senior Living facility. After the presentations students taught the colors to various residents.

Students were proud of the book they produced. They found it empowering to teach the colors in Spanish to adults.

- Celebrations: Students utilized the grammar concept of adjective agreement in writing the stories. Students also built community with their classmates by brainstorming ideas, creating a plot and completing the book to share.
- I wish I would have used a book publisher as I have done in the past. It was too much work on me as a teacher.

Student Reflections:

We are trying to show how God always welcomes everyone into his house.

I was an Order Discoverer by learning the rules that God made the language Spanish to have. And by trying to make good sentences in Spanish.

This teaches people all are welcome in God's house.

i had to make the book with others i couldn't do it on my own

I was an Order Discoverer by learning the rules that God made the language Spanish to have. And by trying to make good sentences in Spanish.

working well with classmates and for people who are going to read the book

I noticed all of us as a class made amazing artwork and created a very cool book.

We were Neighbor Loving by making a book to help others learn Spanish.

I well with my classmates by being kind to the people who read this will like it a lot.

with it.

cause I'm making a book to read and have fun.

It is good to share artwork because it is showing the love of God.



Teaching *for* TRANSFORMATION

- As community builders, we can support English language learners as they grow in their relationships with God.
- As beauty engagers and creation stewards, we can create art with the natural resources available on our campus.

4th grade students summarized passages from the book of Luke and made illustrations using rocks and other natural materials to create a bilingual Spanish/English book to give to English language learners at a local church.

Standards: 3.5.3-5.S Illustrate that there are multiple approaches to design.

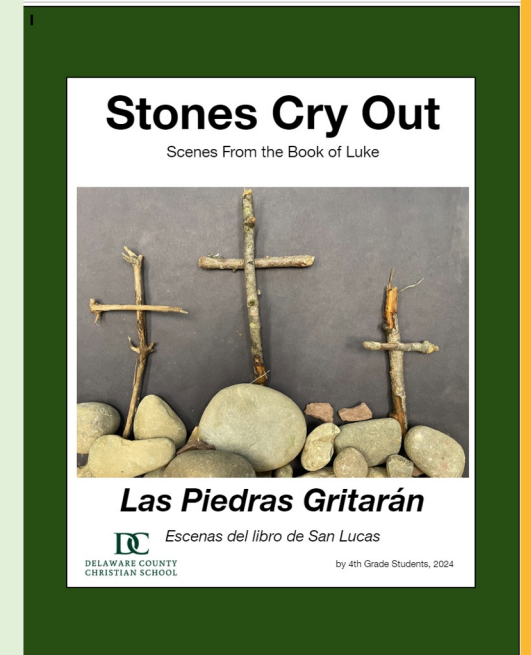
3.5.3-5.U Evaluate designs based on criteria, constraints, and standards.

3.5.3-5.R Apply tools, techniques, and materials in a safe manner as part of the design process.

Throughlines: Community Building, Beauty Engaging, Creation Stewarding, God Worshiping

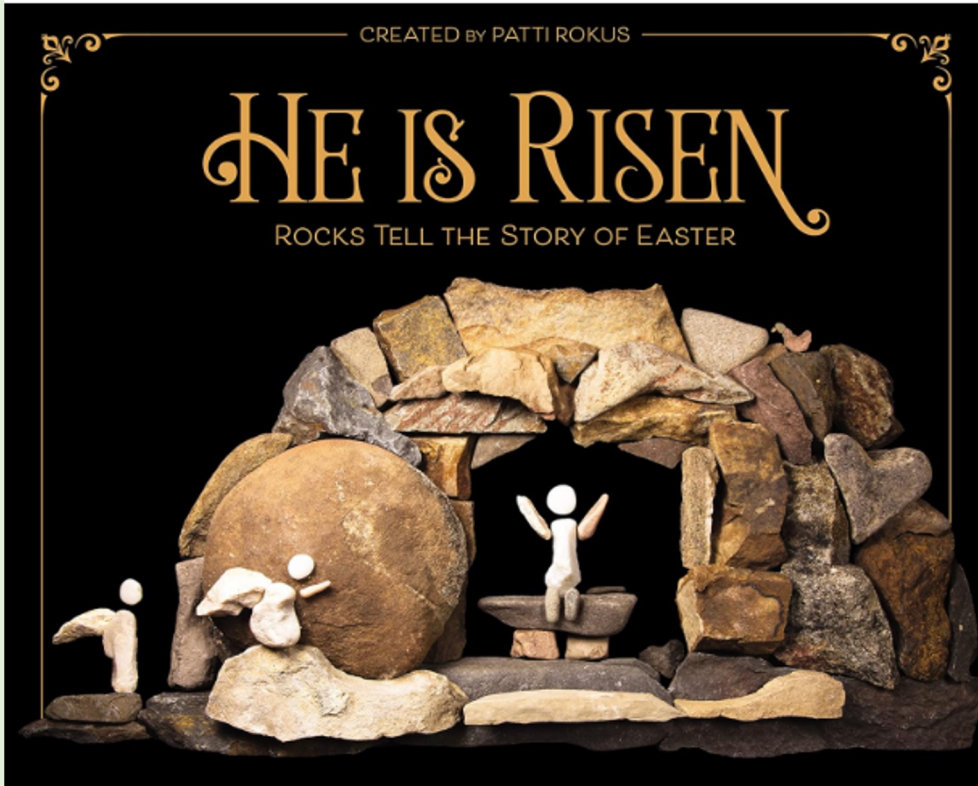
Amy Ransom, PK4-5th grade STEM, Delaware County Christian School

Session 1





Session 2, Invite



- I read the book “He is Risen; Rocks Tell the Story of Easter” to the students. We talked about how in Luke 19:40, Jesus said, “I tell you, if these were silent, the very stones would cry out.” We talked about how God’s glory is displayed in creation.
- Other aspects of the FLEx were discussed during Technology, Art, and Spanish classes. In Technology, students learned how to superimpose text over a photo. In Art, they learned about an artist who uses materials outside to make his pieces. In Spanish, they talked about the families in the teacher’s church who are English language learners and how this book would help them be more a part of the community of the church.
- The students did not have a lot of input about the project itself, so that is something I would change.



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Session 3, Nurture

- Students worked in groups to read and summarize their Bible passages. This is a skill that is emphasized in 4th grade, so some students were proficient at it and others needed help.
- Students used natural materials to create their illustrations, incorporating design principles that they learned about in art class.
- Students reflected on their learning and how their work could impact the families who would be receiving their books. They answered questions about throughlines and community impact.

Amy Ransom, PK4-5th grade STEM, Delaware County Christian School



Teaching *for*
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Session 4, Empower

Students were empowered when they were able to see the finished product of their book. They were able to look through it, and then three students volunteered to pray for the recipients.

Students will be able to check a copy out of the school library next year so they can show their families. Unfortunately, the book was finished so close to the end of the year the students didn't get to hear about the reactions of the families, so that is something I would change moving forward. I am planning to show students pictures from the presentation in the fall.



Amy Ransom, PK4-5th grade STEM, Delaware County Christian School



Teaching *for*
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Session 1

Valdez TfT FLEx Story

Teresa Valdez / Third Grade / Trinity Christian Academy



Session 2, Invite

Invite:

I shared personal experiences about passing out “You Are Not Alone” cards to people I know and to strangers. I shared their reactions as well. I showed them these two pictures and explained that we may or may not know what others are walking through. It is important that we help them remember that they are not alone.

Reflections:

- What has worked well? The excitement over designing the card and following through with giving it to someone. Also, they enjoyed getting to share about their own experience.
- What would you like to try next? Perhaps do it twice in the school year. I had students asking when we were going to do it again.



Session 3, Nurture



Students took turns sharing about their experience (with giving their You Are Not Alone card to someone). They shared who they picked, showed pictures, and told the class how the person reacted/or how they felt. Each student also wrote a reflection afterwards about their own personal experience. It was powerful. Once all students had shared, we created 2 Storyboards with their Deep Hopes, pictures, and reflections. Other people at the school were moved by it as well just seeing our Storyboards.



Add reflections on:

- Allowing each student to share their own personal experience was amazing!
- Remember to allow reflection time.
- I would like to invite some people that received cards to come talk with the class.



Session 4, Empower



Students felt empowered to be a vessel for God to remind others that they are not alone. They had choice in who they picked and how they designed their card. Some students felt moved to make more cards on their own free will and passed those out to people that God led them to.

Add reflections on:

- Celebrations: sharing and reflecting together
- Pictures to capture their experience were important / allow time to share and reflect
- Bringing in people who received cards would be impactful