

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 #4: Making Personal Connections

Ex. #1: Kathy Hall, Washington Christian Academy, Public Speaking, 9th-12th Grades

As students were embarking on a FLEx to share [Hispanic Nursery Rhymes](#) with younger students, the teacher invited them to share what performances they have enjoyed and why. They then discussed the skills and attitude they need to perform in an engaging and delightful manner. Students watched examples of presentations for children, and the teacher introduced basic public speaking skills.

Ex. #2: Sara Moorlag, St. Cloud Christian School, Bible & Social Studies, 1st Grade

As the teacher invited students into a FLEx to [Bless Children in Foster Care with Backpacks of Hope](#), they first discussed their own families. Students drew their family members on paper and introduced their families to a partner. Next, the class learned about the adoption of Moses, Esther, Samuel, and Jesus. The teacher and students discussed their adoptions for protection, provision, and purpose. Through these conversations students learned about foster care and the needs children have.

Ex. #3: Kellie Skinner, Intermountain Christian School, SEL, 2nd Grade

As the second graders began studying the life of Jesus, students noticed how Jesus spent his time with those who were sick, alone, and often looked down upon by others. The class discussed times that they have felt alone and brainstormed places that kids might feel left out. Recess was the most commonly named. This led students into a [Buddy Bench](#) FLEx for the playground.

Ex. #4: Ashley Schuller, Ripon Christian School, Reading, 4th Grade

The teacher started with an activity that was meant to build self-esteem in her classroom. She displayed words of affirmation around the room and asked the students to do a gallery walk. After that, each student was given a classmate's name to select a phrase for. This encouraged the students to think about their classmates in a positive way and allowed them to receive an encouraging phrase as well. This inspired the students to encourage the entire school through kind words written in the hallways.

Ex. #5: Dr. Roxane Allsup, San Marcos Academy, Art, 5th Grade

The teacher provided a pile of river rocks and invited students to choose the stone(s) that reflected how they were feeling. While holding their chosen stones, the teacher invited students to think about the stones they chose. They took time to pray in order to recognize that God was present as their own "rock" and redeemer. Next, the class read Psalm 19 aloud and students were asked where they see God's Glory in their life and in what ways God is their "rock"? Students were invited to pray for people around the world (especially those who do not know God as their "rock"). The rocks were then transformed into prayer stones with positive messages to share with others.

Ex. #6: Tami Zietse, Denver Christian School, Composition Strategies, 11th Grade

"What do you do when the darkness of the world feels overwhelming?" At the start of their Podcast Project FLEx, students discussed this question, the power of gratitude, and the power of seemingly small things in their lives. The class looked at two mentor texts: 1000awesomethings website and The Anthropocene Revisited podcast. Then, they brainstormed their favorite things on butcher paper. These activities led into writing and recording podcasts to celebrate God's blessings.

Ex. #7: Rhonda Ham and Chelsea Saylor, Grace Community School, Humanities, 11th Grade

Students were invited to identify a problem that resonated with them (beauty standards, animal rights, social media, education, abortion, etc.). Once they had chosen a topic they were passionate about, students worked with their teachers, each other, and members of the community to learn more about it and bring awareness of how that issue affected their community. This culminated in their Humanities Research Project: Problems Past and Present.

