

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 #7: Unpack/Introduce a Long-term Learning Target or Essential Question

Ex. #1: Julie Moore, Central Christian School, Science, 1st Grade

Students were invited into the FLEx by first listening to "The Curious Garden." This sparked conversation about the animals that thrived because of the boy's choices in the books. Students were introduced to the Essential Question, "How do Earth Keepers protect and preserve God's creation?" and the Long Term Learning Target, "I can boldly participate in Earth Keeping as I study amphibians and habitats." After unpacking these and participating in a gallery walk, students were ready to begin their FLEx to Be Bold as they protected amphibian habitats.

Ex. #2: Heather Woodburn and Elizabeth Gordon, Washington Christian Academy, Art, Middle and High School

With the Long Term Learning Targets of "I can use my art to convey God's love and reach out to others with His message" and "I can create something beautiful with a new technique, and it doesn't have to be perfect to have an impact," the teachers invited their students into a FLEx for a prison ministry retreat. The teachers explained what Kairos prison ministry was and they watched 2 videos about it. The students also saw pictures of how artwork was viewed and avidly desired. Neurographic art was demonstrated and explained, and students used this technique to create beautiful art for inmates attending the retreat.

Ex. #3: Kristin Stitt, Hope Academy, Music, 4th Grade

For two weeks, students learned about the origins of Hip Hop from West African traditions

through the early 1990s and studied how artists used the medium to create positive change in their communities. After unpacking the learning target, each class chose a community they belonged to. The students then created messages of hope and love using a looping software to create a beat, and wrote a rap together to address the issue in their community.

Ex. #4: Matt DeBoer, Denver Christian, Social Studies, 6th Grade

Through the unpacking and interactions with their Essential Learning Targets, students explored the word 'power' from different angles. This invited students into a FLEx to write notes of encouragement and acknowledgement to people in their community who use their power in God-honoring ways.

Ex. #5: Amber Oosterheert, Allendale Christian School, Math, 3rd Grade

The teacher started the FLEx by introducing the overall learning target, "I can bring joy to the community by sharing quadrilaterals." The class unpacked it together which led into discussions that inspired their quadrilateral castles and "I Spy" questions for the local library to use.

