

Designing a FLEx

Class/Unit: Literature/4

Timeline: (6 weeks)

Deep Hope

We are learning who we are—individuals created for harmony within ourselves and unity with others. As we grow in self-awareness and empathy, we practice to accept others despite of the differences

Curricular Content

- analyze visual media for tone, theme, meaning, and/or technique.
 - recognize the importance of Christians' acting upon what they discover.
 - discriminate between the point of view of a coward and that of a brave man.
1. Special Needs
 2. Foreign Occupation
 3. Duck
 4. Hastrman (Wealth vs Family love)

Real Work

What Throughlines will learners practice?

Students create faith-formed reflections meant to **encourage others**.

Examples:

- A prayer or poem shared in class or chapel
- A written reflection offered to someone in need
- A personal testimony of perspective shift
- A visual reminder of hope displayed publicly

Real Needs

What needs will the learners meet?

- Suffering often leads to despair or isolation
- Young people struggle to integrate faith with real pain
- Communities need hope that is honest, not shallow

Real People

What real people will learners engage with?

- Students experiencing hardship
- Friends facing discouragement
- Members of the school or church community

Storyline

Long-Term Learning Target

How will this FLEx empower students to live God's Redemptive Story through the Storyline?

We are learning to listen, understand, and grow together—choosing respect and care over competition

Write a long-term learning target to guide the FLEx:

By the end of this unit, students will understand that discoveries about truth, courage, and others shape who we become and how we live in community. By analyzing literature and visual media, students will explore how tone, theme, and point of view reveal bravery, fear, and responsibility, and reflect on how these discoveries call us to listen with empathy, act with courage, and build a community rooted in love, respect, and purpose.

Check out [Designing Different Types of FLEx](#) for more ideas.

Implementing the FLEx

Phase	Learning and Reflection	Storyboard	Timeline
<p>Invite</p>	<p><u><i>How will learners be invited into the FLEx? Plan the entry event:</i></u></p> <p>STORY: Watch a video a Nick Vuijicic talking about his childhood and challenges faced due to disabilities</p> <p>Learner reflection prompts/activities:</p> <p>Discuss: How did his physical challenges affect the way he viewed himself and his life?</p> <p>How did his self-image dictate the way he behaved around others?</p>	<p>Artifacts:</p>	
<p>Nurture</p>	<p><u><i>How will learners' understanding, motivation, and skill-building be nurtured? Plan learning to engage students' heads, hearts, and hands:</i></u></p> <p>Part I: Go over the story discussion questions from the story "Shago"</p> <p>Part II: Discussion and Feedback Protocol Students will be asked to make a connection between their learning about Nick's challenges and Shago's challenges.</p> <p>Learner reflection prompts/activities:</p>	<p>Artifacts: Reflection Sheets</p>	
<p>Empower</p>	<p>How will learners be empowered to live restoratively? Plan the activities where learners will take action:</p> <p>Reflection and Assessment</p> <p>What could Shago's friends do better to make him feel loved and cared for?</p> <p>Think of a person in your surrounding that has special needs. Understanding Nick and Shago's challenges, how should you treat them differently?</p> <p>Exit Ticket: Share about your actionable items</p>	<p>Artifacts: Instructional Pamphlets</p>	

Learner reflection prompts/activities: