

Lynden Christian School

Teaching for Transformation

Jeanny Aupperlee: Student Academic Services

Kevin Kaemingk: High School Principal

Learning Target:

- ❖ Participants will understand the background of Teaching for Transformation (TfT) as a guide to missional instruction.

Mission Statement

- ❖ The mission of Lynden Christian Schools is to be an effective instrument of God. Together with Christian parents and the church, we seek to educate children and young people so that they may grow and mature into perceptive and caring Christians. Finally, our goal is to produce citizens who have a transforming influence in the world.

What is Teaching for Transformation?

Storyline

- ❖ TfT believes that every unit and every learning experience tells a story.
- ❖ Each student and teacher develops an individual storyline and discovers how they are living in God's epic drama.

Throughlines

- ❖ God Worshiper
- ❖ Idolatry Discerner
- ❖ Earth Keeper
- ❖ Beauty Creator
- ❖ Justice Seeker

Throughlines

- ❖ Creation Enjoyer
- ❖ Servant Worker
- ❖ Community Builder
- ❖ Image Reflector
- ❖ Order Discoverer

Formational Learning Experiences (FLEx)

- ❖ Every Christian school classroom must provide authentic opportunities for students to practice Living the kingdom story.
 - ❖ Real Work
 - ❖ Real Problem
 - ❖ Real People

Lynden Christian School

TfT Artifacts

First Grade
Fourth Grade
Seniors



"Got Fruit?"

First Grade

**Sharon Bouma
Lynden Christian School**

Essential Learning Targets:

*I can use the book "Rainbow Fish" and create artwork to help show the children how to share their "fruits" with others and become "Image Reflectors".

*I can help the children share their "fruit" by finding a young child they can identify with out in the community/world. I can help the children focus on "Serving in Love" in the world.

*I can help the children turn their thoughts into actions thru prayer, letter writing, cooperatively making a gift, and other meaningful activities.

Curricular Context:

***Bible** - Galatians 5:22 23a "But the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control."

***Writing** - Letter writing skills

***Art** - "Rainbow Fish" painting, drawing and coloring

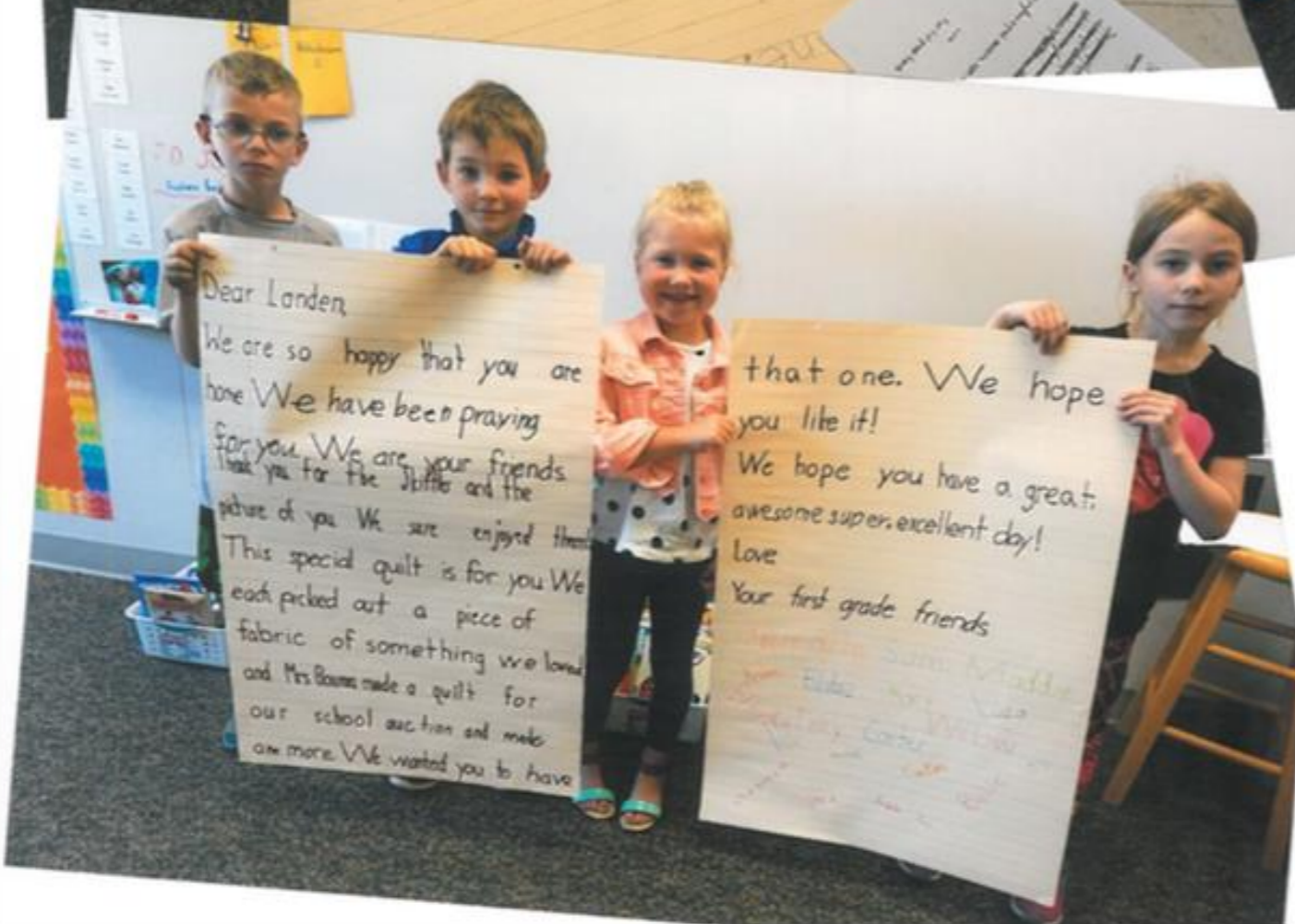
***Spelling** - sounding out words

Formational Learning Experience:

Real Needs: Landen is someone the children can connect with that is in need of encouragement, friendship, and prayers.

Real People: Landen is a first grade boy from Michigan who is just like them. He was diagnosed with a brain tumor in December. His mom's cousin lives in Lynden and she was asking for prayers for him and his family.

Real Work: Keeping Landen in our prayers at school and at home. We have been writing him letters and drawing him pictures to encourage him. We also put together a quilt for him that he should be receiving soon.



We then decided to write him a really big letter. We wrote it as a class and then each child copied part of it on our big paper. The children also decided that our extra quilt that we made during our school auction time would be a gift for Landen. He will soon get this as a surprise!

Card Making
For Meadow Greens
Retirement Community

4th Grade

Bob Cook

Lynden Christian School

My deep hope for the students:

What if my students fully embrace the Servant Worker lifestyle and actively search for opportunities to be Servant Workers at school and at home?

What if, while being Servant Workers, the students recognized themselves as true image reflectors and became even more motivated to serve others?



An Opportunity to be Servant Workers:

We are meeting a real need for real people by providing student created greeting cards for the residents of Meadow Greens Retirement Community to send to their family members and friends.



Learning Standards/Curricular Context:

Our school theme this year is: "Rooted in Christ,
Growing in Grace, Serving in Love."

This activity ties in beautifully with the Serving in Love
portion of our theme.



Through-lines:

Through-line #1: How will they practice living or being this through-line?

The students will come to see card making as a true act of serving others in our community.

How does this through-line deepen the understanding of my topic?

By having to continuously produce new cards, the students will see how the residents of Meadow Greens count on them.



Through-line #2: How will they practice living or being this through-line?

The act of serving others that they haven't even met yet enables the students to view themselves as Image Reflectors

How does this through-line deepen the understanding of my topic?

The students will see that when they put others and their needs first that they are true Image Reflectors.



Formational Learning Experience:

Real needs: Most of the residents of Meadow Greens never leave the property and have to count on others to meet their needs. I personally was sent on many "card runs" for my mother-in-law and her friends when she was alive and lived at Meadow Greens so I knew the need was and still is real.



people: All but one of my students have no connection to Meadow Greens. They have now come to see the residents of Meadow Greens as more than "old people with walkers" and are even looking forward to our visit to Meadow Greens later this month.



work: The students have taken this work seriously and are willingly give up recess time to make cards because the people at Meadow Greens are counting on them.

Chapel Project

- ❖ In an effort to transform our classroom experience to reflect real work, for real audiences having real consequences, we propose a nine week chapel window that will be composed of student and teacher voices.
- ❖ Each chapel will be entirely developed by the student body; we will be responsible for putting together the program, recruiting the voices, and leading the chapels.

My deep hope for the students:

What if my voice, as a teacher, was not the only one that mattered?

Background

In an effort to transforming our classroom experience to reflect Real Work, for Real Audiences, having Real Consequences (Teaching for Transformation), we propose a 9-Week Chapel Window that will be infused by student and teacher voices. Each chapel will be entirely developed by the student body; we will be responsible for putting together the program, recruiting the voices, and leading the chapels.

The 9-Weeks will be during 3rd Quarter. The dates are negotiable because we have our International Student Chapel. The proposed chapels will be organized and run by the Senior UW Classes, and each week will have a theme based on the 9 Fruits of the Spirit (listed below). At this point, all speakers are proposals; upon permission, we will pursue them:

Objectives

- January 26 - Love (*The Cliqing Game* - Speaker: Mrs. Kroontje)
- February 2 - Joy (*Joyous Art and Expression* - Speaker: Mrs. Hammons)
- February 9 - Peace (*Life and Death Chapel* - Speaker: Mrs. Price)
- February 16 - Patience (*Love Chapel* - Mr Thomas Interviews wives of old students)
- February 23 - Kindness (*The Moment that Changed Your Life* -- Speaker: Mr Wiley)
- February 28 (Tuesday) - Gentleness (*The Stories that Break Your Heart* -- Speaker: TBD)
- March 9 - Faithfulness (*The Giants of My Faith* -- Student Interviews)
- March 16 - Self-Control (Testimony Chapel -- LC Views on God, Church, Life, and Faith)
- March 23

Scope

Our goal is to re-ignite student engagement in chapel. We believe our student body has become jaded by unfamiliar speakers and worn-out by worship chapels that force students into compliance. We want to experiment with some different, student-oriented methods to make chapel transformational.

Timeframe

	Task	Start and End Dates
Phase One	...Proposal	...11/6/2016
Phase Two	...9-Week Chapel Cycle (student/staff feedback)	...1/6/2017 - 3/23/2017
Phase Three	...Written Format for Chapel Practice	...May 1, 2017

Project Budget

We do not plan to invite people in, but we may ask for stipend money, if someone has to travel or take off time for work (Woods Gift Certificate, Gas Card, Safeway Gift Card)

Key Stakeholders

Client	LC Student Body
Sponsor	Lynden Christian High School Administration
Project manager	UW in the High School - Mr Thomas Contact

Monitoring and Evaluation

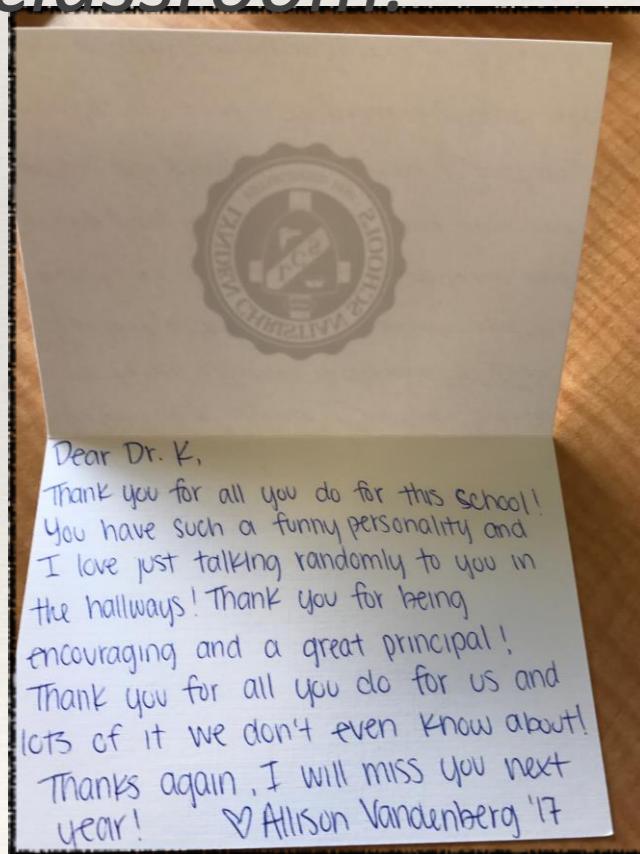
- We will set-up a survey monkey -- after each chapel, we will collect student data, and write a report.
- We will present our feedback through a student leader meet with Mr Rast, chapel committee leader
- We will compile anecdotal findings, our research, and our recommendations in a full document by May 1, 2017.

Student led chapels

- ❖ Love, joy, peace, patience, kindness, gentleness, faithfulness and self-control.
- ❖ Recruited student stories, teacher, and community stories, including professional athletes.

Essential Learning Targets:

I can ... produce work that aligns with the students' giftedness and contributes to a larger context than just the classroom.



Thank You Notes . . .



Kindness Chapel

I can ... use my voice and my interests to speak into others' spiritual development.

Through-lines:

Community
Builder

God Worshiper
Idolatry Discerner
Earth Keeper
Beauty Creator
Justice Seeker
Creation Enjoyer
Servant Worker
Community Builder
Image Reflector
Order Discoverer

Image
Reflector

LC has a bit of a tired model of spiritual leadership, and our students saw how their heads, hearts, and hands can shape their environment

Experiential more than reflective. They heard their classmates reviews, and assess their contributions based on peer review.

We spent nine weeks reflecting on the manifestations of the spirit, not in an idealistic way, but a practical one.

Students shared their stories, used their talents, and put themselves on display in a meaningful, life-giving way

Formational Learning Experience:

Real Needs:

Spiritual Leadership/Spiritual Longing

Real People:

LC Student Body/Staff

Real Work:

High Stakes Presentation

Photos/Videos of students:



- ❖ **Community Builder**
 - ❖ Student Voice, Student Leadership, Student Engagement
- ❖ **Image Creator**
 - ❖ Student Testimony, Prophetic Art
- ❖ **Global Influence**
 - ❖ Professional Athletes
- ❖ **Inviting**
 - ❖ Students into a larger, global conversation
- ❖ **Nurturing**
 - ❖ Leaders learn to share, collaborate, innovate
- ❖ **Empowering**
 - ❖ Freedom to fail, risk, discuss, reshape

Student Reflections:

On Mar 16, 2017, at 3:12 PM, Haan, Carl <chaan@lynchs.org> wrote:

Jeff,

Wow, I wasn't expecting that. You are correct, a note can make a huge impact on a person, 20 of them even more. I am humbled, grateful, and proud to be serving this community.

Thank-you

Carl

Next Steps

- ❖ Continue to develop curriculum through early adopters (2016/17), 30% and full staff
 - ❖ Commit to Try and Gallery Walks
- ❖ Developing an assessment tool to measure “real learning”