



Teaching *for*  
**TRANSFORMATION**

# **Instructional Videos**

## **10th grade AP World History**

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## Basic Details of this FLEx

- With a partner or individually, students were asked to produce a short instructional video to benefit an intended audience beyond their teacher or the College Board - other students who need help with the difficulties of the course.
- The video needed to demonstrate a complex understanding of the concepts and/or skills of AP World History.
- Since the intended audience was high school students, it needed to involve clear, creative, lively communication and an encouraging message.



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# AP World History Deep Hope & Storyline

*These both lean into the complexity of the course material (and the world's history).*

*In the end, this project was about students helping others along in this daunting journey.*

May AP World History students be a people who fathom the world's complexity...



...and see God's story below the surface.

AP World History  
—  
**It's Complicated**





## Essential Learning Target:

- 🎯 I can experience how the head work of history can affect my heart, and benefit other students in need.



## Curricular Outcomes:

The specific curricular content varied from group to group, but they were all aligned with AP World History key concepts, as laid out by the College Board.

- If students proposed ideas that fell outside these, I as the teacher helped them find a similar topic that fell under the purview of AP World History (in order to best be of help to other AP students)



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## Habit of Learning:

**Gracious Communicators** - Students are designing work to benefit struggling students and communicate directly to them, rather than mastering jargon for their teacher or AP reader.



## See God's Story

- I desired that this work would give students an opportunity to practice *restoration*, and see *shalom* in action. I believed they would find meaning in bringing others along and helping them, rather than cruising on along a comfortable academic altitude.
  - Students were drawn to this because they knew well (and feared, in many cases) the feelings of doubt, confusion, and struggle in school
- The loudest competing story was certainly GRADES, and the drumbeat of pressure in an AP course to prepare for the test.
  - It worked extremely well to finish the course with this work, *after* the students had learned the course material and taken the exam. The story that this told really resonated with students. It made for a great year-end celebration.



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## Throughlines

The Throughline that this project aligns with is **Servant Working**.

- Students got the opportunity to experience God's intention for our labor - that it might shape us and provide for others and ourselves.
- The work was much more strongly *others-focused* than 99% of their academic tasks.





## **Formational Learning Experience:**

### **Real needs:**

- “AP stress” felt by students in classes like this
- college and national exam preparedness

### **Real people:**

- AP World History students around the world, or future AP World students at SWCHS

### **Real work:**

- Research, analysis, reflection, and communication



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## INVITE

- The invite was specially calibrated to AP students and their place in the journey
- The hard work of the course was done, the exam was taken, and the celebration was over. Now, we turned to benefitting the students who would soon be climbing the mountain themselves.

## AP World History Project



*We've climbed the mountain!*

*Rather than walk away, let us first bless and help others on their way.*

*Presentation slide from my introduction to the project*

## NURTURE

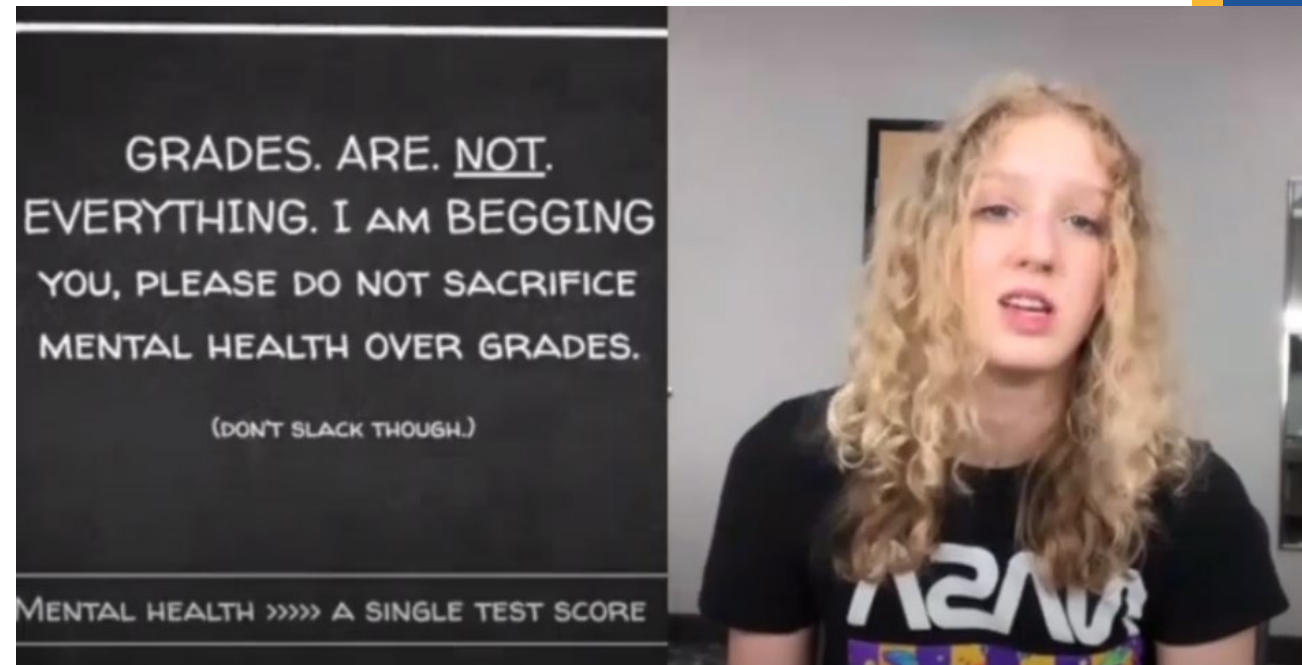
- At the tail end of the course, students had mastered the concepts and skills of the course, and could be expected to teach others
- There was a “peer review” day built in where students could offer and receive helpful feedback to sharpen their work
- Most work was done in class (5 class sessions) with teacher assistance





## EMPOWER

- Students got to choose their own topic and intended audience
- Groups also designed their own driving question, drawing from course key concepts, best practices, and their own experiences



*Screenshot from a completed tutorial video*



## Process

- Students picked their intended audience (other AP World History students nationwide, or future students taking the SWCHS AP World class) and designed a driving question.
- I approved their initial pitches, and there was a peer feedback stage a few class periods into the project
- I posted their videos to a YouTube playlist myself (and removed their names for privacy reasons)



*Screenshot from a completed tutorial video*



# Examples of Student Work

- [Deep Thoughts for Students Struggling in AP World History](#)
- [How the French Revolution Began & Developed](#)
- [Who was Ibn Battuta?](#)
- [How to Do Sourcing Analysis on a DBQ Essay](#)
- [Tips for Getting the Historical Complexity Point](#)
- [Encouragement & Advice for Students Taking AP World History](#)

*Note that all of these begin or end with students sharing their own deep hopes and connections to the course storyline or God's Story.*



## Student Reflections (1)

- “I found it very enjoyable knowing that the video was going to help future or present AP students and that it wasn’t directly correlated to the regular class. I found it exciting to do something different that is made to help confused students like myself at times.”
- “My deep hope for the work we do for this project is that it is a bright spot in someone's studies and that it brings laughter to AP world students who are having a hard time enjoying AP world due to being overwhelmed by the complexity and difficulty of the course.”
- “I think this project was very beneficial as a way to slowly ease out of the year. I liked it because it was nice to know that all of my hard work over the year will help people in the future.”



## Student Reflections (2)

- “I feel like this project nudged me toward Mr. Welle’s deep hope”
- “It felt so much different than just doing an assignment for a grade. I felt like my work truly had purpose, and I am so excited for a fellow struggling AP World student to find our video.”
- “My deep hope is that this project will actually help real AP students out in the world. I know all too well the feeling of absolute cluelessness on a topic, and I would absolutely love to provide a source of help to those who are going through the same situations.”
- “My deep hope for this video is that I will be able to help ambitious AP World students like myself take their work to another level and bless them by lending to this topic even greater meaning and depth. This opportunity to share something I’ve learned to the benefit of others is exciting!”





## Teacher Reflections:

- The best, most successful part of this learning experience was the invitation for students to finish the year by escaping from the GRADES story and feel what it's like to work for someone else's benefit instead.
- Asking students to directly incorporate the Deep Hope and Storyline included a nifty aspect where their tutorial videos had a message about the rich complexity of God's kingdom woven into them.
- Student response to this project was 100% positive. They took note of its deeper meaning and responded strongly to its creative and practical components. The learning they managed to show off in the process as well made me a proud teacher!



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