



FLIPGRID.

Building a K12 Health and Wellness Flipgrid Community

K12 Flipgrid integration guide

How can Flipgrid enhance Health and Wellness classes?

One of the major goals of a health and wellness class is to help students communicate effectively. Educators often report wanting to help students develop voice in order to communicate verbally what they have learned. Unfortunately, many educators have trouble finding ways to incorporate this type of instruction into their lessons. ^[1] Flipgrid is designed to do just that -- give students a fun and creative avenue to develop voice and provide educators with a simple way to integrate it in their classroom. With each video creation, students consider how they are perceived, the content of what they have shared, and are given opportunities to make changes in response to feedback. Through this process, Flipgrid helps students become stronger communicators and involved digital citizens.

Introducing Students to the Social Aspect of Flipgrid

Grades K-5

Young students typically have little experience communicating ideas to a larger audience. Flipgrid gives them both the opportunity to develop voice and to learn how to present themselves online. Repeated experience using Flipgrid increases their feelings of social connectedness and improves academic performance. ^[2] Even the youngest students have the opportunity to participate as digital citizens, and Flipgrid provides a safe environment to begin learning how to interact online. When encountering Flipgrid for the first time, young students need to know that this is a safe space where creativity is encouraged so that they can develop confidence with continued use of Flipgrid.

Grades 6-8

Many students in middle school feel especially sensitive to the evaluations of their peers (we all remember this), but those who feel supported by educators and their peers perform better academically. ^[3] Even though students may have experience with posting videos, the idea of their videos being viewed by other students may make them uncomfortable; therefore, several uses of Flipgrid may be needed before students feel more confident in their use of voice. It may be especially important to remind students that they can do as many takes as they want before posting their video. Gaining confidence in self-expression and the respect of others is important for this age group.

Grades 9-12

Students in high school may already be regular users of social media like Snapchat, Instagram, Facebook, or Twitter. The first few times students use Flipgrid, they may feel uncomfortable because the topics that are discussed on Flipgrid are likely different from the topics students voluntarily post on social media. For this reason, Flipgrid is a valuable tool to help students learn to share their thoughts on important topics. Additionally, educators may open their grids to students in other locations around the world. Open grids help students learn to respect community voice, gain a deeper understanding of citizenship, and experience a wider diversity of perspectives.

Regardless of the age of your students, one of the best ways to help students feel at ease with Flipgrid is to model it yourself by creating a video to introduce the topic and record the first video in your topic to share your thoughts.

When are you starting to use Flipgrid?

Beginning

If you want to use Flipgrid from the very beginning of the class, you can actually start using Flipgrid before your first meeting. Invite the students to introduce themselves on Flipgrid or use Flipgrid to gauge students' knowledge and experience on the general course content.

Middle

Adding Flipgrid in the middle of a class is a great way to add variety and energy to material. You may want to use Flipgrid as a way to gauge how students are feeling about the class and to gather suggestions for where they would like things to go in the future. Flipgrid can help students practice describing what they learned, explain how what they learned relates to their own experiences, and indicate areas where they need clarification or additional resources. This is a great time for students to use their voice to connect ideas to their own experiences.

End

Even if you are at the end of a class, Flipgrid can be a powerful tool to invite students to share what they learned over throughout the class and to make suggestions for improvements. Encourage students to be creative in their responses and collaborate with others both inside and outside the classroom.

Timely Uses of Flipgrid

Course Introductions

As previously mentioned, for those of you who are planning to use Flipgrid in a class that hasn't started, videos are a great way to have students introduce themselves in advance of the class. Flipgrid is also a positive avenue to gauge interest and knowledge in a unit or lesson that you are about to introduce. Sometimes Flipgrid is more about finding out what students don't know and what they would like to know, rather than it is a report on what they have already learned.

One time Uses of Flipgrid

1. Check in on how students are doing, what they are learning, how they are feeling, or how they want to improve and move forward.
2. Evaluate the end of a unit or project.

3. Gather opinions on a major event or specific holiday.
4. Encourage student voice by asking students to make connections to personal experiences.

Ongoing Uses of Flipgrid

Flipgrid can be used every day or multiple times a day if students have frequent access to technology. Educators who use it every day are likely to use it as a part of regular assignments. They may use it to find out what students know at the beginning of a unit, to help students dive deeper into explaining and applying the content in a myriad of creative ways, or to evaluate the content at the end of the unit. Frequent users may also use Flipgrid as a way to start the day by involving every student in a discussion. Educators could feature a different student's response every day. In order to take advantage of the active social nature of Flipgrid, frequent users can allocate time for students to respond to each other's Flipgrid responses, either face-to-face or on the grid. Educators might also encourage students to post their own questions and topics to Flipgrid to start new conversations. Now is the time to think more critically about how you can connect Flipgrid to the content and purposes of your classroom.

Example Topics, Questions, and Themes Mapped to specific Learning Techniques

1. Make it Personal ^[4]

- Ask students to describe personal injuries/illnesses and describe how those can be avoided in the future.
- Encourage students to set a personal health goal and explain what they will do to achieve it.

2. Invite Comparison ^[5]

- Ask students to compare the effects of healthy vs. unhealthy behaviors.
- Instruct to students discuss the relationships between social, physical, emotional, and intellectual health.
- Invite comparison between the long-term vs. short-term effects of healthy behaviors or the difference between disease prevention and health promotion.

3. Find Meaning ^[6]

- Recommend that students choose health-related topics that are personally important, such as those affecting family members, and investigate the current data on that topic.

- Encourage students to develop ways to have a positive impact on the health of members of their own community.

4. Be Current ^[7]

- Instruct students to examine current health practices, describe how they have changed over time, and consider how they are likely/unlikely to change in the future.
- Ask students to address an issue that is currently pressing and propose ways to improve the situation.

5. Use Visuals ^[8]

- Have students demonstrate healthy behaviors on Flipgrid.
- Recommend that students use graphs, charts, or diagrams to display the effects of injury and illness.

6. Collaborate ^[9]

- Encourage students to work together to produce original dramas modeling how to respond in dangerous situations.

Grades K-5 Topics, Questions, and Themes ^[10]

1. Make it Personal

- Ask students to describe personal injuries/illnesses and describe how those can be avoided in the future.
- Encourage students to set a personal health goal and explain what they will do to achieve it.

2. Invite Comparison

- Ask students to compare emotional, intellectual, physical, and social health.
- Encourage students to compare how technology could positively or negatively affect health, or have students compare the difference between health promotion and disease prevention.

3. Find Meaning

- Have students choose an important health-related conflict and then consider positive and negative responses to the conflict.
- Ask students to choose an emerging health issue that they value and address the importance of that issue to the class.

4. Be Current

- Encourage students to look closely at their home and school environments and consider ways that those environments can promote healthy lifestyles.
- Invite students to find ways to use media to promote healthy choices.

5. Use Visuals

- Instruct students to draw maps of their school and community highlighting the locations of places that are important for healthy habits.
- Have students demonstrate healthy behaviors on Flipgrid.

6. Collaborate

- Together students could write and perform dramas modeling how to respond in dangerous situations.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

Grades 6-8 Topics, Questions, and Themes

1. Make it Personal

- Encourage students to share how their behaviors contribute to personal health.
- Ask students to share the norms of their household or peer group as it relates to health-related behaviors.
- Invite students to share their personal beliefs regarding the importance of healthy behaviors.

2. Invite Comparison

- Instruct students to compare the relationships between emotional, intellectual, physical, and social health.
- Ask students to compare the benefits and the hindrances to healthy behaviors.
- Students could compare the accessibility of different health promoting products.

3. Find Meaning

- Have students examine the statistical relationship between an unhealthy behavior and injury and illness.
- Encourage students to develop an important health goal and create a plan to achieve it.

4. Be Current

- Students could evaluate current diet and exercise trends using scientific data, or discuss a new or emerging health issue.

5. Use Visuals

- Encourage students to create a family tree that includes the health issues facing each family member.
- Have students demonstrate healthy behaviors, on Flipgrid.

6. Collaborate

- Challenge students to work together to create skits demonstrating effective negotiation skills in health-threatening situations.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

Grades 9-12 Topics, Questions, and Themes

1. Make it Personal

- Ask students to find and describe the most recent data on health-related issues that affect them personally.
- Invite students to share the norms of their household or peer group as it relates to their own health behaviors.
- Encourage students to share their own personal beliefs regarding the importance of health behaviors, or develop a long-term personal health plan.

2. Invite Comparison

- Instruct students to compare health outcomes for people who have easy access to health care to those who do not have easy access to health care.
- Invite comparisons between healthy decisions that are easy to make vs. those that are more difficult, or the short-term vs. long-term impact of health-related decisions.

3. Find Meaning

- Ask students to explain how current public health policies or government regulations either promote or prevent healthy lifestyles.
- Encourage students to create a plan to advocate for healthy environments.

4. Be Current

- Have students look for current examples of the positive effects of healthy behaviors on illness and injury.
- Encourage students to look for current examples of experiments on health-related topics.

5. Use Visuals

- Have students demonstrate healthy behaviors on Flipgrid.
- Recommend that students use graphs, charts, or diagrams to display the effects of injury and illness.

6. Collaborate

- Encourage students to collaborate to propose new ways to reduce illness and injury.
- Invite students to work together to write short skits demonstrating effective negotiation skills in response to health-threatening situations.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

Example Social Feedback (Assessment) ^[11]

1. Building feedback -- provide feedback that helps move students toward the next level of critical thinking on a topic.
2. Highlight student videos in class -- every day or after every use of Flipgrid, be sure to show a few example videos in class and have students discuss the videos and provide feedback.

3. Encourage students to provide feedback on Flipgrid in response to other students' videos on the grid. Students can then respond to those responses, creating response chains that continue growing on interesting topics. Encourage students to keep those conversations going!
4. Students can also evaluate their own work in a Flipgrid video by discussing what they would do differently if given the opportunity to repeat the project.
5. Celebrate excellent videos by embedding them on your classroom website or sharing them with the broader community through other social networking sites, school organizations, or parent organizations.

CDC National Health Education Standards Alignment

We are giving you just a few of many standards that could be met using Flipgrid. Once you start using Flipgrid, you will find many ways the platform can help meet standards in your classroom.

1. Standards that align well with "Make it Personal"

- **Standard 6**
"Students will demonstrate the ability to use goal-setting skills to enhance health."

2. Standards that align well with "Invite Comparison"

- **Standard 1**
"Students will comprehend concepts related to health promotion and disease prevention to enhance health."

3. Standards that align well with "Find Meaning"

- **Standard 2**
"Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors."

4. Standards that align well with "Be Current"

- **Standard 3**
"Students will demonstrate the ability to access valid information, products, and services to enhance health."

5. Standards that align well with "Use Visuals"

- **Standard 4**
"Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks."

6. Standards that align well with “Collaborate”

- **Standard 8**

“Students will demonstrate the ability to advocate for personal, family, and community health.”

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