



FLIPGRID.

Building a K12 Physical Education Flipgrid Community

K12 Flipgrid integration guide

How can Flipgrid enhance Physical Education classes?

One of the major goals of a physical education 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 share a favorite physical activity, how it makes them feel when they are doing it, how they first got interested in the activity, and what their plans are to improve their performance.

2. Invite Comparison ^[5]

- Ask students to compare activities that are similar but have some differences like tennis and ping-pong, types of dancing, or strokes in swimming.
- Recommend that students compare their performance at an activity before and after completing a unit on it.

3. Find Meaning ^[6]

- Ask students to describe their process of doing an activity.
- Invite students to suggest what activities they would like to cover in the class.
- Encourage students to set personal fitness goals.

4. Be Current [7]

- Encourage students to discuss how weather and safety might influence certain activities.
- Invite students to discuss current trends in fitness and nutrition.

5. Use Visuals [8]

- Encourage students to demonstrate physical skills that they are mastering or just learning.

6. Collaborate [9]

- Encourage students to work together to develop strategies in team sports.
 - Invite students to collaborate in designing and performing dance routines.
 - Ask students to work together to encourage and compete with one another to achieve fitness goals.
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Grades K-5 Topics, Questions, and Themes [10]

1. Make it Personal

- Ask students to share their favorite physical activity, describe when they first started doing it and where.
- Encourage students to describe what physical activities they would like to learn to do.
- Invite students to discuss what physical activities are challenging for them and the steps they will take to improve.

2. Invite Comparison

- Instruct students to compare twisting, curling, and rolling or different styles of dancing/gymnastics.
- Ask students to demonstrate improvement by recording how long they can maintain a skill or task at the beginning of the class, compared to the middle and end of the class.
- Invite students to compare fast and slow speed and/or strong and light force, or compare offensive and defensive strategies.

3. Find Meaning

- Ask students to explain the process by which they do a physical activity and the effects of being physically active on other parts of their life.

- Invite students to discuss how they are doing physically in terms of activity and nutrition.

4. Be Current

- Recommend that students describe how different sports and activities are practiced differently depending on the time of year or season.

5. Use Visuals

- Encourage students to demonstrate physical skills such as running, jumping, leaping, skipping, sliding, dancing, balancing, rolling, twisting, curling, dribbling, kicking, volleying, jumping rope, and striking a ball with a racket or bat.

6. Collaborate

- Encourage students to collaborate by writing and performing a dance together, throwing and catching a ball together, or engaging in other social physical activities.
 - Collaboration may be especially helpful if students are starting a new activity that they don't feel entirely comfortable with yet.
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Grades 6-8 Topics, Questions, and Themes

1. Make it Personal

- Ask students to share a favorite physical activity and how they have improved over time.
- Invite students to describe the effects activity (or lack of it) has had on their lives overall.
- Encourage students to set their own physical fitness goals.

2. Invite Comparison

- Have students compare dance styles like folk, world dance, social, creative, or line dancing.
- Encourage students to compare pivots, fakes, or jab steps; changes in level of force required for different activities and conditions; aerobic and strength training activities; or physical activities that have a self-expression component to those that do not.

3. Find Meaning

- Ask students to suggest activities that would be helpful to them to practice in class.

- Invite students to discuss barriers to being physically active and steps they can take to remove those barriers.
- Encourage student to design interventions to help deal with the negative effects of stress.

4. Be Current

- Have students describe how different activities fit into their lives more easily at different times in the calendar year.
- Invite students to describe how technology has impacted fitness.
- Encourage students to evaluate new fitness trends that are emerging in the market.

5. Use Visuals

- Have students demonstrate skills such as catching from a variety of trajectories, throwing long distances with power, passing and receiving balls in team sports like basketball, dribbling with the dominant and non-dominant hand, hitting the ball using backhand and forehand strokes, or how to quickly transition from offense to defense.

6. Collaborate

- Have students collaborate in team sports.
 - Ask students to work together in encouraging and competing with each other to reach fitness goals.
 - Encourage collaboration in doing adventure activities or designing and executing dance routines.
 - Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.
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Grades 9-12 Topics, Questions, and Themes

1. Make it Personal

- Ask students to share a favorite physical activity, and describe how their enjoyment and competency in that activity have changed over time.
- Invite student to discuss how risk and safety concerns could impact how they practice the activity throughout their lifetime.
- Encourage students to develop their own fitness and nutritional plan.

2. Invite Comparison

- Have students compare types of dancing like hip hop, ballet, modern dance, and tap.

- Encourage students to compare the speed/accuracy trade-off, differences in force, movement, and rotation used in different physical activities, or have them compare isometric, eccentric, and concentric strength exercises.

3. Find Meaning

- Encourage students to develop stress-management techniques that include physical activity, and choose their own physical activities to master.

4. Be Current

- Ask students to evaluate trends in nutrition and fitness.
- Invite students to consider how technology has impacted physical fitness.

5. Use Visuals

- Ask students to demonstrate their abilities in a variety of sports and activities like using appropriate techniques in weight training or dance.

6. Collaborate

- Have students collaborate in team sports.
- Invite students to encourage and/or compete with each other to reach fitness goals.
- Encourage students to collaborate in doing adventure activities or designing and executing dance routines.
- 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.
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SHAPE Physical 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 3**
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 5**
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

2. Standards that align well with “Invite Comparison”

- **Standard 2**
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

3. Standards that align well with “Find Meaning”

- **Standard 3**
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 5**
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

4. Standards that align well with “Be Current”

- **Standard 4**
The physically literate individual exhibits responsible personal and social behavior that respects self and others.

5. Standards that align well with "Use Visuals"

- **Standard 1**

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

6. Standards that align well with "Collaborate"

- **Standard 4**

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- **Standard 5**

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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