



Building an Elementary Education Flipgrid Community

Flipgrid integration guide

How can Flipgrid enhance your elementary classes?

One of the major goals of elementary education 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

Young students might not have had much 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.

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 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.

Transforming Dialogue: Choosing Topics, Questions, and Themes for Your Flipgrid Community

Consider the first topics of conversation after an initial introduction. Do people discuss the weather or delve into something deep right away? As an educator, you have the power to guide such discussions among your students by the way you introduce topics and ask questions. One of the best ways to set the tone in Flipgrid is to ask questions or introduce topics with your own video. By modeling Flipgrid you will help students feel more at ease using it. In the sections below, we provide a few suggestions to increase student engagement and promote active, social learning with Flipgrid.

1. Make it Personal ^[3]

- Invite students to relate material to their experiences. For example, “When would you use this material in your everyday life?” and “When have you encountered someone different from you?”

2. Invite Comparison ^[4]

- Build themes, topics, and questions that invite comparison. For example, “Who is funnier, you or your friends?”

3. Find Meaning ^[5]

- Encourage students to choose questions or topics that are important to them.

4. Be Current ^[6]

- Consider building topics that are related to timely events such as holidays or current events in the news. Topics that are controversial are also a good way to encourage participation and the respect of diverse voices in your classroom.

5. Use Visuals ^[7]

- Encourage students to incorporate a creative use of visuals - skits, drawings, pictures, etc.

6. Collaborate ^[8]

- Encourage students to work together if the topic is complex in order to create something more innovative than what they might have created alone.

Example Topics Mapped to Language Arts ^[9] ^[10] ^[11]

1. Make it Personal

- Ask students to share a favorite book or story.
- Invite students to choose a favorite main character from a book.
- Encourage students to choose and describe a favorite or unusual word of a particular type (noun, verb, irregular plural noun, adjective, rhyming words, etc.).
- Invite students to describe a favorite idiom, adage, or proverb.

2. Invite Comparison

- Instruct students to compare proper, common, and possessive nouns.
- Encourage students to compare personal, possessive, and indefinite pronouns.
- Ask students to compare verb tenses or regular vs. irregular plural nouns.
- Invite students to compare and give examples of literal and nonliteral meanings of words.
- Instruct students to compare the uses of adverbs vs. adjectives.
- Encourage students to use and explain the differences between similes and metaphors.
- Ask students to explain, compare, and give examples of poems, drama, and prose.

3. Find Meaning

- Have students explain the process by which they sound out words and figure out their meanings.
- Invite students to write or tell stories using as many prepositions as they can.
- Encourage students to make connections between words and their uses by finding places or objects that illustrate words like *busy* or *comforting*.

4. Be Current

- Invite students to find, and then compare, formal and informal language describing current events.
- Encourage students to use as many evocative words as possible to convey feelings attached to holidays or present circumstances.

5. Use Visuals

- Encourage students to supply visual representations to illustrate specific words. Recommend that students act out stories with props and illustrations.

6. Collaborate

- Invite students to collaborate in telling a story by using distinct voices to separate the perspectives of different characters.

Example Topics Mapped to Mathematics ^[12]

1. Make it Personal

- Use students' favorite foods or friends in setting up problems rather than having students add multiply, or model the performance of random objects. (I didn't mean to increase the indent.)
- Recommend that students add or subtract things that they regularly buy or want to buy.
- Encourage students to describe how they use math to solve problems that they face.
- Ask students to build three-dimensional versions of their favorite things and describe the building process and geometric properties of the object.

2. Invite Comparison

- Instruct students to compare differences between two and three-dimensional objects.
- Invite comparisons between multiplication and division.
- Ask students to compare fractions and describe how $\frac{1}{2}$ of a small object may be larger than $\frac{1}{4}$ of a large object.

3. Find Meaning

- Instruct students to write story problems to explain how to make their favorite recipe.
- Encourage students to write story problems to help solve a problem that is currently facing the class.

4. Be Current

- Suggest students use objects that are related to an upcoming holiday or current event, rather than counting, adding, or subtracting random objects.

5. Use Visuals

- Encourage students to build and decompose geometric objects and narrate the process.
- Invite students to hold up cards with the mathematical problem written out and devote the narration of the video to describing the process by which the problem was solved.
- Recommend that students display different ways of measuring objects' length, weight, volume, and area.

6. Collaborate

- Have students collaborate in developing proofs, examples, or decoding, and then putting the pieces of an object together.

Example Topics Mapped to Science ^[13]

1. Make it Personal

- Have students choose a work of scientific non-fiction from the school library and describe it along with its illustrations.
- Ask students to choose a favorite plant or animal and describe it using all five senses.

2. Invite Comparison

- Invite students to compare differences between two resources on the same scientific topic.
- Encourage students to describe relationships between scientific ideas including differences and similarities, cause and effect, or how scientific thinking has changed over time.

3. Find Meaning

- Encourage students to choose their own scientific topics to investigate.
- Invite students to ask and answer “Who? What? When? Where? Why? and How?” in response to an important scientific topic.

4. Be Current

- Encourage students to describe and study plants and animals that are active in their environment depending on the weather and season.

5. Use Visuals

- Invite students to design and describe a diagram of how something works; include models, graphs, illustrations, and living objects to add to scientific explanations.

6. Collaborate

- Recommend that students collaborate in doing experiments and sharing their findings.

Example Topics Mapped to Social Studies ^[14]

1. Make it Personal

- Ask students to share a favorite book or story on a historical topic.
- Encourage students to choose a favorite historical figure, folktale, or fable and to explain the choice.

2. Invite Comparison

- Instruct students to compare adventures and experiences of historical figures.
- Ask students to examine multiple versions of the same historical account and draw comparisons between the versions.
- Encourage comparisons between societies before and after large-scale events.

3. Find Meaning

- Ask students to choose themes that matter to them and discuss the treatment of those themes in traditional literature from different cultures.

- Encourage students to choose a problem that matters to them and find historical figures who have approached that problem successfully.

4. Be Current

- Instruct students to find a present day figure who is doing something important and compare that individual to similar figures from the past.
- Encourage students to connect how past events have led to present day events.

5. Use Visuals

- Have students illustrate a folktale or fable.
- Encourage students to include as many historical artifacts, artwork, and timelines as possible in their Flipgrid videos.

6. Collaborate

- Ask students to collaborate in telling a story and to use distinct voices to separate the different historical characters.

Example Topics Mapped to Fine Arts ^[15]

1. Make it Personal

- Instruct students to create representations of themselves in artwork and then describe how and why the piece represents them.
- Ask students to create an artistic portfolio and explain why each work was chosen to be included.
- Encourage students to categorize artwork that they like from artwork they don't like and provide reasons for the categorization.
- Invite students to create artwork to tell a personal story.

2. Invite Comparison

- Instruct students to imagine and compare several different approaches to an art or design problem.

- Challenge students to create their own artistic, musical, or dramatic technique in response to an established artistic technique.
- Encourage students to create artwork that contrasts natural and constructed environments.
- Invite students to discuss their ideas before and after trying out a new art form.

3. Find Meaning

- Suggest that students create multiple art projects on the same theme.
- Encourage students to develop criteria by which to judge and categorize various types of art, music, and drama.

4. Be Current

- Recommend that students use everyday objects as inspiration for art, design, music, or drama.
- Invite students to explore local art and describe how it reflects the values of the community.

5. Use Visuals

- Encourage students to find ways to include a variety of materials and art practices in one art project.
- Ask students to combine as many different forms of media as possible by including music, art, and a dramatic presentation all in one video.

6. Collaborate

- Challenge students to combine multiple ideas to come up with an even more innovative approach to a project.
- Encourage students to work together to create artwork that is useful to their community.

Example Topics Mapped to Health and Wellness ^[16] ^[17]

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.
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Example Topics Mapped to Foreign Language ^[18]

1. Make it Personal

- Encourage students to choose and describe a favorite word of a particular type (noun, verb, irregular plural noun, adjective, rhyming words, etc.).
- Invite students to describe a favorite idiom, adage, or proverb from the foreign culture.
- Invite students to present nouns that all share their favorite color in common.

2. Invite Comparison

- Instruct students to compare similarities and differences between words in English and the foreign language.
- Encourage students to compare cultural differences in foods, dress, arts, or emotional expression.

3. Find Meaning

- Invite students to explain the process by which they sound out words and figure out what they mean.
- Encourage students to make connections between words and their uses by finding places or objects that illustrate a word like *busy* or *comforting*.

4. Be Current

- Ask students to describe how responses to current events may be similar or different in other cultures.
- Invite students to describe similarities and differences in how holidays or birthdays are celebrated.

5. Use Visuals

- Rather than just talking about nouns, verbs, plurals, etc. have students include a few visuals with key words on them.
- Invite students to have conversations with props and illustrations in the foreign language.

6. Collaborate

- Encourage students to collaborate in telling a story in a foreign language by using distinct voices to separate the perspectives of different characters.

Example Topics Mapped to Physical Education ^[19]

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.

Example Social Feedback (Assessment) ^[20]

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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