Working out during lockdown

I teach **sport** in a small inner city **high school** in **France**.

14
age of pupils on average
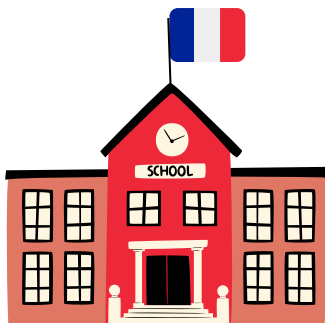
350
pupils

25
pupils per class on average

14
classes

Teaching environment

All **socio-professional** categories are represented. The school has an **allophone unit,** these students have just arrived in France and don't **speak French fluently**.

Digital tools

Computers are available in the staff room. Our school provides a laptop to **every PE teacher.** We also have a mobile video projector and a tablet to film students so they can **watch themselves.**
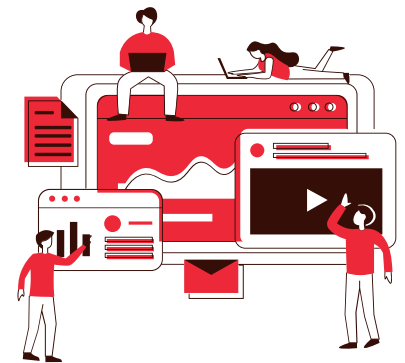
Experience with digital tools before Covid-19

I was not used to digital tools except for some **digital resources** available in the digital workplace such as Lumni videos. I had a little experience of the Socrative platform to create **online questionnaires** to evaluate the level of my students in French boxing. I had also followed **online trainings** via an institutional online platform.

The tool: GlideApps

GlideApps is an online platform that instantly transforms data from a spreadsheet (Google Sheets or Excel) into mobile applications available on smartphones and tablets.
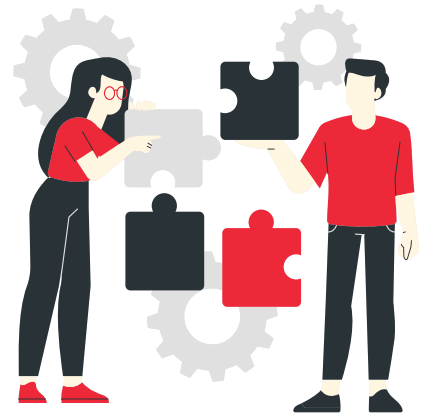
Needs before this teaching practice

The challenge was to get my pupils to **keep working out** in their own way. I wanted to create something **original and fun.**

Needs solved

I kept in touch with my pupils. I was also able to help them **stay in good shape** from a distance. This practice helped them **relax.**

Audience targeted

I targeted my pupils, from **6th to 9th grade.**

Organisation

I opted for **asynchronous sessions** with my pupils because I didn't feel comfortable with online synchronous lessons.

I think that **giving pupils a choice** is very important. For this reason, I created two Glide applications: one dedicated to **step training,** an activity I had never done with my students before and the other one to **muscle development exercises.**

For each class, I **inserted videos** previously created by my colleague's daughter as well as by me and **worksheets with instructions.** Each pupil could then choose the physical activity they wanted to do and start working out instantly.

Finally, I also organised a **flashmob** which involved the whole school in a single choreography, in order to give them a sense of connection in this period of lockdown.

Practice activity

For the asynchronous classes with my students, I asked them to do **two sessions per week,** 10 exercises, and to give me some feedback at the end of the week. The two Glide apps were available. I asked for their **feedback regarding their feelings** (in the form of a smiley face) and the date of completion of the activities. I multiplied the feedback channels: WhatsApp, the digital workplace messaging system or even my academic email address. I didn't hesitate to **follow up with my pupils** if they didn't turn in their work (a message via the digital workplace or a phone call).

As for the flashmob, my first challenge was to **create the choreography,** record it, upload it and then send it to the whole school. The pupils had **to learn the choreography** and record themselves doing it.
I also created quizzes with sports challenges to be done as a family in order to mobilise as many people as possible and to strengthen family ties.
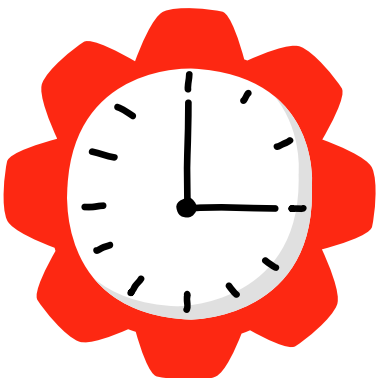
Impact of the pratice

An innovation

Students can **practice outside** school with a computer or a tablet.

The app is available 24/7 and is used in **autonomy** and potentially with the **whole family.**

An efficient practice

- My pupils learnt things. When they returned to school, I could **definitely see progress.**

- I got **positive feedback** from my pupils and sometimes from their families as well. I still use the apps when le lesson can't take place in the gym or outside because of the weather.

- My students who had done the activities week after week were **in better shape** when they returned to school. Those who didn't gained weight and **were quickly out of breath** when they returned to PE classes.

Keys to success

Accept to **show yourself** on video.

Try to record **different people and places.**

Give instructions that are as **clear and concise** as possible.

Get back to pupils if you don't hear from them.

Benefits

My pupils kept **practicing sports** even during lockdown.

It made physical education **fun and accessible** to all.

My students were **autonomous** and able to pick the exercises they wanted to try.

Ready ?

Be humble, keep it simple.

Do not try to create of a Glide application that is too long or too heavy.

Show different practice conditions, without professional equipment.
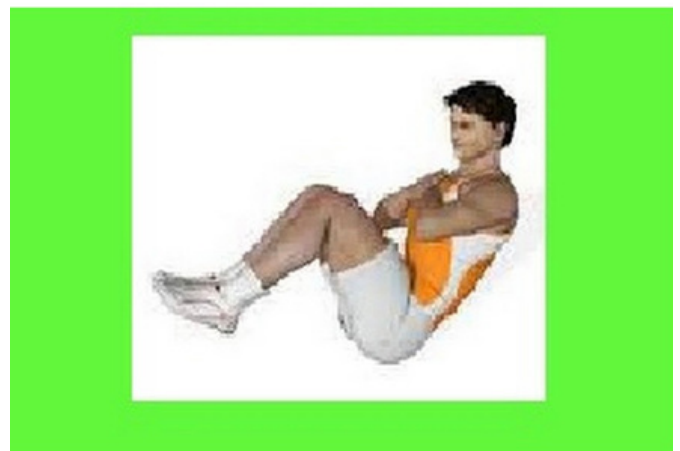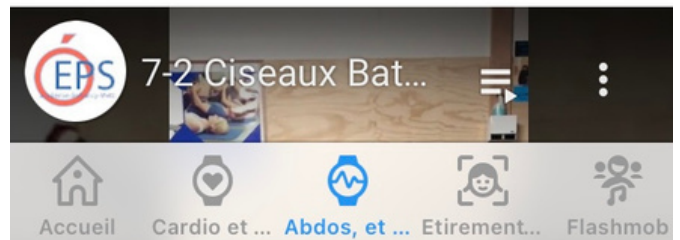
Resources

Screenshots

Examples of fun activities inserted in Glide:

This portrait gives a representation of the teacher's choices which are not our own.
The statements in this portrait are not direct quotations but have been adapted from an interview which took place in 2022.