



Co-funded by the  
Erasmus+ Programme  
of the European Union

Grant Agreement n°:  
2020-1-BG01-KA201-079161



# Teacher training about Using HUMOUR in the classroom



ЕВРОПЕЙСКИ ЦЕНТЪР ЗА ИНОВАЦИИ  
ОБРАЗОВАНИЕ, НАУКА И КУЛТУРА



KLARA S.P.  
LEARN TEACH MOTIVATE

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



## ABOUT THE PROJECT

HUMOUR in the classroom Grant Agreement n°: 2020-1-BG01-KA201-079161, is a 24-month long strategic partnership composed by:

- FONDATSIA EVROPEISKI CENTER ZA INOVATSII OBRAZOVANIE NAUKA I CULTURA, Bulgaria
- SMART IDEA Igor Razbornik s.p. Slovenia
- Turk Egitim-Sen Konya 2 Nolu Sube Baskanligi Turkey
- JumpIN Hub - Associação para a Inovação e Empreendedorismo, Portugal
- JU OS "Stari Ilijas", Ilijas Bosnia and Herzegovina
- Svetovanje in pomoč pri poslovnih storitvah, Klara, Ramšak s.p. Slovenia

The main aim of this project is to improve the socio-emotional climate in the classroom since it is endangered by low concentration, bad motivation and boredom of students due to the teachers' lack of abilities and knowledge to motivate students, uninteresting contents and lessons, old-fashioned teaching methods and slow educational reforms.

**All materials are available for free download and use through the project website.**

<https://humour.erasmus-projects.eu>



## HOW ADULTS LEARN?

Education of children is compulsory, formal and standardized. Adult learning is voluntary and intentional. The aim of adult education is the independent self-directed learner. Adults tend to resist a learning process which is incongruent with their self-concept as autonomous individuals and does not correspond to their needs and interests.

### **Adult learning is learner-centered**

What children learn in school should be useful to them “but later in life. Child learning is subject-centered. Adult learning is learner-centered. Adults focus on direct application. Given their daily obligations in job, profession, family and community they learn to cope with the pressures and problems of life they are facing. In consequence the adult educator's concern is not only and not even primarily the logical development of a subject matter but the needs and interests of the learners. “Andragogy (adult education) calls for program builders and teachers who are person-centered, who don't teach subject matter but rather help persons learn” (Knowles). However, the interests of adults are their real needs. Or the solutions learners have in mind do not solve their problems. The adult educator often has to enter into a “needs negotiation” (Bhola) with learners when teaching new needs about boiled water or a balanced diet, about clean surroundings, preventive health practices or small families. In the dialectical process of needs negotiation the needs as felt by the learners and the needs as seen by the adult educators must be brought together to reach a consensus on the “real” needs. These real needs must correspond to the experience of adult learners. If an adult gets the impression that his experience is not being valued he feels rejected as a person. New learnings take on meaning as adults are able to relate them to their life experience. Experienced adult educators, therefore, build into the design of their learning experiences provision for the learners to plan and rehearse how they are going to apply their learnings in their day-to-day lives or duties and combine training with transfer and application. A workshop then really can become a workplace where educational materials are produced or evaluation studies are designed.

### **Adult learning is social learning**

According to Knox's proficiency theory the learning needs for an adult arise from life situations and interpersonal communication. Social expectation motivates and empowers an adult to search for more knowledge, better proficiency and more suitable performance. Adult learning is based on experience, on the learners' own experience and on the experience of others. Learning settings of adults usually have a participatory and collaborative element. Adults prefer to meet as equals in small groups to explore issues and concerns and then to take common action as a result of dialogue and inter-learning by discourse. The group becomes the “learning co-operative”. The group provides the opportunity for inter-learning. Within the group the teacher as well as the other group members play the role of facilitators. All group members become “co-agents” (Bhola) in learning.

### **Adult learning is active learning**

Adult learning is life-centered. It is learning by doing, by application and experience, and if need be by trial and error. Adults do not simply receive knowledge created by outsiders, but should



examine their own reality themselves and make assertions about it. Exploration of new ideas, skills and knowledge take place in the context of the learners experience. In settings where skills are being learned, learners become acquainted with skills, apply these in real life settings, redefine hoe these skills may be altered by context, re-apply these in other settings and so on. Adults interpret ideas, skills and knowledge through the medium of their life-experience and test them in real life settings.

### **Adult learning means acquiring knowledge and competence**

The learning process contributes largely to the success of learning. But learning is more than just the learning process. A participative learning process which fails to assist the learners in acquiring knowledge and competence is a failure. A participative learning process may take more time because it means active involvement of everybody, discussing all the pro's and con's, nevertheless it must lead to concrete results combining commitment with competence.



## HOW KIDS LEARN? THE NEXT GENERATION OF LEARNERS.

The new century introduced significant changes in didactics and teaching methods. Pedagogy of the twentieth century differs from the pedagogy of the twenty-first century. Since the beginning of the twenty-first century, there have been many changes in the development of national and world education. The most observable phenomenon is now the Internetization of society and the penetration of digital technologies into learning.

New teaching methodologies are changing the educational environments around the world and driving better academic performance among students. The biggest challenge for any teacher is capturing each student's attention, and conveying ideas effectively enough to create a lasting impression. As a teacher, to tackle this challenge effectively, you should implement innovative ideas that make the classroom experience much more lovable for your students.

### **The digital generation**

In the modern school, we observe serious changes related to informatics and the introduction of multimedia in the educational environment. Modern scientists—teachers, sociologists, futurists also reflecting—speak about a new generation of students, that is, schoolchildren of the twenty-first century. This generation is “Next”, generation Z (theory of generations developed by Neil Hove and William Strauss), the digital generation, the social-digital generation.

### **The teacher becomes the facilitator of the child development.**

During the lesson, there is a dynamic exchange of information, knowledge, and energy between the teacher and the student.

Positive attitudes in study and occupation, the positive energy generated by the teacher, set a special positive spiritual atmosphere. In modern didactics, it is better to use more developing, positively motivating methods and technologies of education, which will create a development environment that is positive for development.

This scientific direction in pedagogy connected with the social environment and the socialization of the individual has resulted in a new disciplinary science—social pedagogy. It deals with other mechanisms of socialization—imprinting, imitation, identification. Thanks to the development of psychology, the theory of upbringing develops coping strategies, coping behaviour, and the concept of a lifestyle.

A number of different teaching techniques emerged due to this change in education. Many of these teaching techniques are not actually new! The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways.



Scientists D. Tapscott, D. Oblinger, B. Brdička note serious changes in perception and learning process.

### Generation development

#### **Twentieth century generation**

- Books → reading
- Current step, gradual movement
- Single tasking
- Linear approach
- Perception through reading
- Independence
- Ambiguity
- Passive school, as requirement
- Discussion
- Reality
- External technology
- Fact awareness

#### **New generation**

- Display—visual perception
- Nonlinearity
- Multitasking
- Hyper media
- Iconic perception
- Connection
- Cooperation
- School as game
- Warning
- Fantasies
- Internal technology
- Know how to find something necessary

Differences between the modern practice of teaching at school and the new “social-digital generation”

#### **Socio-digital participation**

- Flexible use of digital media
- Multitasking
- Intellectual ICT tools
- Internet searches
- Socio-digital networking
- Working on screen
- Making and sharing in groups
- Extended networks
- Knowledge creation

#### **School practices**

- Traditional media, e-mail
- Linearity and sequence
- Pure mental performance
- Limited textbook content
- Off line working, F2F
- Paper and pencil
- Individual performance
- Closed classroom community
- Knowledge acquisition

Teachers have diametrically opposed opinions on how to respond to changes: from conservative (leaving everything as it is, schoolchildren need to be taught as in the last century) until the need for a complete restructuring of the education system. Our position is based on the principle of ambivalence, the continuity of “tradition → innovation,” the need for active research of the phenomenon of electronic and visual culture, and the study of the influence of visual culture on the personality of a schoolboy. Digital technologies change our way of life, ways of communication, way of thinking, feelings, channels of influence on other people, social skills, and social behavior.



Co-funded by the  
Erasmus+ Programme  
of the European Union

Grant Agreement n°:  
2020-1-BG01-KA201-079161



In 2010, UNESCO recommended the following teaching strategies for the twenty-first century: experiential learning, storytelling, values education, enquiry learning, appropriate assessment, future problem solving, outside classroom learning, and community problem solving

The active use of innovative teaching methods by teachers is a necessity nowadays. The greater the strategies and methods of teaching the teacher has, the more interesting, diverse it conducts classes, better motivates the student's cognitive activity, shapes the experience of solving nonstandard problems, promotes in-depth training and the steady assimilation of technology of practical activity.

A good teacher constantly improves his didactic skills, selects, and develops new methods and technologies of teaching.



## CAUSES AND CONSEQUENCES OF BOREDOM IN THE CLASSROOM

Boredom is one of the greatest enemies of successful learning.

For overachievers, it can be the pace of teaching. These students already know the material and can't wait to move ahead. Their need to be challenged is simply not being met.

For others, it could be a lack of interest in the subject, but just as likely, a lack of understanding of the topic. They can easily feel lost or helpless, not knowing where to even start on a project or writing assignment. For these students, solutions might range from creating curiosity about the topic to spending additional time on the lesson, creating that level of understanding which will breed success.

### Things Teachers Do To Cause Boredom

**Sitting too long** - Although it's important to increase your students' stamina for both paying attention during lessons and focusing during independent work, if they're made to sit too long, you're asking for trouble. Good teachers are observant and thus learn to know precisely when to switch gears and get their students up and moving.

**Talking too much** - Students need room to breathe or they'll form an unspoken mutiny and turn your classroom upside down. Talking too much is especially smothering. It communicates that you don't trust them, teaches them to tune you out, and causes their eyes to glaze over. The more economical and concise you are with your words, however, the more attentive your students will be.

**Making the simple, complex** - Many teachers misunderstand the oft-heard mandate for more rigor. They take it to mean that they need to make their instruction more complex, more involved, more verbose—which is a major reason why students don't progress. Our job, if we are to do it well, is to do the opposite. The most effective teachers simplify, break down, and cut away the non-essentials—making content easier for students to grasp.

**Making the interesting, uninteresting** - Most standard grade-level subject matter is interesting, but your students don't know that. In fact, many assume, based on their learning experiences in the past, that it's boring. It's your job to show them otherwise. It's your job to give them a reason to care about what you're teaching. So many teachers just talk at their students, forgetting the most critical element: selling it.

**Talking about behavior instead of doing something about it** - Teachers who struggle with classroom management tend to talk endlessly about behavior. They hold class meetings. They hash things out. They revisit the same tired topic over and over, much to their students' eye-rolling chagrin. Effective classroom management is about action. It's about doing and following through and holding students accountable. It isn't about talking.

**Directing too much, observing too little** - Most teachers are in constant motion—directing, guiding, handholding, and micromanaging students from one moment to the next. This is not only remarkably inefficient, but it dampens enthusiasm for school. Instead, rely on sharp, well-taught routines to keep your students awake, alive, and responsible through every transition and repeatable moment of your day—while you observe calmly from a distance.

**Leading a slow, sloppy, slipshod pace** - Good teaching strives for a focus and efficiency of time, movement, and energy. The day crackles and glides cleanly from one lesson or activity to the next.



As soon as one objective is met, it's on to the next without delay. Moving sharply and purposefully forces students to stay on their toes, their minds engaged. Boredom never enters the picture.

**Failing to adjust** - Regardless of what you're trying to squeeze in by the end of the day, or how important it seems, the moment you notice heads wilting, you must make an adjustment. It's never worth it to plow through. Sometimes all your students need is a moment to stretch their legs or say hello to a friend. Other times, you'll simply move on to something else.

## **ENHANCE MOTIVATION IN STUDENTS IN DIFFERENT SUBJECTS**

The best lessons, books, and materials in the world won't get students excited about learning and willing to work hard if they're not motivated.

Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students.

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teachers and students alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

### **How to motivate students?**

#### **Encourage Students**

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Be enthusiastic. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

#### **Get Them Involved**

One way to encourage students and teach them responsibility is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you are going over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class.

#### **Offer Incentives**

Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test



score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

### **Get Creative**

Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create a warm, stimulating environment.

### **Draw Connections to Real Life**

“When will I ever need this?” This question, too often heard in the classroom, indicates that a student is not engaged. If a student does not believe that what they’re learning is important, they won’t want to learn, so it’s important to demonstrate how the subject relates to them. If you’re teaching algebra, take some time to research how it is utilized practically for example, in engineering and share your findings with your students. Really amaze them by telling them that they may use it in their career. Showing them that a subject is used everyday by “real” people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.

### **Make things fun**

Not all classwork needs to be a game or a good time, but students who see school as a place where they can have fun will be more motivated to pay attention and do the work that’s required of them than those who regard it as a chore. Adding fun activities into your school day can help students who struggle to stay engaged and make the classroom a much more friendly place for all students.



## **HUMOUR METHODOLOGY AND ITS IMPLEMENTATIONS IN EVERYDAY CLASSES**

The main goal of the training program is to facilitate the learning process through teaching methods in order to realize the effective acquisition of knowledge and skills for the use of humor in the classroom. Learning is an active and continuous process. The conditions for supporting the training are in the creation of an atmosphere that:

- encourages participants to be active;
- recognizes the right of people to make mistakes;
- tolerates imperfection;
- promotes openness and self-confidence;
- makes people feel respected and accepted;
- emphasizes self-assessment in cooperation.

The learning process is based on the needs of the learners, as the structure of the content and the learning strategy are designed entirely for the needs of the learning. In the chosen concept of the shared approach to learning, learners actively participate in the learning process.

The participants are in an active position. This develops thinking; encourages the use of learning strategies; develops skills in dealing with different sources; leads to awareness of one's own learning style; it is suitable for individualization of training.

Strategy for joint learning and cooperation - it is about training based on working in small groups, aimed at developing social skills. Any joint learning is through cooperation. It can be talked about only when the factors are present: interdependence between the members of the group; face-to-face interaction; individual responsibility to the common goal; development of skills for working in a small group; reflective discussion of what has been done.

The training procedure here includes the following stages: preparation of the learning environment, presentation of the problems to be solved and the objects for research, distribution of the tasks, directing the work of the trainees, conclusions and summaries.

### **The training concept**

This training program and lessons moves away from those pedagogical materials that provide manual and finite ideas that do not necessarily allow the development of the users' own skills and abilities. This is why, the program is a pedagogical material that is designed in a flexible way for the learner to be able to use it in a way that responds to their specific contexts, capacities and objectives. It should be noted that the proposals contained in this program deal with processes of strategy construction emphasizing, preferably, the challenge of boredom and low motivation in the classroom.

The primary characteristics and commitments for using the tools are set out in the "4Rs Framework1":

1. Reuse – reuse the content in its unaltered form
2. Revise – adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)



3. Remix - combine the original or revised content with other content to create something new (e.g., incorporate the content into a mash-up)
4. Redistribute - share your revisions or your remixes with others.

**Objectives of the training program:**

To enhance motivation in students in different subjects;  
Use of HUMOUR methodology and its implementations in everyday classes.  
Use of innovative digital and non-digital tools.

The training program contains 5 modules, based on IO1 research and good practices:

**Module 1. Using Humour in the Classroom activities**

At the end of the module the participant is able to:  
Use Humour in the Classroom activities  
Analyzes the different cases and choose an appropriate activities  
Implements actions humour activities in everyday classes.

**Module 2. Improvement of students Motivation / engagement in the classroom**

At the end of the module the participant is able to:  
Know how to motivate/engage students  
Analyzes the different cases and choose an appropriate activities  
Implements actions in everyday classes.

**Module 3. Books and Training Materials**

At the end of the module the participant is able to:  
Analyzes the different cases and choose an appropriate materials  
Implements actions in everyday classes.

**Module 4. Boosting creative learning**

At the end of the module the participant is able to:  
Know how to boost creative learning  
Analyzes the different cases and choose an appropriate activities  
Implements actions in everyday classes.

**Module 5. Improvement of Teacher - student relationship**

At the end of the module the participant is able to:  
Know how to improve teacher - student relationship  
Analyzes the different cases and choose an appropriate activities  
Implements actions in everyday classes.



## USE OF INNOVATIVE DIGITAL AND NON-DIGITAL TOOLS

### Tips to include technology in your curriculum:

#### **BYOD**

stands for Bring your own devices. Most people nowadays have a Smartphone or laptop which you can use for learning activities. Below you will find some suggestions which are innovative in terms of learning. You can use them at the work place or in sessions/ modules.

#### **Kahoot**

is a game-based platform that makes learning awesome. You can easily play an existing quiz with as many members as you wish or even play this game virtual. It is also possible to easily create your own quiz based on what kind of topic you think is important and create your own questions. This could be for example a quiz in which you ask questions like: ‘Who is a very good cook who has won a public price for this? Who is able to speak 5 languages fluently? Who is a very proud great grandfather?’ And then list a couple of names of your team members to choose out of (multiple choice). All you need is an Smartphone (each group or individual) and a projection screen to project the quiz.

#### **Goodreads**

guide you to the best book you need on a topic as there are so many on leadership topics you might get lost in the overwhelming amount of books.

#### **YouTube**

offers you all different kind of videos in different languages which can be very good to make something very clear.

#### **Ted talks**

are short YouTube videos on all different kinds of topics you can think of. (for example at many sites you can find the video in English about ‘All we share’ about Denmark or ‘What happens when we unbox each other is heart warming’.

#### **Udemy/ Kham academy/ Lynda/ Coursera**

are online courses on many topics, some are free others at low costs. Most of the time it is very flexible learning and you can use your Smartphone to it.

#### **Lumosity**

this is an app for brain exercises and can be used to have a small break to be able to recharge your battery.

#### **Duolingo**

is a language app to learn a foreign language. It might be good to learn it for your colleague at the work place or to work virtually together with your colleague abroad.



## NON-DIGITAL TOOLS

### Flipped Classroom

One of the modern methodologies that has gained more popularity in recent years, Flipped Classroom is a pedagogical approach in which the traditional elements of the lesson taught by the teacher are reversed – the primary educational materials are studied by the students at home and, then, worked on in the classroom.

The main objective of this methodology is to optimize time in class by dedicating it, for example, to meet the special needs of each individual student, develop cooperative projects or work on specific tasks.

### Project-Based Learning

With the arrival of new information and communication technologies to schools, both new teaching methodologies as well as new versions of existing methodologies, now revised and updated for the digital generation, have emerged. One of the most used in class at present is Project-Based Learning (PBL).

In its essence, PBL allows students to acquire key knowledge and skills through the development of projects that respond to real-life problems. Starting from a concrete problem, instead of the traditional theoretical and abstract model, sees notable improvements in students' ability to retain knowledge as well as the opportunity to develop complex competencies such as critical thinking, communication, collaboration or the problem solving.

### Cooperative Learning

“Stronger together”. This concept in a simple way cooperative learning, a methodology that teachers use to group students together and, thus, impact on learning in a positive way.

The proponents of this model theorize that working in a group improves the attention, involvement and acquisition of knowledge by students. The main characteristic is that it is structured based on the formation of groups of 3-6 people, where each member has a specific role and to reach the objectives it is necessary to interact and work in a coordinated manner.

In a cooperative learning context, the final goal is always common and will be achieved if each of the members successfully performs their tasks. On the other hand, individual learning has students focusing on achieving their objectives without having to depend on the rest of their classmates.

### Gamification

The integration of game mechanics and dynamics in non-ludic environments, or gamification, has been practiced for a long time. Over the past few years, however, and particularly due to the evolution of videogames, the phenomenon has gathered unprecedented dimension, and is one of the most talked about as a current and future trend of the EdTech industry.

Since, in the 80's, games with an international vocation such as the “Carmen Sandiego” series or “Reader Rabbit” (see infographic below) have gained worldwide popularity, the development of educational titles has increased consistently. Not only those aimed at the general public but, ever more often, those specifically designed for students and particular courses.



### **Problem-Based Learning**

Problem-Based Learning (PBL) is a cyclic learning process composed of many different stages, starting with asking questions and acquiring knowledge that, in turn, leads to more questions in a growing complexity cycle.

Putting this methodology into practice does not only mean the exercise of inquiry by students, but convert it into useful data and information. According to several educators, the four great advantages observed with the use of this methodology are:

The development of critical thinking and creative skills

The improvement of problem solving abilities

Increased student motivation

Better knowledge sharing in challenging situations

### **Design Thinking**

Education has always been a prolific space for innovation. Teachers all over the world are constantly coming up with new ideas and methodologies to introduce in the classroom making the best of the tools at their disposal.

Design Thinking (DT) applied stems from industrial designers and their unique method to solve problems and satisfy the needs of their clients. Applied to education, this model makes possible to identify with greater accuracy the individual problems of each student and generate in their educational experience the creation and innovation towards the satisfaction of others, which then becomes symbiotic.

### **Thinking-Based Learning**

Beyond the debate around the effectiveness of learning by memorizing facts and data when discussing education, one of the most talked about aspects is the need to show students how to work with the information they receive at school. Teach them to contextualize, analyze, relate, argue... In short, convert information into knowledge.

This is the goal of Thinking-Based Learning (TBL), developing thinking skills beyond memorization and, in doing so, developing effective thinking on part of the students.

### **Competency-Based Learning**

By definition, all learning methodologies have the acquisition of knowledge, the development of skills and the establishment of work habits as their main goals. Competency-Based Learning (CBL) represents a set of strategies to achieve this.

Through assessment tools such as rubrics, teachers can go through the academic curriculum without significant deviations but focusing it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.



Co-funded by the  
Erasmus+ Programme  
of the European Union

Grant Agreement n°:  
2020-1-BG01-KA201-079161



## Resources:

<https://www.intechopen.com/chapters/58060>

<https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

<https://www.learningliftoff.com/causes-and-cures-for-classroom-boredom/>

<https://www.myenglishpages.com/blog/boredom-enemy-of-successful-learning/>

<https://smartclassroommanagement.com/2012/01/28/8-things-teachers-do-to-cause-boredom/>

<https://www.teachthought.com/pedagogy/improve-student-motivation-ideas/>

<https://teach.com/what/teachers-change-lives/motivating-students/>

<https://www.realinfluencers.es/en/2019/05/09/8-21st-century-methodologies/>

<https://cyc-net.org/cyc-online/cyc01-0104-muller.html>



Co-funded by the  
Erasmus+ Programme  
of the European Union

Grant Agreement n°:  
2020-1-BG01-KA201-079161



# Lessons material on How to use humour in education



ЕВРОПЕЙСКИ ЦЕНТЪР ЗА ИНОВАЦИИ  
ОБРАЗОВАНИЕ, НАУКА И КУЛТУРА



*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



The main goal of the training program is to facilitate the learning process through teaching methods in order to realize the effective acquisition of knowledge and skills for the use of humor in the classroom. Learning is an active and continuous process. The conditions for supporting the training are in the creation of an atmosphere that:

- encourages participants to be active;
- recognizes the right of people to make mistakes;
- tolerates imperfection;
- promotes openness and self-confidence;
- makes people feel respected and accepted;
- emphasizes self-assessment in cooperation.

The learning process is based on the needs of the learners, as the structure of the content and the learning strategy are designed entirely for the needs of the learning. In the chosen concept of the shared approach to learning, learners actively participate in the learning process.

The participants are in an active position. This develops thinking; encourages the use of learning strategies; develops skills in dealing with different sources; leads to awareness of one's own learning style; it is suitable for individualization of training.

Strategy for joint learning and cooperation - it is about training based on working in small groups, aimed at developing social skills. Any joint learning is through cooperation. It can be talked about only when the factors are present: interdependence between the members of the group; face-to-face interaction; individual responsibility to the common goal; development of skills for working in a small group; reflective discussion of what has been done.

The training procedure here includes the following stages: preparation of the learning environment, presentation of the problems to be solved and the objects for research, distribution of the tasks, directing the work of the trainees, conclusions and summaries.



## The training concept

This training program and lessons moves away from those pedagogical materials that provide manual and finite ideas that do not necessarily allow the development of the users' own skills and abilities. This is why, the program is a pedagogical material that is designed in a flexible way for the learner to be able to use it in a way that responds to their specific contexts, capacities and objectives. It should be noted that the proposals contained in this program deal with processes of strategy construction emphasizing, preferably, the challenge of boredom and low motivation in the classroom.

The primary characteristics and commitments for using the tools are set out in the "4Rs Framework1":

1. Reuse – reuse the content in its unaltered form
2. Revise – adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
3. Remix - combine the original or revised content with other content to create something new (e.g., incorporate the content into a mash-up)
4. Redistribute - share your revisions or your remixes with others.

### **Objectives of the training program:**

To enhance motivation in students in different subjects;  
Use of HUMOUR methodology and its implementations in everyday classes.  
Use of innovative digital and non-digital tools.

The training program contains 5 modules, based on IO1 research and good practices:

### **Module 1. Using Humour in the Classroom activities**

At the end of the module the participant is able to:  
Use Humour in the Classroom activities  
Analyzes the different cases and choose an appropriate activities  
Implements actions humour activities in everyday classes.

### **Module 2. Improvement of students Motivation / engagement in the classroom**

At the end of the module the participant is able to:  
Know how to motivate/engage students  
Analyzes the different cases and choose an appropriate activities  
Implements actions in everyday classes.

### **Module 3. Books and Training Materials**

At the end of the module the participant is able to:  
Analyzes the different cases and choose an appropriate materials  
Implements actions in everyday classes.

### **Module 4. Boosting creative learning**

At the end of the module the participant is able to:  
Know how to boost creative learning



Analyzes the different cases and choose an appropriate activities  
Implements actions in everyday classes.

### Module 5. Improvement of Teacher - student relationship

At the end of the module the participant is able to:

Know how to improve teacher - student relationship

Analyzes the different cases and choose an appropriate activities

Implements actions in everyday classes.

Chapter Nr.	Chapter	Content link	Presentations Link
0	Humour ( Theory )		<a href="#">About Humour In The Classroom</a>
1	Using Humour in the Classroom activities	<a href="#">Energizers</a>	<a href="#">HOW KIDS LEARN? THE NEXT GENERATION OF LEARNERS.</a> <a href="#">Causes and consequences of boredom in the classroom</a> <a href="#">Things Teachers Do To Cause Boredom</a> <a href="#">Using Humour in the Classroom activities</a>
2	Improvement of students Motivation / engagement in the classroom	<a href="#">Energizer</a>	<a href="#">improvement of students' motivation</a>
3	Books and Training Materials	<a href="#">Energizer</a>	<a href="#">Humour Methodology</a>
4	Boosting creative learning		<a href="#">BOOSTING CREATIVE LEARNING</a>
5	Improvement of Teacher - student relationship	<a href="#">Energizer - Music chairs</a>	<a href="#">Use of innovative digital and non-digital tools</a> <a href="#">Improvement of teacher-student relationship</a>