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GUIDE FOR STUDENTS ON IMPROVEMENT OF SOCIAL AND TRANSVERSAL SKILLS USING HUMOUR



ЕВРОПЕЙСКИ ЦЕНТЪР ЗА ИНОВАЦИИ
ОБРАЗОВАНИЕ, НАУКА И КУЛТУРА



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ABOUT THE PROJECT

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

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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>

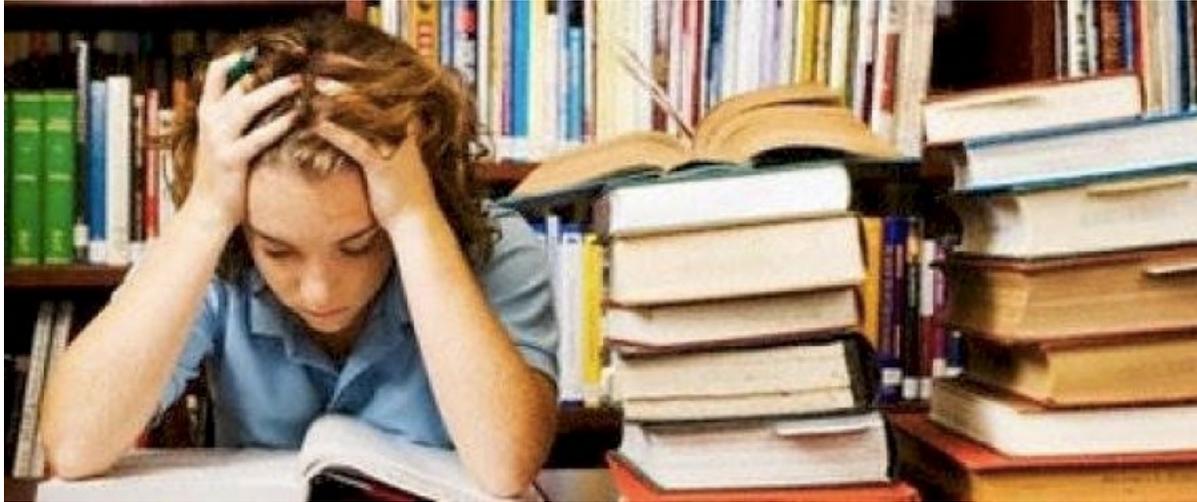


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HOW TO RECOGNISE WHAT CAUSES DEMOTIVATION FOR LEARNING?



source: <https://teachnews.gr/pyxologia-symvouleftikh/item/70-student-demotivation>

A motivational problem is not always easy to define, although teachers usually have no trouble recognizing it: The unmotivated student is the one whose attitude toward school work screams, "I don't care!"

The unmotivated student actually is highly motivated when it comes to schoolwork -- he's motivated to avoid it. He puts more work into avoiding academic challenges than he puts into tackling them. Although his test scores often convey high potential, his classroom performance suggests something else. When given an assignment, the unmotivated student will shrug his shoulders and complain, "Why do we have to do this?" He gives up at the first sign of a challenge. He is content with just getting by.

When working with an unmotivated student, you face two challenges. The first is to change his thinking so he comes to believe that, if he puts forth effort, he can be successful with academic tasks. The second is to figure out what does motivate him -- to identify the settings, situations, and conditions that he responds to and that can be used to foster his interest.

Motivation by definition is very similar to interest. According to the Cambridge Online Dictionary, motivation can be described as "a reason or reasons for acting or behaving in a particular way." It is also a "desire or willingness to do something." Motivation is the enthusiasm of a person when undertaking a certain activity.



There is no question that there are motivational influences that exert a detrimental effect on student motivation. Classroom practitioners can easily think of a variety of events that can have demotivating effects on students, such as public humiliation, disheartening test results, or even conflicts with peers. Reality shows that demotivation is not at all infrequent in schools and the number of demotivated learners is increasing. So, in this paper we shall see the “dark side of the moon,” trying to shed some light on some ‘potential motivational pitfalls and danger zones’, as Dornyei (2001) calls them.

Generally speaking, a ‘demotivated’ learner is someone who was once motivated but has lost his or her interest for some reason. In the same vein, we can speak of ‘demotives’, which are the negative counterparts of ‘motives’. While a motive can be said to increase an action tendency, a demotive decreases it. However, it is not necessary to tack the label ‘demotivation’ or ‘demotive’ onto every type of negative influence. Dornyei identifies three negative factors that he would not refer to as instances of demotivation:

- An attractive alternative action that serves as a powerful distraction (e.g. watching TV instead of doing one’s homework).
- The gradual loss of interest in a long-lasting, ongoing activity.
- The sudden realisation that the costs of pursuing a goal are too high (e.g. when someone recognises how demanding it is to attend an evening course while working during the day).

According to Dornyei, these negative factors differ from what one would call ‘demotivating events’ in three significant ways:

- Powerful distractions are not demotives in the same sense as, say, public humiliation, because they do not carry a negative value: instead of reducing motivation, their distracting effect consists in presenting more attractive options.
- The gradual loss of interest is also different from a demotivating event because—using a racing metaphor, whereby a runner is doing very well yet does not win the race because there is someone who is doing even better—it reflects the runner’s losing speed caused by, for example, ageing, rather than by a particular incident in the particular “race.”
- As regards the sudden recognition of the costs of an activity, this is the result of an internal process of deliberation, without any specific external trigger. Conversely, if something triggered the termination of action (e.g. the persuasion of an influential friend), that would be a case of demotivation.



In light of Dornyei's considerations, 'demotivation' concerns 'specific forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action'.

Furthermore, Dornyei makes the distinction between 'demotivation' and 'amotivation' (a term used by Deci and Ryan (1985)). For him, 'amotivation' refers to a lack of motivation brought about by the realization that 'there is no point...' or 'it's beyond my ken...' Thus, 'amotivation' is inextricably related to general outcome expectations that are deemed to be unrealistic, whereas 'demotivation' is related to specific external causes. Of course, some demotives can lead to amotivation (e.g. a series of horrendous classroom experiences can put paid to the learner's self-efficacy), but with some other demotives, as soon as the detrimental external influence ceases to exist, other positive motives may again surface (e.g. if it turns out that someone who dissuaded the individual from doing something was not telling the truth).

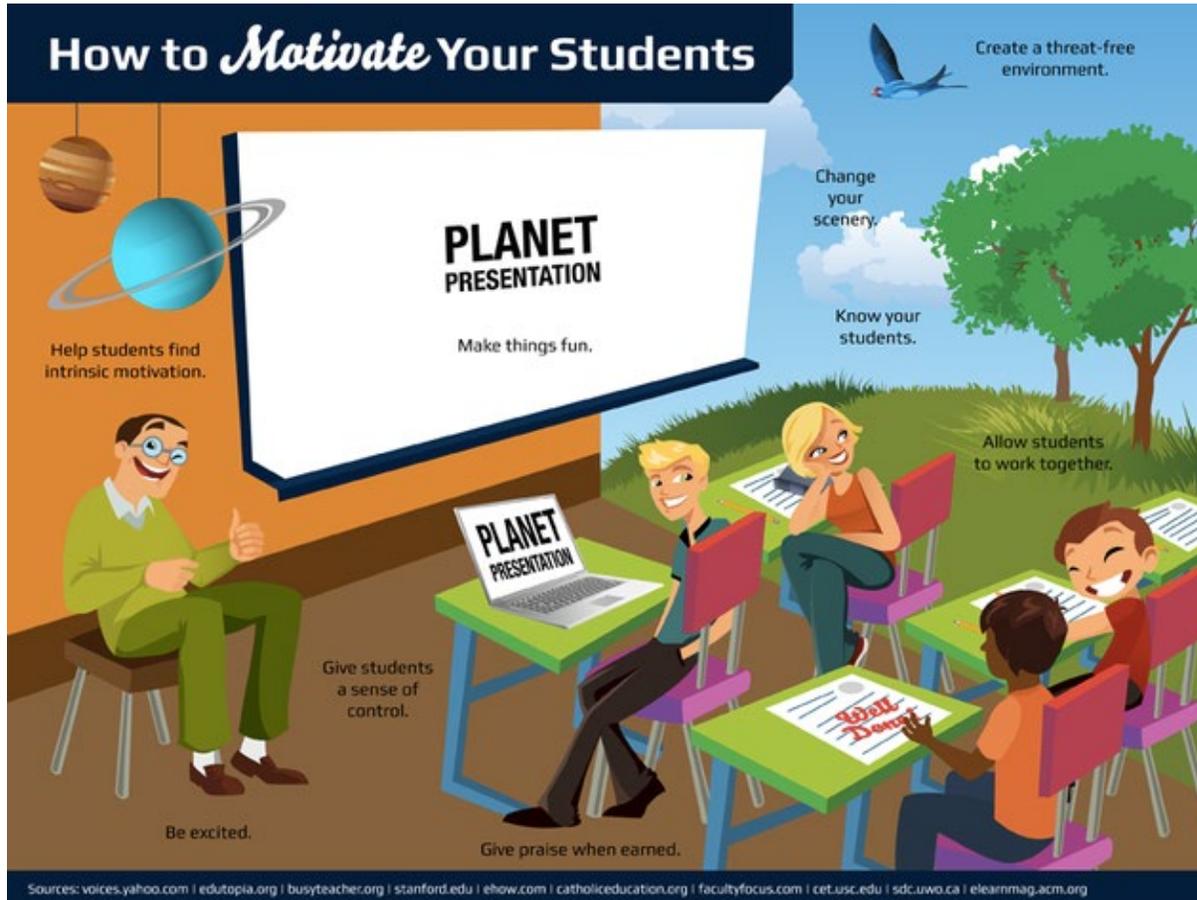
Teacher expectations and student achievement.

Although not all demotivating factors relate to teachers' stance and behavior, it cannot be denied that the latter do have a responsibility in this respect. In particular, teachers' expectations of students' achievement are instrumental in increasing demotivation (or decreasing motivation). Research has shown that teacher expectations affect the students' rate of progress, functioning as a self-fulfilling prophecy (also referred to as the 'Pygmalion effect' after Bernard Shaw's play), with students living up or "down" to their teachers' expectations. These expectations trigger off various events and teacher behaviors which, in turn, influence student performance. On a positive note, these influences are likely to affect the students' self-concept, level of aspiration, achievement strivings, classroom conduct and interaction with the teacher (Dornyei, 2001: 176). On a negative note, though, the Pygmalion effect can reduce student motivation. Brophy (1985: 180) lists eight concrete ways by which negative expectations can make inroads into students' self-efficacy:

- Giving up easily on low-expectancy students
- Criticizing them more often for failure
- Praising them less often for success
- Praising them inappropriately
- Neglecting to give them any feedback
- Seating them in the back of the room
- Paying less attention to them or interacting with them less frequently
- Expressing less warmth towards them or less interest in them as individuals.



WHAT CAUSES DEMOTIVATION IN THE CLASSROOM?



source: <https://classroommanagement5.weebly.com/motivation.html>

When discussing the motivation of students to participate in the learning process, there are a lot of things that can go sideways. Some of the reasons for this include the students themselves, the type or method of instruction, a student's background, the mood in the classroom, and personal preferences. Others come from the surroundings, other people, and the environment. This is why the sources of motivation can be generally divided into two groups – factors that are either internal or external in origin. Both groups are important and can play a crucial role in the willingness of the students to learn.



INTERNAL FACTORS IMPACTING STUDENT MOTIVATION

Daydreaming: People often tend to get carried away by their own thoughts. Even though it seems as if they are present, while daydreaming they are actually absent. Daydreaming often occurs in the virtual classroom as well. It is up to the teacher to grab student attention by making the subject more appealing.

Learning difficulties and health issues: Demotivation can be caused by health or personal problems. It sometimes happens that students are unaware of a condition they have or simply neglect it, such as dyslexia, substance abuse, depression, etc. Other than influencing personal motivation, these issues can affect group motivation as well.

Disappointment: Typically, learning is thought to be an easy task. When encountering problems many pupils are likely to get demotivated to put further effort into their studies. Moreover, students often doubt whether the effort they invest will improve their performance. This demotivates them to work hard. A course's reputation of being very challenging can also be demotivating. A lack of interest can also be due to other discouraging experiences in similar courses that the students could not handle. Another challenge is the belief that intelligence is a fixed quantity. This suggests that no matter how much effort is invested, the outcome will remain the same.

Value of course content: Recognizing the value of the course influences motivation and the amount of work that is expected to be put in by the students. Demonstrating and laying out the significance of coursework in terms of student goals, interests, and concerns is very important in order to captivate and retain their interest.

EXTERNAL FACTORS AFFECTING STUDENT MOTIVATION

Bad teaching: This external factor has several aspects. First, the teacher must be aware of the level of student understanding. Second, the length of the teacher's lecture should not be excessive because it can become hard to follow. People in general, and students in particular, are more likely to listen when they are interested and may block out information that they dislike. A boring message in the virtual classroom will result in less attention.

Excessive assessment: It is generally believed that undertaking numerous exams and tests helps students perform better on the final exams. This, however, is not the case. Often, an enormous amount of assessments leads to an overall loss of interest in learning.

Syllabus: When forced to cope with difficult syllabuses, students are likely to give up instead of trying harder. It is very important that the studies are challenging, but at a level that is possible to achieve. On the other hand, however, if a syllabus is not challenging enough or is boring, it could discourage the pupils.

Unattractive rewards: A lack of recognition may result in severe demotivation and disappointment. Students need to be encouraged for the time and effort that they put into their studies. Acknowledgement should also correspond to the difficulty of the task. In addition, it is essential for students to be aware of the criteria that distinguish good from bad performances. If present, the rigid application of the same could also be a source of motivation.



Distractions: Nowadays there are numerous distractions that can interfere with the motivation and interest levels of pupils. Things like a comfortable seat, good lighting, and the colors of the walls have an impact on the overall interest levels of students. Other considerations include smart phones, digital gaming, social media, etc., which divert the attention of students quite easily.

Bullying: Even though it is not often talked about, this is one of the biggest problems students face. Regardless of whether it is face-to-face or online, bullying affects the self-esteem of pupils and is very likely to impact the way they study or approach the learning process.

Classroom climate: Emotional, social, physical, intellectual, and organizational factors in the environment also influence the motivation levels of students. If the surroundings are perceived as being encouraging and reassuring, it is likely that the pupil will be motivated to pursue the course of learning. To the contrary, if a pupil feels threatened or unsupported in the virtual classroom, this may cause them to pull back their level of interest. Teachers can play the role of moderators in the virtual classroom and contribute to building a microclimate that nurtures motivation.

RECOGNIZING UNMOTIVATED STUDENT

Unmotivated children tend to opt out, do the bare minimum required and can be difficult to teach. They are unwilling to participate in class discussions, frequently look bored, tune out, distract others, give up easily on tasks, talk out of turn, arrive late to class, disrupt the flow of classes and have poor attendance. As they get older they are more likely to skip classes, engage in challenging anti-social behaviors, and are more at risk of dropping out of school.

Some students who are disengaged or lacking motivation may hide learning difficulties or giftedness to fit in with peers.

Disengaged students are not necessarily unmotivated to achieve in all subjects. They may be disengaged in one particular class or across several subjects. In other subjects, they may be alert and engaged, particularly if topics interest them, have a practical focus, are well resourced or are taught by teachers they like. In these cases, they may persist with tasks, engage in class discussions and be active class members.

The student may:

- Seem lackluster, sluggish, emotionally flat
- Just sit in seat doing nothing when there is work to do
- Express no concern about incomplete work, grades, achievement
- Not care about classes, knowing subject matter, studying, tests, quizzes
- Only work when teacher is hovering over them telling them what to do or pushing them
- Need to be frequently reminded to stay on task and to remember assignments
- Have little facial or physical affect (often looks sad and unmoved by much)



- Not ask questions, volunteer, or participate
- Not appear to enjoy school
- Only come to school for social aspect
- Have frequent absences or frequent reports of illness
- Frequently skip classes or school
- Not make up missing work
- Fail to complete penalties
- Be unconcerned about being suspended or missing school
- Lack responsibility
- Fail to begin or finish tasks
- Not participate in pairs or groups
- Have others report they are not carrying their weight or doing their part
- Have an “I don’t care” or “Whatever” attitude
- Not get excited or seem incentivized by rewards, encouragement, praise, etc
- Be unconcerned with appearance and self care
- Be hanging out with bad crowd



HOW TO IMPROVE ATTENTION AND INTEREST IN SCHOOL SUBJECTS?

In order to know how to improve students' motivation for school, it is important first of all to understand how motivation levels work over a class period.

How long do students' attention spans last in class? The answer may depend on the influence of different factors such as motivation, emotion, time of day or type of task. It is necessary to deepen our understanding of this basic psychological process and its use in the classroom to match teaching to the real capacity of the students.

To carry out this analysis, a research study (*Bunce, Flens and Neiles, 2010*) was carried out to examine the use of different teaching methods in the classroom (active methods, demonstrative methods or through the proposition of questions and challenges) and measure students' moments of attention and inattention. During the study, students could press a button every time they experienced a period of inattention. This study showed three main findings: First, the duration of the attentional periods was approximately 1 minute. Second, the periods of attention were more frequent than research had found so far. Attention showed several "peaks" over 10-minute class periods. A first peak 30 seconds before it started, another at 4.5 minutes, another at 7 minutes and another at 9 minutes. Third, the researchers found a positive relationship between attention levels and active teaching methodologies. During the sessions with active teaching, the periods of attention were longer and more numerous than during the sessions based on lecture.

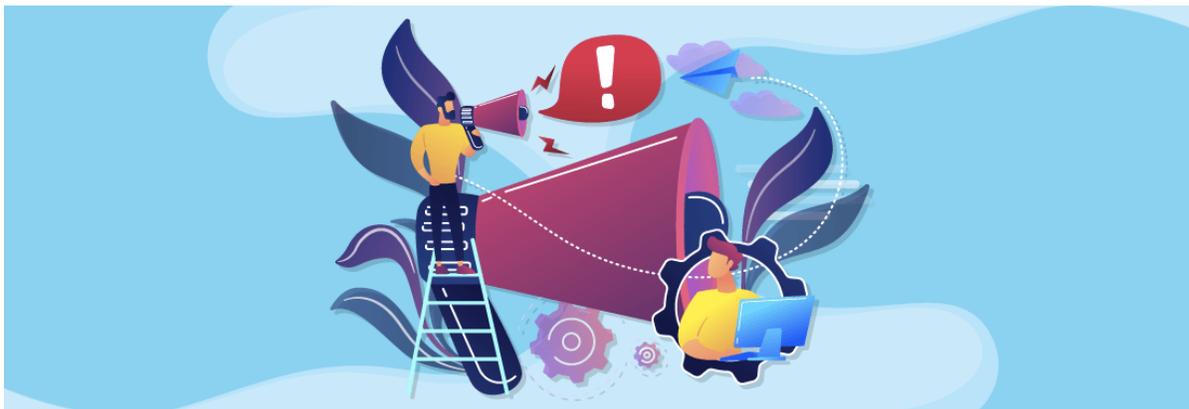
According to Jesús C Guillén, creator of the Escuela con Cerebro website, we remember best what happens at the beginning, so the start of class becomes a critical period. Traditionally, teachers use the first few minutes of class to correct the previous day's homework. However, they should use them to introduce or analyze newer and more relevant concepts. This is the novelty that arouses curiosity that activates the student's attention, alertness and orientation networks, and that serve to open the focus of attention, not to maintain it.

As an example that highlights the importance of curiosity in learning, we can start a class in the classic Socratic way, with a provocative question related to a real problem, which is motivating and allows the student to start an investigation process in which he feels like an active protagonist. Another option used by several teachers to engage the students' attention is the use of humor.

During the beginning of the lesson, we should arouse interest; in the middle, we could facilitate reflection through cooperative work; and use the end to review what was most important.



TIPS FOR KEEPING STUDENTS' ATTENTION DURING THE LESSON



source: <https://todayslearner.cengage.com/wp-content/uploads/2021/03/tl-blog-9-min-itch-1613937.png>

1. Before giving instructions it is important to follow a routine to get students' attention.

According to Tristan de Frondeville (2009), a routine that could work well would be:

- (a) Achieve complete silence.
- b) Ask for full attention.
- c) Draw full attention to the teacher (both eyes, both knees and heart).

Before complete silence it is good to let them know that they can talk to each other, but that we will make a signal (count to three aloud or ring a bell) for them to stop talking.

2. Begin with a mental warm-up.

Propose an exercise or challenge on the board, organize teams of three students and ask them to work together and raise their hands when they have solved the problem, challenge, question or activity.

3. Introduce changes with cycles and stops every 15 minutes or so.

The ability to sustain attention varies between 10 and 20 minutes (Tokuhama, 2011), which means that to increase students' attention span, we should work with blocks of no more than 15 minutes. This system facilitates the processing and consolidation of information.

4. Use movement to maintain concentration .

In Elementary I: Clapping hands and feet in a pattern, accompanied by a song or a verse.

In Elementary II: Create a rhythm by snapping fingers and clapping hands. You will model this and students should repeat or echo your pattern. Vary the rhythm and intervals every 15-20 seconds.

5. Use small strategies to supervise idle times.

For example: when the teacher is handing out a paper to each student and this may cause an idle



time in which they begin to talk, they could read the day's assignments, summarize in writing an idea, something they just saw in class, in the format of a headline or headline, etc.

6. If possible, project on a screen the time remaining to end the lesson.

7. Change the level or tone of voice during the presentation.

8. Ask a question or challenge on the blackboard.

Ask for summaries, headlines or headlines of what you have just heard in class (e.g. What was most interesting about...?).

9. Use nearby examples, relevant analogies or metaphors.

10. Control the level of difficulty of the task.

11. Too much or too little difficulty facilitates inattention.

12. Use humor.

13. Variety stimulates attention.



HOW TO IDENTIFY THE FIRST SIGNS OF BOREDOM AND WHAT STRATEGIES CAN BE USED TO MAKE CLASSES MORE INTERESTING AND SUBJECTS EASY TO LEARN?

Boredom, also called "The enemy of learning" is one of the greatest enemies of successful learning. This happens, mainly, when students predict what will happen next in the classroom. Students frequently know what will occur next because it will be the same as what happened in the previous session and a whole string of sessions before. This predictability is the deadening bullet that classroom vitality may receive.

HOW TO IDENTIFY BOREDOM IN THE CLASSROOM

When students get bored their minds drift.

And while some settle on daydreaming, tile-counting, and general inattentiveness, other students are drawn to more...ahem...destructive pursuits.

For where there is boredom, there is misbehavior percolating just under the surface, ready to pounce.

Although there is a lot you can do to counter the onset of boredom, understanding what not to do is the first step to avoiding its negative effects.

What follows is a list of the most common things teachers do to cause boredom. By steering clear of these eight attention killers, your students will spend more time on task and be far better behaved.

1. 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.

2. 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.

3. 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.



4. 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.

5. 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.

6. 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.

7. 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.

8. 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.



Learning In The Spotlight

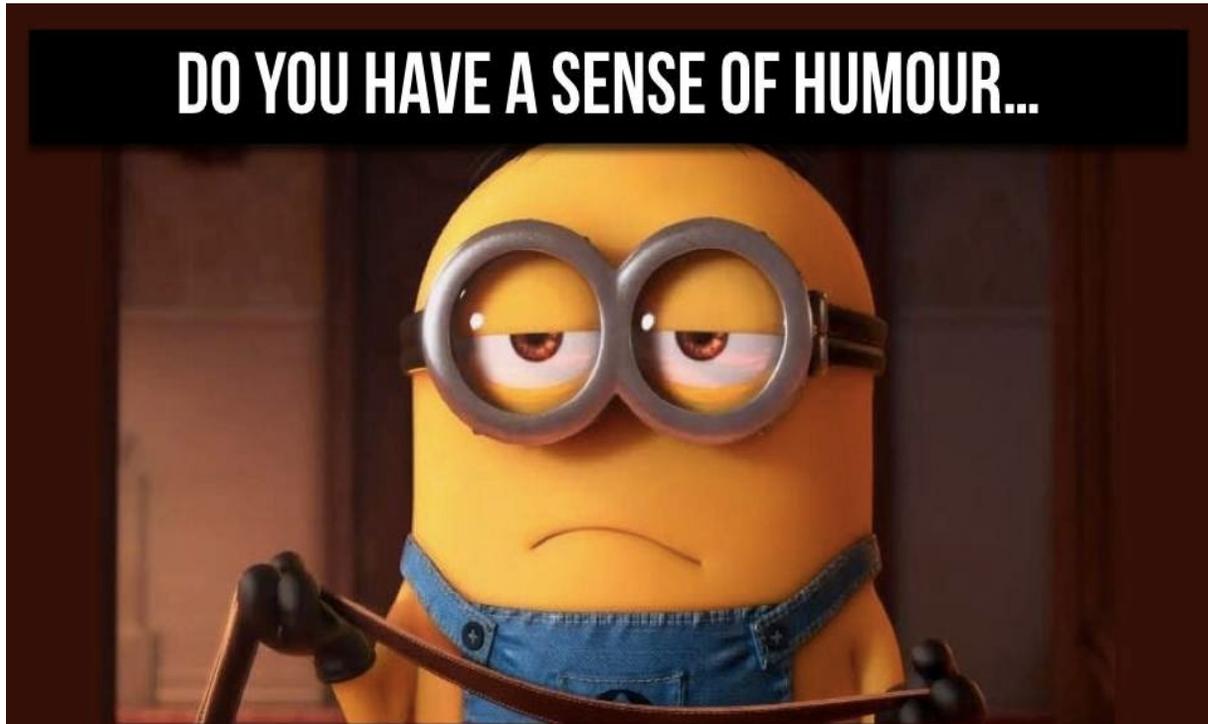
The ability to concentrate over time is a critical and often-overlooked aspect of learning, and so pushing the time-on-task envelop is a good thing.

But there is a fine line.

And when students cross that line and into boredom, misbehavior is sure to follow. The good news is that by avoiding the common mistakes listed above, you can keep boredom at bay...



HOW CAN TEACHERS AVOID THIS BOREDOM WITH HUMOR?



source: <https://www.lifehack.org/584343/having-sense-humor-worse-than-being-boring>

HUMOR can be an active ally in making your classroom a learning efficient and engaging. Through exposing yourself as a teacher, you can set the path for your students active participation in learning.

Seven tips to avoid boredom:

1. Teachers need to violate their own behavior pattern.
 - If a teacher normally teaches in casual clothes, he should turn up one day wearing a suit.
 - If a teacher normally sits down, he or she should stand up.
 - If he or she is normally noisy and energetic, he or she should spend a class behaving calmly and slowly.
2. This might seem obvious, but a lot of teachers seem to forget it: “variety is the spice of life” . If in a fifty minute session students are writing sentences, they will probably get bored. But if teachers vary the tasks and topics in that session the probability of boredom will be minimal.
3. Avoiding anarchy is as important as bringing variety. It should be noted, though, that variety doesn’t mean anarchy. You may vary techniques , approaches, topics, and activities. But these should follow a certain overall organization and bring structure to lesson delivery

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so as to get the students' attention.

4. Teachers should also consider differentiated learning. He or she should create multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process without feeling helpless or bored.
5. Another factor that should be taken into account is learning styles. Teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style and thus limit the possibility of boredom. Learners learn differently. Some may encounter difficulty assimilating knowledge in an activity that another will accomplish in a heartbeat. So again varying learning styles might bring a lot of vitality in a classroom.
6. The setting of the classroom should also be considered with equal importance. A lively classroom begins with the room's physical layout — the arrangement of desks and working space, the attractiveness and appeal of bulletin boards, the storage of materials and supplies.
7. Motivating students can reduce enormously the feeling of boredom. Here is a previous post where I give tips to motivate students: [Be motivated to motivate.](#)



HOW TO MAKE A CONGRUENT EFFORT FROM TEACHERS AND STUDENTS TO ACHIEVE ACADEMIC SUCCESS?



source: <https://d3eizkexujvlb4.cloudfront.net/2019/01/13201555/Academic-and-Personal-Behaviors-Necessary-for-Student-Success.jpg>



Students' success as a cognitive issue in learning is prejudiced by proper learning approaches which improve their comprehension and achievement. In an attempt to scrutinize supplementary or alternate variables that envisage students' success, the researcher inspected a non-cognitive factor, namely grit, theorized as passion and perseverance due to its long-term quality, on the one hand, and its popularity among scholars in preceding decades on the other hand. Moreover, experiential learning (EL) is a momentous instructional approach used in the educational process to accelerate “do it and learn.” The proposed review aims to gauge the EL approach as well as grit to regulate learners' educational success. Consequently, some pedagogical implications are presented for teachers, students, and syllabus designers.

The success of learners primarily depends on not only proficiency tests, which aim to test learning capabilities but also a limited set of academic abilities. Positive psychology (PP) is a comprehensive academic field that concentrates on elements that promote learners' success and well-being and their psychological stability by emphasizing optimal human performance. To obtain knowledge of the elements that lead to achievement and success, it is critical to evaluate people at their best, following PP because learners with similar capabilities and preparation may attain equivalent academic success; however, this type of success may differ greatly in that individuals' personality, intelligence quotient or effort may vary from person to person. The potential to learn across different learning areas has traditionally been linked to educational success at a variety of degrees and there has been a growing interest in this concept across a diverse range of settings. Nevertheless, educational success depends on a multitude of interrelated factors and cannot be attributed to merely one factor. To preserve and certify learners' success, higher education is seeking other ways to ascertain and determine it containing not only students' cognitive but also their non-cognitive traits, as well. Researchers and university administrators widely recognized that the presence of social skills, such as communication, initiative, flexibility, and perseverance, are essential for educational success and these socio-emotional factors consist of traits or behaviors associated with engagement and academic success of college learners. As a moderately new construct in the educational realm and within a PP paradigm, grit embraces theories of passion and perseverance, and it is deemed as a non-cognitive skill that is known in predicting success. A learner's competence to continue after complications is known as grit and the study distinguishes a positive effect of grit on persistence, self-control, and self-guideline, and it also alludes to mental strength in endeavoring toward achievements. It is proven that traits such as grit influence psychological performance through the reduction of stress, depression, and tension, and enhance positive feelings such as efficacy, self-regulation, pleasure, well-being, and optimism. Learners who show energy toward their homework and continue with their project, despite scholarly and social difficulties, are probably going to encounter scholastic achievement. Indeed, it has been shown that teachers who encourage grit can help learners to achieve their learning goals by motivating them to try hard and persevere in this process. Gritty people not only can perform tasks but also keep track to achieve goals throughout their education progress and they are interested in learning involvement, the durability of commitment, and perseverance through stimulating teaching. Every successful person has perseverance, a great attribute that



executives value above any other characteristic when selecting people to achieve any notable goal. Achievement and success are considered to be the effect of both perseverance and consistency. Perseverance is a result of the first failures that an applicant faces on the way to success in a field while consistency is a result of many hours of concentrated effort.

One of the primary objectives of many individuals in education is looking through various educational practices that trigger learners' enthusiasm for learning and increment the learning results successfully. In conventional teaching, sometimes referred to as the teacher-centered method, the actual teaching takes place as the educator directs the lesson, and the learners sit passively and just listen to the educator. Moreover, conventional education regularly underlines the completion of tasks and memorization, which describe surface learning. In contrast, coordinating new materials with existing information is known as reflective learning (i.e., experiential instruction), which gives learners a special chance to deal with difficult abilities to recreate in a conventional class but will be needed for accomplishment in their work after graduation. In the most recent decades, and as indicated by educators, EL keeps on being well-known in higher education, and experiential, student-focused training keeps on acquiring infinite acknowledgment. Moreover, Kolb and Kolb (2018) claimed that EL is a constructive method of learning inspired by the learner, and it intentionally seeks to link better career, college, and personal learning results together. Thus, as declared by Kolb and Kolb (2005), EL can be depicted from a constructivist structure where information is made and reproduced in the student's individual information and not simply by passing on previous notions to the student. Through their endeavors, students build information, learn-by-doing as they participate in tackling issues, either alone or cooperatively, and critically ponder over bits of knowledge that arise. Learners' involvement in solving problems in the learning system is the main contribution of EL, which is its innate characteristic. Experiential instruction can improve learners' education and workplace execution by building critical thinking abilities, problem-solving aptitude, and the capacity to deal with multifaceted problems in reality. EL programs give learners a special chance to deal with abilities that are difficult to recreate in a conventional class but will be needed for accomplishment in their work after graduation.

Through active learning, learners can master knowledge, retain information, improve problem-solving skills, and gain cognitive flexibility. The learning-through-experience method encourages participation, interaction, difficulty, and personal responsibility of the learning process. However, some essential elements for knowledge creation are not required for active learning and EL theory states that learning takes place when learners analyze, interpret, and make use of knowledge. Numerous studies examined the relationships between grit and cognitive or non-cognitive issues like educational achievement or personality traits. For instance, the positive connections exist between grit and grade point average (GPA) and accomplishment, and completion of homework. Correspondingly, several studies have verified the efficiency of active learning that they proved that EL significantly influences learning purposes that may have a prolonged effect on students as they get ready for progressive educational scholarships and



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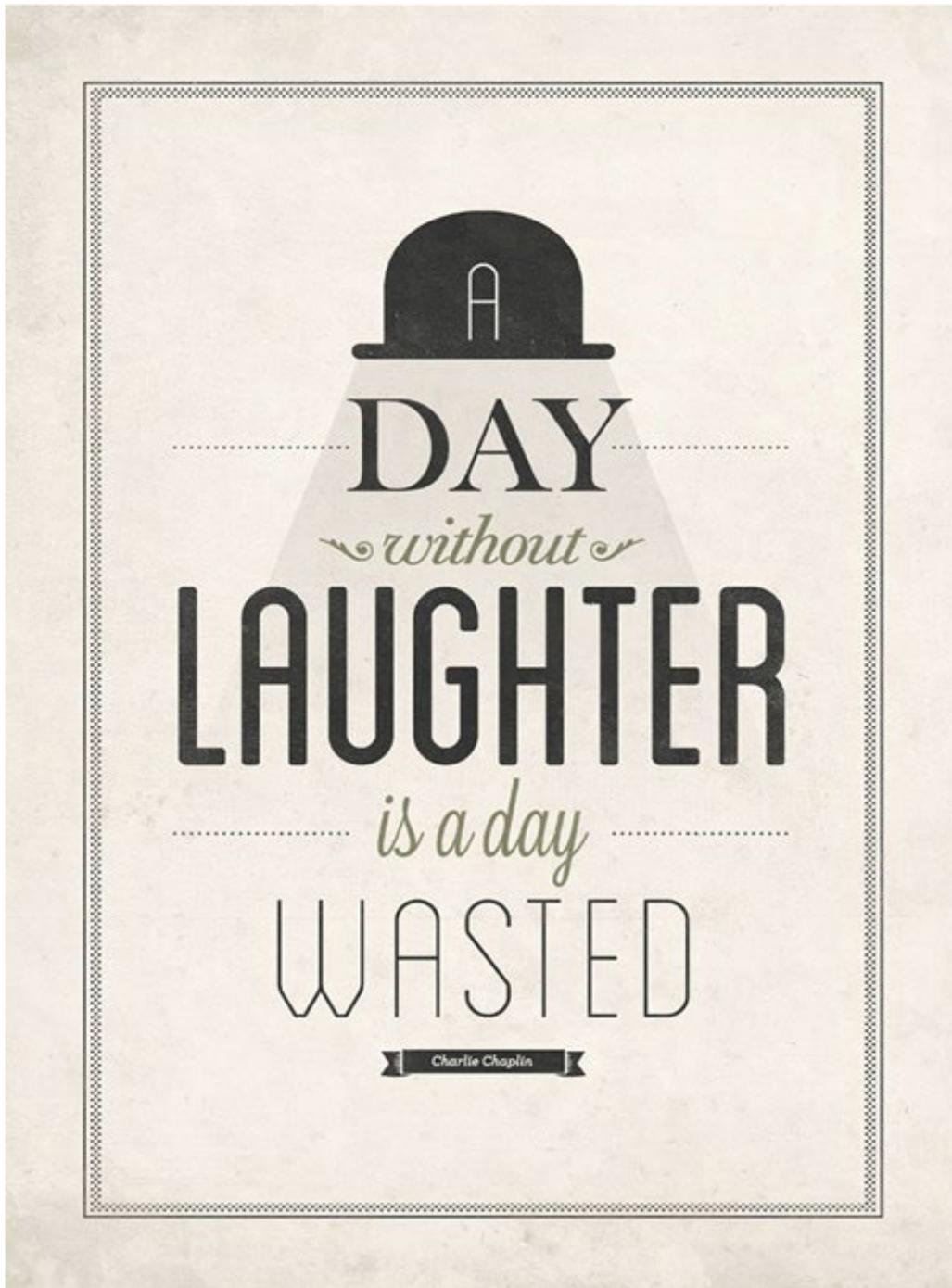
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professional provision. Although studies on grit, success, and EL have been carried out; just some have currently carried out reviews about the variables and they have not been investigated together so far; consequently, regarding this lacuna, this review makes an effort to consider them in education.



HOW CAN HUMOR BE INTEGRATED INTO EVERYDAY CLASSES, MAKING ITS CONTENT MORE INTERESTING TO LEARN?



source: <https://www.opencolleges.edu.au/informed/features/comedy-in-the-classroom-50-ways-to-bring-laughter-into-any-lesson/>



Humor as a pedagogical tool can be like walking on a tightrope. If done well, it could enhance learning or at the very least make learning more fun. However, if not done well, it could have disastrous consequences.

Psychologists point out that humor is often a coping mechanism to help us get through difficult situations.

Appropriate humor can enhance a learning experience, but it must be used correctly so it's not a distraction. In a classroom environment, positive humor can increase group cohesion. Laughter releases endorphins that promote bonding. Humor can also reduce tension, such as before a test or when the individuals in a group don't know each other.

Humor activates the brain's dopamine reward system, stimulating goal-oriented motivation and long-term memory, which means that humor can improve retention in students of all ages. Researchers agree that children who laugh in the classroom develop strong communication and critical thinking skills, become more creative, and easily cope with stress. When children laugh together in group settings, they build a sense of team comradery, creating a strong bond with their classmates and teachers. Humor is a natural icebreaker that helps connect children regardless of their differences. All of this reduces classroom conflict and increases student attention and participation.

Ed Dunkelblau, former president of the Association for Applied and Therapeutic Humor, Director of the Institute for Emotionally Intelligent Learning and consultant to schools for both character and social, emotional learning (SEL) approaches, said, *"In the present environment of high stakes testing, budgetary challenges, increased demands on educators and competition for students attention, everyone in the school benefits when humor is part of the pedagogy. Humor builds a learning relationship through the joyful confluence of head and heart."* He points to a growing literature on how humor reduces stress and tension in the classroom, improves retention of information, and promotes creative understanding. *"But most of all, it brings a sense of pleasure and appreciation and creates a common, positive emotional experience that the students share with each other and the teacher."*

Even if you are what Ed calls "humor challenged," there are things you can do to lighten the load and dissipate the clouds in your classroom. Just remember, above all, that sarcasm has no place in the school. Only "no hurt" humor is acceptable.

Laugh at yourself -- when you do something silly or wrong, mention it and laugh at it.

Add humorous items to tests, homework or class assignments

It always gets smiles, and helps to break exam tension.



Keep a quotable quotes bulletin board or corner in your room

Look for humor quotes and post them and encourage your students to do the same.

Keep a cartoon file,

and have an area where you can display one or two a day on a rotating basis, with students making the choice.

Have Joke Friday

Ask students to bring in jokes to share, either to start the day on Friday, to make a transition between lunch and the following class, or at the end of the day (be sure to screen the jokes in advance, of course).

Ask students to try to build humor into occasional writing assignments

that will start a conversation about what it is funny, how they know something is funny, why different people find some things funny but some things are funny to almost everyone.

Have a funny hat day, or mismatched socks day, or some other funny dress-up time.

Build creative and humorous thinking

by showing cartoons and picture without captions and asking students to create them -- individually, in pair-shares, or small groups.

Ask students to bring in books they think are funny

Ask them to talk about why, and to use examples from the book.

There are various positive ways to incorporate humor into the classroom. Humor can include funny stories and comments; jokes (especially self-deprecating ones); professional humor, such as linking content to mnemonic devices; cartoons; puns; riddles; top 10 lists; and comic verses. Humor can be used as an icebreaker, such as having students share their experience about a comical moment in a classroom. Humor can be used effectively to deal with classroom management issues such as instructor's top 10 peeves. Humor can also be used to deal with sensitive topics to help students feel comfortable discussing those topics in the class. Humor can be useful for tedious and difficult subject matter. These positive ways can hit the target.

Morning meeting is the perfect time to sneak in some humor and let the morning giggles out!

You can start with funny ways to greet each other once a week. Sharing funny quotes is a great way to increase student reflection and encourage meaningful discourse. By choosing different quotes, you can informally "measure" what students in your class find funny. Periodically allow students to share funny stories that have recently happened to them. On days that there are no stories to share, they can take out their class "Humor Log" and revisit a time something funny happened in their classroom.



Humor log

helps students and teachers to capture the funny memories of their year together. Students complete a form that simply asks, “What happened, and why was it funny?” Students record the date and their name and add it into our log. This book is perfect to pull from the shelf when a student needs a good chuckle! This simple task encourages writing, even for the most reluctant writers, as they all want to add a page to the humor log.

There are numerous positive effects of using humor in your classroom each day, both for your students and for yourself. Some include:

- an increase in enthusiasm and confidence
- joy and happiness
- optimism
- willingness to take risks
- stress reduction

Daily joke

is the highlight of students' day and what they miss the most when they are absent! Students enter the room in complete anticipation to read the day's joke. Teacher keeps a small basket on her shelf labeled Joke of the Day. Inside, there are enough copies of the joke for each student. Students use critical thinking to try to “solve” the joke. Jokes and riddles promote non-conventional thinking, as they encourage multiple acceptable responses. As the year progresses, students love to find many “answers” for the joke, encouraging and supporting their classmates with each new answer shared. Students are motivated to participate in the joke's discussion, so in turn they complete their morning responsibilities in a timely manner. As students begin to understand more complex humor in jokes, they are encouraged to find and share jokes related to the content we are studying, as well as to create their own.

What better way to model appropriate humor than to **incorporate funny poetry and literature into your read aloud time**? The list of funny children's poetry and literature is endless. Grab a book and read it. If you giggle as you turn the page, chances are your students will, too! If you are thinking that there is not enough time to read funny books, try squeezing in a few funny poems during dismissal time. Need some suggestions to get you started? Try *A Bad Case of The Giggles* by Bruce Lansky, *Where the Sidewalk Ends* by Shel Silverstein, *Those Darn Squirrels* by Adam Robin, *Amelia Bedelia* series by Peggy Parish, and the *Ramona Quimby* series by Beverly Cleary. An extra perk of reading humorous literature with your students is that you will notice humor and wit developing in your students' writing pieces.



Playing with words is a higher-order thinking skill.

The witty humor in puns promotes retention of new vocabulary words and can increase the connection between new and previous learning. Think about the statement, “*Teddy bears are never hungry because they are always stuffed.*” After you finish giggling, you realize the clever play on words. Reading a pun like this requires students to understand the multiple meaning of the word stuffed, to construct meaning from context, to visualize to understand the humor, and then to giggle a bit at its connotation. That’s a lot of learning from one sentence! Word play can be used to teach multiple meaning words, homophones, synonyms, and alliteration. Try reading books like *The King Who Rained* by Fred Gwynne to get students thinking about puns.

Create your own class book of puns,

complete with illustrations that represent your students’ writing. Get started on word play in your classroom today with this simple yet engaging FREE activity on tongue twisters here. It has everything you need to tie together writing, alliteration, and laughter!

Positive humor can be beneficial to learning. Aggressive or disparaging humor is not. Here are a summary of benefits from a research review.

Creates a positive learning environment.

Humor elicits a positive affect in learners, which in turn creates a pleasant and enjoyable learning environment. This can reduce anxiety about studying difficult subjects. It can also make learners feel more comfortable communicating in an online or in-person class. Yet, humor that is used too frequently or inappropriately might cause learners to think that an important topic is trivial. Therefore, humor must be accompanied by good judgement.

Increases attention and interest.

Humor has been shown to increase attention and interest. According to research by Berlyne (1972), anything that disrupts expectations or surprises a person, such as humor, can result in psychological arousal. This can transform an inattentive learner into a moderately attentive learner, which facilitates performance.

Improves instructor-student relationships.

Humor has the ability to reduce the psychological distance between an instructor and a learner. Aylor and Opplinger (2003) found that humor contributes to the sense that an instructor is approachable. The resulting increase in interactions leads to a more meaningful relationship.

Enhances recall and aids learning.

Adding humor to instruction has the potential to aid recall. For example, in lab experiments, learners were able to recall humorous information more easily than non-humorous information (Schmidt, 2002). Also, lectures that had a humor treatment increased test scores compared to those without a humor treatment. (Ziv, 1988).



Increases divergent thinking skills.

This fascinating finding relates to the potential for humor to enhance creativity. During the creative process, we use divergent thinking to produce a variety of unique responses that may seem illogical, adventurous or incompatible.

- An increase in learning.
- An increase in self-motivation.
- An increase in class attendance.
- An increase in test performance.
- A reduction of anxiety and stress in dealing with difficult material.
- The creation of a positive social and emotional learning environment.
- The creation of a common psychological bond between students and school.

Today's generation of students expect learning to be enjoyable. At one time, there was no place for humor in the classroom. But now, the time for a stern professor as the "sage on the stage" is no longer acceptable. Humor creates a relaxed, engaging, and safe environment. It has been suggested that using humor as a pyromaniac can fuel the fires of curiosity in our students. Even if there is a paucity of scientific data proving the benefits of humor in pharmacy education, should we not want to make learning fun? As Thomas Edison said: *"I never did a day's work in my life – it was all fun."*



EXAMPLES OF BEST PRACTICES FROM THE “MANUAL OF GOOD PRACTICES” AND HOW TO IMPLEMENT THEM INTO THE CLASSROOMS



source: https://corp.kultura.com/wp-content/uploads/2021/11/shutterstock_1470412538-1024x696.jpg

According to previous researchers, an acceptable humor must be relevant to the topic (Machlev and Karlin 2017) and appropriate for the age group and grade (Ivy 2013). This study also proposes that the intensity of engagement of students in the class-room increases as humor is applied by teachers during the lecture. As a result, students tend to listen more carefully in the classroom. The main reason might be that the humor introduced during the lecture session touches the students' emotions. Emotion plays a central role of social interaction amongst teachers and students, and it causes cognitive processing and students' engagement to increase. This phenomenon has been explained by Hoad, Deed, and Lugg (2013), whereby humor can serve as a powerful pedagogical tool that triggers students' emotional engagement and enhances student's learning (Garner 2006; Linnenbrink-Garcia and Pekrun 2014).



Humor has a positive effect on learning, as it draws the learners' attention and makes them want to listen. The participants of a class stated: "If I have to listen to a teacher talking endlessly without breaking the ice, I get bored and fall asleep when the teacher just gives a bunch of facts in a monotonous voice, but when jokes are integrated I want to listen more". They also indicated that ice breakers enable them to relate content to what they already know. They agree that ice breaking strategies are funny and can be utilized to facilitate understanding. The following was stated: "When you start your lecture, do not start with what you are going to teach, start with whatever is happening in the community or in the news that is interesting. Others reiterated: "Ice breaking humor must be done at the beginning of the lesson and in-between especially during double periods where we get tired".

Based on the effectiveness of humor, and gathered practices during the project, here we will list 5 best practices which are easy to implement in the classroom.

First some examples of 5 easy to use energizers to loosen the tension in the classroom, and activate students' curiosity and engagement. These energizers also help strengthen peer social skills.

1. Buzz

Ask the group to stand up and to form a circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. Of course, there is a catch. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series as normal.

For example: 1 - 2 - 3 - buzz - 5 - 6 - 7 - buzz - 9 - 10 - 11 - buzz - 13 - buzz - 15 - buzz - 17 - ...
You can choose any number that might be relevant and replace the buzz with another word. This game is great when teaching the time tables, or teaching how hard it is to do two things at the same time (thinking while listening for your turn).

2. Body letters

Split your class into small groups (4-5 students per group). Each group has to think of an acronym about what they have learned so far. The acronym can't be longer than the number of people in the group. If there are 4 people in a group, the acronym will only have 4 letters.

When they found an acronym the groups have to use their bodies to spell the letters. Other groups have to discuss what the letters stand for.

Afterwards, you write the words on a paper. You pass them around the classroom and refer to them in the rest of your lesson. With this energizer, you can see what your students remembered and give your students a tool to fall back on.

3. Get on that chair

For this classroom game, students need to be flexible and balanced. For every student, the teacher places a chair. All the chairs should be lined up in a single line. Every student has to stand on a



chair. Then, the teacher asks them to go stand in a certain order. *For example: "I want you to organize yourselves from young to old."* The students now have to change places without touching the ground.

With this energizer, the students get to know each other better in an interactive way. The teacher can give other orders like: *"from tall to small."* or *"from A to Z."* Every time the students have to change their positions without pushing someone off the chairs. If you want to make it more challenging, you can set a time limit.

4. Lie to me

This energizer is a fun way to get to know your students better. Not just the basics, like where they live or if they have a brother, but real stories and anecdotes.

The students have to tell 3 facts about their life. Something that happened to them. Two of them should be true, and one should be a lie. The other students have to find out which one is the lie. You'll be surprised what kind of crazy things can actually happen! (Or how good your students can lie!)

5. Jigsaw

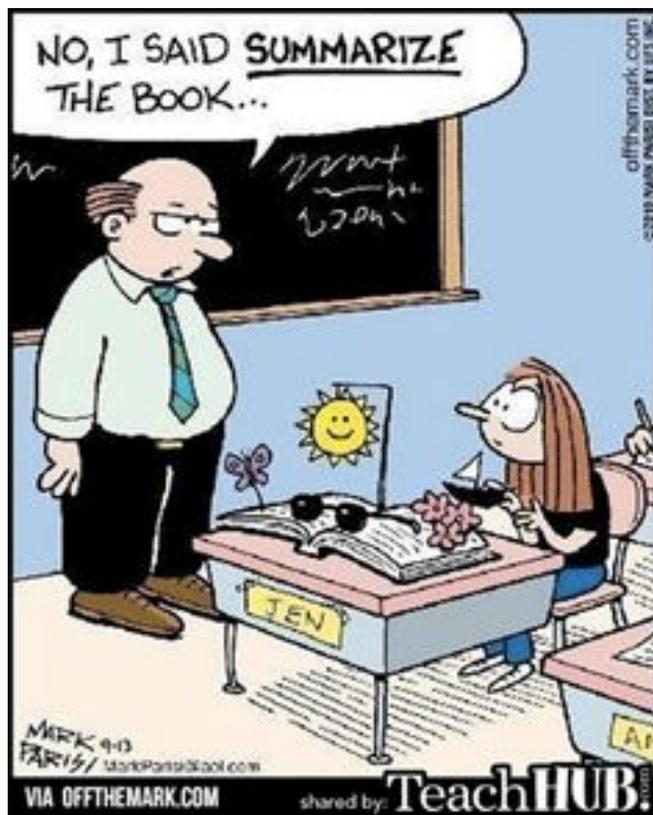
Divide your students into four groups. Use four blank jigsaw puzzles, available in arts and craft stores, and ask the groups to fill in the puzzle with something they learned today. (Drawing, quote, wordcloud, etc.)

Afterwards, as a revision and energizer, you can let the students solve each other's jigsaw puzzle. You can also design the puzzles yourself and let the students make them. That will take less time. Another option is to use a photo and make a jigsaw puzzle with BookWidgets.



GOOD PRACTICES AND HOW TO IMPLEMENT THEM INTO THE CLASSROOMS

1. Teaching English with humor



Source: <https://i.pinimg.com/236x/61/02/47/610247d5091ed79ca495213731cd4a1b--teaching-ideas-teaching-humor.jpg>

DESCRIPTION:

World languages differ in many ways, in writing, reading, pronunciation. Some languages do not have letters the other languages have, etc. <http://esl.fis.edu/grammar/langdiff/english.htm>

English is very different from Bosnian in writing. In the Bosnian language, the word is written as it is pronounced, e.g. it is written "sreća"(happiness) and the word is pronounced "sreća" (happiness). In English, word spelling differs from word pronunciation, e.g. the word "happy" is pronounced / hæpi /. This is why Bosnian students often make mistakes when reading or writing in English.

http://ff.unsa.ba/files/zavDipl/17_18/ang/Nihada-Colic.pdf

English teachers try to help students overcome difficulties in various ways and often use humorous content or methods to make it easier for them to learn English pronunciation and writing.



IMPLEMENTATION:

Teaching students to pronounce English sounds / e / and / æ /

The sound / e / is pronounced as in Bosnian, and the sound / æ / does not exist in Bosnian. In order to explain the pronunciation of this sound to students, teacher tells them to open their mouth to pronounce the sound / a /, but instead of pronouncing the sound /a/, they pronounce the sound / e / in that position and the result of it is the sound /æ/. The pronunciation of this sound is so funny to students that at the beginning of the lesson, teacher has drawn their attention and they are waiting for more funny things and examples.

When explaining the pronunciation of the sounds / e / and / æ / to students, teacher can use the following pairs of words:

Dead / ded / passed away Dad / dæd / father
Bed / bed / place to lie on Bad / bæd / not good

Teacher tells students that the difference in writing is obvious but if these sounds aren't pronounced correctly, translation is funny and awkward.

If the word dad in the sentence This is my dad is pronounced /ded / instead of /dæd/, when this sentence is translated in a mother tongue language instead of the translation This is my father, we have This is my dead man. Also, if the word bad in the sentence He is bad is pronounced /bed/ instead of /bæd/, when this sentence is translated in a mother tongue language instead of the translation He is not a good person, we have He is a place to lie on. These comparisons are very funny to the students, and they then compete to come up with more such pairs of words that change their meaning if the sounds in the words aren't pronounced correctly.

Silent „h“

In English there are sounds that are "silent", i.e. they are not pronounced in the word (hour is pronounced / auə /, honest / onist / etc.)

It often happens that these pronunciation rules are difficult for students to remember, and sometimes boring to repeat, so a teacher can tell them an anecdote or a joke about some sounds rules or pronunciation during class to motivate them for further work. One of them is the following: “One day, I asked my English teacher, „Why do we ignore some letters in pronunciation, e.g. letter „h“ in honor, hour...etc...?”

He told me, „We are not ignoring them; they're considered silent.“

I was even more confused.



During the lunch break, my teacher gave me his packed lunch and asked me to heat it in the cafeteria. I ate all the food and returned him the empty container. My English teacher asked, „What happened? I told you to HEAT my food, you are returning me an empty container.“

I replied, „Sir, I thought H“ was silent“.

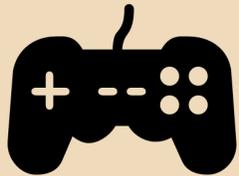
After a joke like this, students are happy to continue working, and often come up with new anecdotes about pronunciation.

When teaching the pronunciation of sounds and words, teacher can use various illustrations, humorous content and audio recordings (different accents when pronouncing the same word - British and American English)



2. Classcraft - All-in-One Gamification Platform in Education

HOW DOES IT WORK?



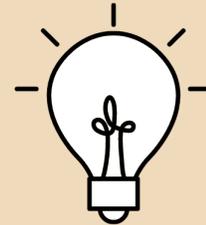
Gamification

Earn points
Receive rewards
Overcome challenges
Unlock new levels



Brain

(Gets excited!)



Results

Release of dopamine
Feel good
Motivation
Chase more rewards

source: <https://xperiencify.com/gamification-software/>

DESCRIPTION:

The Class Craft project, launched at the beginning of June 2018, aims to transform classrooms into Role-playing Games (RPGs) to increase student motivation, while teaching how to work in teams and improving behavior within the classroom. The program is already being used by hundreds of teachers in 25 different countries, totaling around eight thousand students.

Created by physics teacher Shawn Young, Classcraft is a model of “gamification” - a term used to use techniques characteristic of electronic games in real-world situations - in classrooms: students receive or lose experience points (XP) according to what they do during classes. Doing homework, getting top marks in tests and not making a mess, for example, earn XP points. On the other hand, arriving late, disturbing the teacher or being caught cheating yields penalties for the gamer.



Classcraft is a free online role-playing game that teachers and students play together in the classroom. Using many of the conventions traditionally found in today's games, students can level up, work as a team and gain powers that have real-world consequences. Acting as a gamification layer around any existing curriculum, the game transforms the way a class is lived throughout the school year.

IMPLEMENTATION:

XP points are counted by the program and administered by the discipline's teacher, with the aid of an online application. When achieving a certain amount of points, students “level up” and gain “skills” related to the professions they have chosen. Warriors can eat in the classroom, Healers can ask if their test answer is right and Mages can be late in class, for example.

Class characters:

To play Classcraft, each student must choose a character from three available: the Healer, the Mage or the Warrior. Each has unique properties and powers and is designed for different types of students. These are customizable as the game progresses and can be accompanied by pets.

Teams and Strategies

Classcraft is played in teams of five or six students during the year. This encourages students who do not normally socialize to work together and win the game. All team members benefit from cooperative efforts and learn to consider the needs of others before taking action on the game.



3. Adding drama to lessons



source: <https://media.istockphoto.com/vectors/children-performing-infront-of-class-vector-id1051156748>

DESCRIPTION:

Using drama activities and methods in teaching can contribute to a fun and exciting learning environment, and can make even the scary or boring aspects of learning more approachable and engaging. It might mean that teachers place a larger emphasis upon ‘doing’ rather than memorizing, allowing students to engage with the subject in a more collaborative and hands-on manner through reading scripts, storytelling and acting out historical events or even scientific and geographical processes!

IMPLEMENTATION:

Role Play

One of the simplest forms of drama is role play. Children love role play and tend to partake in it naturally when playing alone or with friends. In the classroom role play can have notable benefits from a very young age. For example, one classic example of role play involves children playing ‘shop’ as part of a money or decimal based maths lesson. The activity uses drama in an everyday



manner and allows children to learn and put into action the previous lessons they learned about money in a fun manner.

Role play has a variety of uses in the classroom and can be used in conjunction with all sorts of lessons to give children a better understanding of a subject.

The above is another fine example of how drama can be integrated into other subjects such as science. This example shows how movement can really help children understand how molecules move and integrate with each other.

The lesson provides children and learners with a deepened understanding and also encourages them to retain more information.

History Re-enactment

History is also a subject that can be greatly enhanced by the power of drama. History in itself is often quite dramatic and some of the stories learned on the curriculum are potentially as entertaining as any fiction. This blog on the Guardian looks at the numerous ways it can be of benefit to history.

Therefore, utilising the power of drama for the end of history lessons can have significant benefit. From re-enacting historical events with props, to organising games of Quiz shows with students as starters, to even allowing the children to teach parts of the class – drama can have a notably positive impact on history.

English

Of course, the subject with the closest link to drama in a lot of ways is English and the language can needless to say benefit greatly from a crossover.

From acting out acts of plays in the classroom, to getting students to write dialogue for stories, to watching or taking day trips to see films, plays, musical shows or dramas – introducing and encouraging children to consume and partake in drama in all its variety is a good thing. Using English's ties to drama and also its versatility you can encourage people to appreciate both subjects to a greater degree and maybe even go on to greater things in either or both according to Ken Clarke of american.academy.co.uk. He claims he has seen many great musical theater actors come from such beginnings.



4. Engage all kinds of intelligences



source:

[https://www.verywellmind.com/thmb/85hlhsgD5GG8LI4G6MkO8lj9KHc=/1333x1000/smart/filters:no_upscale\(\)/gardners-theory-of-multiple-intelligences-2795161-5bcdfc7046e0fb0051fb2311.png](https://www.verywellmind.com/thmb/85hlhsgD5GG8LI4G6MkO8lj9KHc=/1333x1000/smart/filters:no_upscale()/gardners-theory-of-multiple-intelligences-2795161-5bcdfc7046e0fb0051fb2311.png)

DESCRIPTION:

Students have *many* different gifts to offer. To get students more engaged in a new concept, let them use their strongest intelligence to work through it. In other words, whenever possible, give students a choice in the way they learn and demonstrate their knowledge. If you're asking students to summarize a lesson, don't just force everyone to write an essay or paragraph response. By giving students some choices, you'll be able to better engage them. If everyone is required to write a paragraph, you might lose some students who don't enjoy writing. Yet if everyone is required to write and perform a song, you might lose the students who don't enjoy singing in front of classmates. But if you offer a variety of options, students can choose what they do best and that sounds like fun. This gets the *whole* class involved, not just a few students.



IMPLEMENTATION:

Allow students to:

- Create a song to highlight the important points of the lesson.
- Draw a picture to illustrate what they learned or found most interesting.
- Deliver a quick, one-minute presentation in front of the class.
- And, of course, simply write an essay response (because there *are* students who enjoy this!);

5. *Let's recycle with a smile and save our Planet*

DESCRIPTION:

The issue of recycling is one of the most important issues today. The quality of our lives today and in the future certainly depends on how we treat waste, both as a society and as individuals.

Interestingly, at least 60% of the total waste that ends up in garbage cans, and thus in landfills, could be reused either by composting or recycling.

Such data show how important it is to guide children and teach them about the importance of recycling. The ways in which children acquire knowledge about recycling and the importance of this procedure for the future of all of us play a major role in forming the right attitude towards this topic.

At this link we can find a text that tells why it is the right time to start teaching children about this at school. <https://www.ecomena.org/teach-children-about-recycling/>, and here are 19 activities we can do with the kids and thus show them how much recycling can actually be fun in addition to being important. <https://www.naturespath.com/en-us/blog/19-activities-kids-learn-recycling/>

IMPLEMENTATION:

How to show children the importance of recycling through a fun concept?

The resources are inexhaustible. Anything and everything from our environment can be the subject of a great and fun activity in class when we learn about recycling. What is more important? All activities can be realized in all levels of education, even with students with disabilities.

Now that our lives slowly go back to normal (COVID pandemic), students can again start to collect paper in large cardboard boxes in the school and after some time can sell it to recycling companies and from that money they can upgrade their classroom. In addition, they can make billboards with motivating sentences about the importance of recycling, also promoting recycling using ideas from the following links and turn learning lessons into fun..

<https://www.weareteachers.com/21-ideas-big-and-small-to-bring-recycling-into-the-classroom/>



RESOURCES AND REFERENCES:

HUMOUR manual of good practices

https://www.educationworld.com/a_curr/shore/shore060.shtml

<https://www.pbisworld.com/behavior-descriptions/unmotivated/>

<https://www.psych4schools.com.au/free-resources/unmotivated-disengaged/>

<https://www.vedamo.com/knowledge/virtual-classroom-insights-part-4-causes-student-demotivation/>

<https://teachnews.gr/pyxologia-symvouleftikh/item/70-student-demotivation>

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TOKUHAMA-ESPINOSA, Tracey (2011). *Mind, brain, and education science. A comprehensive guide to the new brain-based teaching*. W. W. Norton & Company.

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

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

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

<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.774149/full>

<https://www.hindawi.com/journals/edri/2017/1789084/>

<https://www.edutopia.org/blog/using-humor-in-the-classroom-maurice-elias>

<https://minds-in-bloom.com/5-ways-use-humor-classroom/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3965135/>

<https://www.edutopia.org/blog/laughter-learning-humor-boosts-retention-sarah-henderson>

<https://www.apa.org/ed/precollege/ptn/2018/02/humor-college-classroom>

https://www.researchgate.net/publication/322253963_Humor_in_the_classroom_the_effects_of_integrated_humor_on_student_learning

https://thelearningcoach.com/elearning_design/isd/humor-and-learning/

<https://www.opencolleges.edu.au/informed/features/comedy-in-the-classroom-50-ways-to-bring-laughter-into-any-lesson/>

<https://www.iberdrola.com/talentos/o-que-e-gamificacao>

<https://www.happycode.pt/blogs/news/gamificacao-na-educacao-o-que-e-e-como-estimula-a-aprendizagem>

<https://www.pinterest.com/jovanacenejac87/funny-pronunciation/>

<https://www.classcraft.com/pt/overview/>



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<https://www.theedadvocate.org/how-teachers-can-integrate-drama-into-other-lessons/>

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