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HOW TO USE HUMOUR IN THE CLASSROOM



ЕВРОПЕЙСКИ ЦЕНТЪР ЗА ИНОВАЦИИ
ОБРАЗОВАНИЕ, НАУКА И КУЛТУРА



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LEARN TEACH MOTIVATE

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WHAT IS HUMOUR?

Humour is the tendency of experiences to provoke laughter and provide amusement. The term derives from the humoral medicine of the ancient Greeks, which taught that the balance of fluids in the human body, known as humours (Latin: humor, "body fluid"), controlled human health and emotion.

Humour is the educational tool, which needs to be used more often in classrooms. Still, as we will prove in the further text, teachers are often not adequately trained to lead lessons with this method.

*Humour is an underdeveloped tool
but very easy to implement
and have a great impact on the students.*

The humor effect is a cognitive bias that causes people to remember information better when they perceive it as humorous.

In addition to improved memory, humor is associated with various benefits, such as increased interest, increased energy levels, and reduced negative emotions, which make it an effective tool in a wide range of situations.

To use humor effectively, you should make sure that the type and style of humor that you use is appropriate; this means, for example, that you will often want to avoid humor that is hurtful toward your audience, or humor that is too extreme.

To use humor effectively, you should also make sure that the amount of humor that you use is appropriate, and that the timing and delivery of your humor are appropriate too.

There is no single right way to use humor, since the appropriateness and effectiveness of humor depend on factors such as the circumstances that you're in, the people that you're talking to, and the goal that you're hoping to achieve; it's up to you to take this into account when deciding if, when, and how to use humour.

WHAT KINDS OF HUMOUR EXIST IN THE CLASSROOM?

1. humour related to class material
2. funny stories (hopefully related to the content)
3. humorous comments, self-disparaging humor, unplanned humor (spontaneous, unintentional)
4. jokes, riddles, puns, funny props, and visual illustrations
5. appropriate/inappropriate use of humour in the classroom

Humour can be an amazing tool in the classroom.

However, like most things in life, it needs to be used in moderation. Too much humor can be detrimental as it can undermine the credibility of the instructor and result in a loss of focus of the instructional objectives. It is important to keep this in mind when teaching. If the joke is not specific to what you are teaching, targeted to enhance learning, or appropriate for the audience, learning will not take place.

The benefits of funny stories in the classroom:

- ✓ An increase in learning.
- ✓ An increase in self-motivation.
- ✓ An increase in class attendance.
- ✓ An increase in test performance.
- ✓ An increase in divergent thinking.
- ✓ An increase of interest in learning.
- ✓ 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 faculty.

Self-disparaging humour is the humor where you put yourself down.

Sometimes funny, but sometimes overused fishing for compliments or a signal of low self-esteem. Begin telling jokes and funny stories. Once you've gotten used to the idea of humour in your classroom, you may consider telling jokes and/or funny stories.

Unexpected humour will increase the chances that students will respond with smiles and laughs:

- ✓ Avoid telling jokes/stories that you don't know well.
- ✓ Don't laugh at your own jokes/stories (especially before you tell them).
- ✓ Avoid starters like "This is a joke" or "I'm not very good at telling jokes, but ..."
- ✓ Remember that the punchline is at the end, not somewhere else in the telling.
- ✓ Use positive humor instead of negative humor.
- ✓ Know your audience and their sensitivities. Not knowing them, you may be offensive and not even aware of it.
- ✓ Personalize or localize jokes/stories when possible.

Jokes, riddles, puns, funny props, and visual illustrations increase:

- ✓ learning of the students
- ✓ the opinions they formed about the class and its instructor.
- ✓ the ways in which it could potentially affect their behaviors with and toward their instructors.

Educators who use humor are generally rated more positively by their students, who tend to feel that the use of humor makes the learning process more enjoyable. Humor can be an effective, multipurpose teaching tool for nurse educators to convey course content, hold students' attention, relieve anxiety, establish rapport with students, and make learning fun.

HOW TO USE HUMOUR IN THE CLASSROOM?

Specifically, in order to make your humor effective, you want to pay attention to the following things:

The type of humor. For example, you will generally want to avoid humor that is hurtful and targeted at members of your audience, because such humor can alienate them.

The style of humor. For example, you will often want to avoid humor that is very subtle or very extreme, because such humor can be less effective than moderate humor.

The amount of humor. For example, you will often want to avoid using humor too frequently, because doing so can be annoying and can make you appear clownish.

The timing of the humor. For example, even good humor may end up being inappropriate and ineffective if used at the wrong moment.

The delivery of the humor. For example, even good humor may end up being inappropriate and ineffective if you deliver it badly.

Using the right type of humor. To use humor effectively, it's important to pay attention to the type of humor that you use. When it comes to using humor in an educational setting, for example, different types of humor can lead to distinctly different outcomes:

- ✓ The use of positive humor is associated with improved learning outcomes, a relaxed learning environment, better student evaluations, increased motivation to learn, improved information recall, and increased student satisfaction.
- ✓ The use negative humor, and especially aggressive humor that is aimed at particular students or groups of students, is associated with worse learning outcomes, an anxious and uncomfortable learning environment, worse student evaluations, more student distractions, and reduced student satisfaction.

POSITIVE SIDES OF HUMOUR

- ✓ Humor reduces stress in the classroom.
- ✓ Humor increases creativity.
- ✓ Humor reduces negative talk.
- ✓ Humor creates more memorable lessons.
- ✓ Humor leads to more work being completed. Humor is like an appetizer.
- ✓ Humor leads to fewer discipline problems.
- ✓ Humor creates more student “buy in.” When introducing a new topic or concept, begin by putting students in groups and having them draw pictures of what they already know or think about the topic on small whiteboards (like Pictionary).
- ✓ Humor improves your relationship with families.
- ✓ Humor is team- and family-building.

NEGATIVE SIDES OF HUMOUR

- ✓ Failed attempts at humor
- ✓ Failure to understand students' level of understanding of the information being taught
- ✓ Offensive, rude or sarcastic humor
- ✓ Trying too hard to be funny
- ✓ Jokes about particular students
- ✓ Humor that is unrelated to the subject matter of the class
- ✓ Humor that is out-of-date
- ✓ Laughing at own jokes
- ✓ Humor that backfires



Source: <https://www.facebook.com/humourproject/photos/a.115115373735548/115114800402272/?type=1&theater>



Source: <https://www.teachstarter.com/us/blog/tips-for-teaching-boys-us/>

Using Humour in the Classroom activities

Name of the good practice	Playing and laughing, Let's Prevent Bullying
Source (Organization, country)	Agrupamento de Escolas de Monção, Portugal
Area of the good practice	humour in the classroom / school
Description and supporting evidence	<p>Playing and Laughing,Let's Prevent Bullying, is the FIRST educational game in Portugal aimed at PRIMARY PREVENTION of SCHOOL BULLYING!</p> <p>The aim was to integrate the concepts:</p> <ul style="list-style-type: none"> • EDUCATION • GAMING • NEW TECHNOLOGIES <p>It consists of the kit: Board game + Digital Game (with 4 more games)</p> <p>The objective of the game is to get to the Amusement Park - the Prevention Park, but to get there it is necessary to answer questions, perform mimicry tests, or dramatize situations on the theme, in order to advance in the game and collect "green footprints" , which are then exchanged for the golden key that gives access to the desired Park.</p>
Steps for implementation /reproduction	<p>Board game:</p> <p>The board game consists of 40 houses that children will have to go through until they reach the so-called Park for the Prevention of School Bullying, for this purpose several rules have been created that must be read before starting the course and respected throughout it. There are 6 marks and 1 dice with which 2 to 6 children or 2 to 12 children can play.</p> <p>In total it consists of 52 cards, 30 with questions referring to the theme of bullying, 11 with messages that include words and drawings referring to the problem and 14 with the so-called “green footprints of prevention”. These questions are organized on the board in 3 groups: the colored group, the group of small note-messages and the group of green footprints of prevention. There are also the golden</p>

keys that are the only ones that allow you to enter the Prevention Park at the end.



News:

CONSTRUCTION OF THE HUMAN VERSION OF THE BOARD GAME, WHERE CHILDREN ARE THE OWN PLAYERS OF THE GAME, THIS FOR THE PRESENTATIONS TO BE EVEN MORE FUN.




Digital Game:

In the 2nd Edition of this teaching tool, the digital game is obtained by sending an email with the code existing at the end of the rules book included in the game box “Playing and Laughing, Let’s prevent bullying”.

After installed on the computer or tablet, the entrance door is the prevention park that automatically directs children to a playground, with a series of swings. Four of these swings are made up of games related to school bullying:

- ✓ Word game;
- ✓ Memory game;
- ✓ Game of questions;
- ✓ Drawing game.

	<p>Access to these games is done by clicking on the balloon in each swing (balloon 1, 2, 3, 4).</p>  <p>It should also be noted that this whole game is accompanied by explanatory narrations and with the selection of one of the games the fun associated with learning begins.</p>
<p>Benefits for teachers and students</p>	<p>This game is intended for children in the 1st and 2nd Cycles of Basic Education, but also for parents, teachers, social educators, psychologists, social workers, socio-cultural animators, among other technicians and institutions concerned with working with young people to prevent this issue.</p>
<p>Additional information</p>	<p>CURIOSITIES:</p> <ul style="list-style-type: none"> • The characters in the game were drawn manually by children; • The game questions were designed according to the children's vocabulary; • Referenced in the 4th year Portuguese School Manual “A Grande Aventura” by Texto Editores; • Won the 12th IPBragança Poliempreende Regional Contest, 2015 and won an Honorable Mention at National level; • It came from the IAC (Child Support Institute) Agenda 2016; • This is already the 2nd Edition of the game, which had a refresh.
<p>Additional links and resources</p>	<p>https://jogobullying.com/</p> <p>https://www.aemoncao.com/news/brincar-e-rir-o-bullying-vamos-prevenir</p> <p>https://www.facebook.com/jogobullying/posts/1870686539757358</p>

<p>Name of the good practice</p>	<p>15 Humorous Classroom Energizers for Students</p>
<p>Source (Organization, country)</p>	<p>by Lucie Renard – Bookwidgets - Belgium</p>
<p>Area of the good practice</p>	<p>motivating students with fun</p>
<p>Description and supporting evidence</p>	<p>For some reason your students aren't listening anymore. They are not focused and start talking. There are a lot of reasons why students get distracted:</p> <ul style="list-style-type: none"> • It is the last hour of the day • It's Friday afternoon • Students get tired after lunch • It's Monday morning • The content is boring (that happens!) • The content is not relevant to your students ("why should I learn this?") • You have been talking for a long time without interaction • Students are tired or didn't sleep well • The room is too hot or too cold <p>And many more</p> <p>If you notice that students are losing attention for one of these reasons, it is time to think about a fun classroom game. Interactive energizers for students are fun, but teachers also have to take into account that the age difference between students is very important. That is why I selected the best examples of energizers for different ages, however, some of them can be used for any age. Don't be too quick to assume your students are too old for energizers! Fun activities for students are always going to bring an active change to the classroom, so they are embraced with open arms by almost all students.</p>

Classroom energizers for elementary school

Here are 5 fun classroom activities for elementary students. They are simple energizers and fun games to play in the classroom. It's always a good idea to start the day with a motivational classroom activity.

1. "Prrr" and "pukutu"

This classroom game is more suited for the little kids. Ask everyone to imagine two birds. One named "prrr" and the other named "Pukutu". If you call out "prrr", the students need to stand on their toes and move their elbows out sideways. When you call out "Pukutu", the students have to stay still and may not move. If a student moves, he is disqualified. This student may distract the other students.

**2. 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).

3. 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.

4. Pink toe

The teacher calls out a colour and a body part. Students must find an object in the room that has that colour and then touch the object with the selected body part. For example, if the teacher calls out "red nose", students need to find an object that is red and touch it with their nose. The teacher continues calling colours and body parts.

To spice things up, you can add an element of competition to this game. Students that are too slow in completing the task can be asked to sit down. The last remaining student is the winner.



5. Sports gallery

"Sports gallery" is a very intensive example of an energizer. The teacher calls out different sports skills. The students have to mimic them for at least 10 seconds. After a while the teacher speeds up the tempo. A few sports skills the teacher can call out:

- ✓ Shooting a jump shot

- ✓ Juggling a soccer ball
- ✓ Dancing like a ballerina
- ✓ Batting a baseball
- ✓ Swinging a golf club
- ✓ Downhill skiing
- ✓ Serving a tennis ball
- ✓ Shooting an arrow

Classroom energizers for High school

I know a lot of teachers have a hard time when it comes to getting everything done in the classroom. Sometimes you still want to teach your students so many things, but there's too little time. Please consider including activities for high school students in your lessons. I'm sure they will love this short break and it will keep them focused afterward. It'll actually spare you some time as they will work better.

6. 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!)

7. Keyword music roulette

The teacher makes cards with a keyword on it. The keywords refer to the lesson (you can also use the ['Randomness widget'](#) from BookWidgets instead of cards). The students go sit in small groups with a tablet or a computer. You, or one of your students, picks a card. The groups have to find a song title that mentions the keyword. The group that finds it first, may play their song on the iPad.

This energizer connects keywords to songs. Students will remember your lesson every time they hear the song or they will remember your keywords by thinking back about that song.

8. 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.



9. Blind artist

One of my favorite games for students is definitely this one! Have your students form pairs. The students can't see each other. One student gets a drawing you have prepared earlier. Ideally, the drawing should be something relevant to what you are teaching. The student holding the drawing needs to give good instructions to the other student. The other student needs to draw it without being able to see the original picture. If you want to spice up the classroom game, you can put a variety of conditions to it. *For example: no asking questions, must draw with your non writing hand etc.* Aren't you curious about the results?

When you use this energizer as a revision activity, you let the pair explain to the rest of the class what the drawing is about.

	<p>10. Jigsaw</p> <p>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 eachother’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.</p>
<p>Steps for implementation /reproduction</p>	<p>These energizers will definitely improve and engage the students, and make them less bored in the classroom.</p>
<p>Benefits for teachers and students</p>	<p>Teachers will certainly score extra points with their students because its simply fun.</p> <p>Students will be dragged out of boredom and have fun.</p>
<p>Additional links and resources</p>	<p>https://www.bookwidgets.com/blog/2016/10/15-fun-classroom-energizers-for-students</p>

<p>Name of the good practice</p>	<p>Games and Activities to Make Classroom Learning Fun</p>
<p>Source (Organization, country)</p>	<p>Corinne Jacob - Bloger</p>
<p>Area of the good practice</p>	<p>Students motivation</p>
<p>Description and supporting evidence</p>	<p>What makes a good teacher? Though every individual will have a different answer, a good teacher is anyone who feels a sense of accomplishment after having taught a lesson well. This feeling only comes when you have done the best you could, and when you find that your students were engaged throughout the lesson and have learned something new in the process.</p> <p>After all, teaching is an art and is certainly not everyone’s cup of tea (profession). Some teachers can make interesting lessons boring,</p>

while others can make the most mundane lessons thought-provoking!

One simple and effective way to encourage learning in the classroom and make it fun is to use fun classroom games and [activities](#)! Here are some ideas that may help.

The Crazy Ball Game

Prepare a questionnaire for the game based on a topic that you taught recently to the class. Divide the class into two teams and choose a student from one of the teams to answer the first question. Don't allow the teams to discuss answers among themselves as the sole objective is to test each student's understanding of the topic. If the chosen student answers correctly, she gets to throw a ball into one of three paper cups, each marked with 5, 10, or 15 points and get points for her team. Keep the points on a board so that the teams can follow the progress. Continue to play the game between the teams until you've asked all the questions. The team with the maximum number of points wins. Prizes can be a homework pass, free time, extra computer time, and so on.

Headbands

Here's a fun spin on the classic game of [Hedbandz](#). Instead of using headbands like in Headbanz, use sticky notes to write random words (relevant to the grade's curriculum) on them. Stick one of the notes on a student's head without allowing her to look at the word. The student has to figure out what the word on her forehead is by asking her peers for clues. If the word on the sticky note is 'flower', then clues can be 'pollination', 'colorful', 'spring', 'petals', etc. to help the player guess the word!

Dartboard

Create a giant dartboard and write a question each on the pies. Since creating a dartboard involves a lot of math, you can consider replacing the topical questions with math quizzes and puzzles to double the fun! Then call upon students in random order to throw a

	<p>dart and answer the question the dart hits! Don't restrict the dartboard to its customary 20 pies. Feel free to bend the rules to accommodate enough pies so that each child gets a chance to answer.</p> <p>Classroom Monopoly</p> <p>This can be a popular game with the class because you don't have to divide them into teams to play it! Prepare a questionnaire on a particular topic and make fake currencies and distribute them equally among your students. Allow them to wager their money based on how confident they feel about the question you ask. If they get the answer correct, they get to keep the money, else pass it on to the next player. Play a minimum of three rounds so that the cash is passed around enough number of times. The student who has the most money at the end of the game wins.</p> <p>Thumb Ball</p> <p>Get a light-colored beach ball and write multiple questions on it. Then have the students sit in a circle. The objective of the game is to play catch. When a student catches the ball, she has to answer the question which her right thumb's touching. If she drops the ball, then you get to throw it back at the circle. Continue the game until all the questions have been answered.</p> <p>Simple games like these will not only help you practice lessons with your students in the class but help the class bond too! I'd love to hear any other ideas that you have to make classroom learning more fun.</p>
<p>Steps for implementation /reproduction</p>	<p>Easy with the instructions and usable in every class.</p>
<p>Benefits for teachers and students</p>	<p>Teachers and students will definitely enjoy these quick activities to bring more fun to their classes.</p>
<p>Additional links and resources</p>	<p>https://www.whatihavelearnedteaching.com/games-and-activities-to-make-classroom-learning-fun/</p>

<p>Name of the good practice</p>	<p>5 Ways to Use Humor in the Classroom</p>
<p>Source (Organization, country)</p>	<p>USA</p>
<p>Area of the good practice</p>	<p>Using humour for teaching</p>
<p>Description and supporting evidence</p>	<p>LAUGHTER! Charlie Chaplin said, “A day without laughter is a day wasted,” and I couldn’t agree more! But can laughter really be brought into the classroom? Absolutely! These five strategies will have you and your students laughing and learning in no time!</p> <p>As a teacher, there are many strategies that we use to motivate students. Every teacher wants to increase student interest and participation, right? One strategy to best accomplish this is by using humor in the classroom. There are numerous positive effects of using humor in your classroom each day, both for your students and for yourself. Some include:</p> <ul style="list-style-type: none"> ✓ an increase in enthusiasm and confidence ✓ joy and happiness ✓ optimism ✓ willingness to take risks ✓ stress reduction <p>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.</p> <p>Humor is a natural icebreaker that helps connect children regardless of their differences.</p> <p>All of this reduces classroom conflict and increases student attention and participation. Sound too good to be true? It’s not! Infusing humor into your classroom is simple and easy to do. Here are some ways I have found to easily bring some giggles into our day.</p>

The 5 ways:**1. Laugh during morning meeting**

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, we take out our class “Humor Log” and revisit a time something funny happened in our classroom.

2. Keep a humour Log

Don’t the funniest things happen in your classroom? Keep a log about it! Our class humor log helps us to capture the funny memories of our 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.

3. Joke of the day

If you ask my class, they will tell you that our daily joke is the highlight of their day and what they miss the most when they are absent! Students enter the room in complete anticipation to read the day’s joke. I keep a small basket on my 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.

4. Read aloud funny poetry and literature

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.

5. Play with words

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*

	<p>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!</p> <p>Humor can effectively be used in the classroom as a teaching tool to promote positive learning. Don’t forget to keep in mind Dr. Paul McGhee’s developmental stages of humor to understand the humor stage for the children that you work with each day. Children of different ages find different things funny! By bringing humor and laughter into the classroom, your students will learn what appropriate humor is. Smile, laugh, and above all, have fun with your students each and every day!</p>
<p>Steps for implementation /reproduction</p>	<p>These 5 ways can be easy used in everyday class by the teachers, to improve the focus of their pupils.</p>
<p>Benefits for teachers and students</p>	<p>Teachers can loosen the tension in the class by engaging better communication with pupils, also students will appreciate a new funny climate in the classroom.</p>
<p>Additional information</p>	
<p>Additional links and resources</p>	<p>https://minds-in-bloom.com/5-ways-use-humor-classroom/</p>

<p>Name of the good practice</p>	<p>How to Effectively Use Humor in the Classroom</p>
<p>Source (Organization, country)</p>	<p>The National Education Association, USA</p>
<p>Area of the good practice</p>	<p>Using humour in the classroom (Article)</p>
<p>Description and supporting evidence</p>	<p>When Gary Rubinstein, a New York City high school math teacher who has dabbled in stand-up comedy, wanted to teach his students about symmetry, he showed them two pictures of movie star Angelina Jolie—one with just the left side of her face reflected back on itself, and one with just the right side reflected. The two images were remarkably similar, denoting a high degree of facial symmetry—a supposed marker of beauty. Rubinstein then showed two images of himself, each reflecting a different half of his face. The first photo depicted him as bloated, balding and slyly smiling, while in the second he appeared purse-lipped, mop-headed and thin.</p> <p>“As you can see,” he told the class, “these pictures are pretty similar, so I guess I’m very good looking.”</p> <p>His students erupted in laughter.</p> <p>Such moments aren’t mere indulgences or distractions from learning, says Mary Kay Morrison, a former classroom teacher and author of “Using Humor to Maximize Learning.” She points to research showing that laughter reduces stress, and says humorous moments increase student engagement and help embed learning in the long-term memory.</p> <p>“The number one quality that high-school kids want in a teacher is a sense of humor,” Morrison says. “They remember those teachers, and they will become more engaged with those teachers.”</p> <p>Follow these tips to leave ‘em laughing—and learning.</p>

Laugh at yourself

Short on material? Look inward. Kids love to laugh at their teachers.

In addition to mocking his looks, Rubinstein sometimes plays up the image of himself as an out-of-touch math nerd, pretending that he thinks “Hannah Montana” is currently topping the pop charts.

Michael Lovorn, a former K-12 teacher who now researches humor and teaching as an assistant professor of education at the University of Pittsburgh, also favored self-effacing humor in the classroom. “If a student got something right, I would act like I was going to dance, and they were all gleefully horrified,” he says.

Plan the fun

Humor doesn’t have to mean quick wit. Teachers can bake laughs into their lesson plans by incorporating funny materials like silly word problems, political cartoons or satirical literature.

Barbara N. Miller, who teaches graduate classes and professional development sessions about humor in the classroom, says that patents for seemingly absurd inventions can help students learn more about different eras of the past. She points to one patent from 1869, for a device to prevent people from peeking into the next outhouse stall. “It’s a funny way to jumpstart looking into something,” Miller says. “You get an idea of what the culture was like.”

Get students in on the act

Morrison says teachers can have students demonstrate their knowledge through parody songs, riddles or funny tweets. One middle-school teacher she worked with gave each of his students a small section of a social studies chapter and asked them to write a content question using a joke, pun or riddle. The teacher then incorporated the funny questions on the unit assessment. “The kids absolutely loved taking that test,” Morrison says.

	<p>Toe the line</p> <p>If you’re in doubt about a joke, bite your tongue. It’s better to miss a few laughs than to risk offending or insulting your students. “Even if you intend for the humor not to be hurtful, if it impacts the child in a negative way, then it’s inappropriate,” says Morrison. Lovorn also warns teachers to steer away from any sort of R-rated innuendo, even if it appeals to older students’ sense of humor. “If you engage in that, you very well may lose the authority you’ve built up,” he says.</p> <p>Don’t try too hard</p> <p>Humor isn’t something to stress out over—it should be light and fun! So don’t feel like you have to put on clown shoes and take pratfalls. “People think that they’re going to have to become a stand up comic, and that’s not true,” says Miller.</p> <p>For Galeet Cohen, a high-school science teacher in Philadelphia, humor usually comes in the form of playful banter between her and her students. The repartee isn’t over-the-top, but it signals that her classroom is a place where students can be themselves, and where it’s okay to laugh while they learn.</p> <p>“If you don’t invest in building a classroom environment that’s happy, it’s not productive,” Cohen says. “The humor is such a tiny percentage of what’s happening. But if you take that out, the rest of the class just doesn’t work anymore.”</p>
<p>Steps for implementation /reproduction</p>	<p>These are a few ways how to improving academic results with the use of humour</p>
<p>Benefits for teachers and students</p>	<p>For teachers it's important to know when and how to use humour within their class, so they catch their students attention, and deliver the learning material in a new and interesting way. Students will be more engaging with learning, when the climate in the class is more casual and fun.</p>

Additional information	There are many Links to educational books and articles, which can enrich the teaching techniques.
Additional links and resources	https://www.neamb.com/work-life/how-to-effectively-use-humor-in-the-classroom

Name of the good practice	Funny Spelling and Pronunciation
Source (Organization, country)	by Alma Salketić “Stari Ilijaš” Primary School, Ilijaš, Bosnia and Herzegovina
Area of the good practice	Teaching English with humour Motivation, attention
Description and supporting evidence	<p>World languages differ in many ways, in writing, reading, pronunciation. Some languages do not have letters the other languages have, etc.</p> <p>http://esl.fis.edu/grammar/langdiff/english.htm</p> <p>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" (<i>happiness</i>) and the word is pronounced "sreća" (<i>happiness</i>).</p> <p>In English, word spelling differs from word pronunciation, e.g. the word "happy" is pronounced / <i>hæpi</i> /. This is why Bosnian students often make mistakes when reading or writing in English.</p> <p>http://ff.unsa.ba/files/zavDipl/17_18/ang/Nihada-Colic.pdf</p> <p>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.</p>
Steps for implementation /reproduction	<p>Teaching students to pronounce English sounds / e / and / æ /</p> <p>The sound / <i>e</i> / is pronounced as in Bosnian, and the sound / <i>æ</i> / does not exist in Bosnian. In order to explain the pronunciation of this sound to students, teacher tells them to open their mouth to</p>

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, the 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 / *auð* /, *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 honour, 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)


Benefits for teachers and students	<p>Teachers will attract the attention of students, even those who are bored in class because students like to joke and listen to funny content.</p> <p>Students will find it easier to remember both the rules and the examples of the rules because the examples are interesting and humorous, and they will be motivated to actively participate in the class and explore on their own at home.</p>
Additional links and resources	<p>https://www.pinterest.com/jovanacenejac87/funny-pronunciation/</p>

Name of the good practice	Learning Songs through Play
Source (Organization, country)	by Ruvejd Bećirović “Srednje” Primary School, Ilijaš, Bosnia and Herzegovina
Area of the good practice	Teaching English through play - Motivation, attention
Description and supporting evidence	<p>Children learn easily through play and having fun. Songs, plays and games improve children’s skills and help them learn foreign languages. Songs and games relax students, when they do them right, they build and strengthen their self-esteem. Music helps students speak clearly, pay attention, remember, develop listening skills, learn new vocabulary, think and have fun. It can play a really important part in the language classroom. It can change the atmosphere in the room within seconds.</p> <p>https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom</p> <p>http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100004</p>
Steps for implementation /reproduction	<p>One of the games used in the classroom to learn English vocabulary through song is the following team game: Students are divided into 4 groups. Each group is assigned one verse from the poem / song.</p>

<p>Steps for implementation /reproduction</p>	<p>When a teacher utters a particular verse, the group assigned to that verse raises their hand or lowers it if it has been raised before.</p> <p>The student drops out of the game when he wrongly raises or lowers his hand because he reacted when the teacher did not read his verse.</p> <p>The winner is the group whose representative remains last.</p> <p>Help your students practice pronunciation. The great thing about music is that you can sing along! This allows students to practice pronouncing words by imitating the singer to sound like a native speaker. This eliminates any guesswork as to how the words should sound. A good song can be enjoyed again and again, which means that students can continue to sing along outside of class for continual learning. Since many popular songs are quite catchy, it might even get stuck in their head, leaving them no choice but to learn the words.</p>
<p>Benefits for teachers and students</p>	<p>This is a very simple and interesting way for teachers to motivate students to learn certain vocabulary (e.g. toys, verbs, parts of body, etc.).</p> <p>Students love this way of learning. It causes laughter and joy in them. It is interesting when a student twitches and reacts wrongly.</p> <p>They encourage each other and rejoice together in victory.</p> <p>The students are very concentrated on memorizing the song so that they do not make mistakes during the game.</p>
<p>Additional links and resources</p>	<p>https://www.etimalta.com/how-to-use-songs-in-a-language-class/</p> <p>https://bridge.edu/tefl/blog/esl-songs-kids-teens/</p>



Source: https://www.freepik.com/premium-vector/singing-kids-music-school-kid-vocal-group-children-choir-sing-cartoon-illustration_7020497.htm

<p>Name of the good practice</p>	<p>Multiplication with a Smile</p>
<p>Source (Organization, country)</p>	<p>by Aida Gradašević “Stari Ilijaš” Primary School, Ilijaš, Bosnia and Herzegovina</p>
<p>Area of the good practice</p>	<p>Learning through laughter</p>
<p>Description and supporting evidence</p>	<p>The importance of learning through fun or in a humorous way has been researched for decades by pedagogues, teachers and other professional associates who work with children.</p> <p>A study in the journal, College Teaching, and neurologist Judy Willis writes about this in her book. Briefly on the link: https://www.growthengineering.co.uk/why-fun-in-learning-is-important/</p> <p>Having in mind all the complexity of mathematics and the difficulties that children have in learning the material, it is necessary to make mathematics fun.</p>
<p>Steps for implementation /reproduction</p>	<p>This activity is good and motivating for students who have difficulty adopting a multiplication table.</p> 

	<p>Before use, it is necessary to make a large cardboard flower with 10 (or more) petals. It is necessary to pierce the flower in the middle and pass a stand through that part on which the flower can easily turn.</p> <p>On each petal teacher pastes a picture of a candy that she has in class in a special box and each petal has a "pocket" made of transparent foil in which the multiplication tasks are inserted. (Any other tasks can be done this way.)</p> <p>Teachers can use this practice often after classes of teaching students the multiplication table.</p> <p>The students go out in front of the board and turn the circle. They calculate the task written on the petal that stopped at the marked place. If they calculate correctly, they take a candy from the box of sweets whose picture is pasted on the same petal as their task.</p> <p>Required materials:</p> <ul style="list-style-type: none"> ✓ cardboard circle in the shape of a flower with 10 petals ✓ plastic or metal holder of that cardboard ✓ sweets in a box <p>Other activities that are an integral part of math classes are also activities and ideas from the following links:</p> <p>https://www.mathsisfun.com/</p> <p>https://mrelementarymath.com/make-math-fun/</p> <p>https://www.pinterest.com/momto2poshdivas/math-fun/</p>
<p>Benefits for teachers and students</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> - expand their knowledge by adopting new practices - make it easier for students to adopt the multiplication and division table - make repetition classes more interesting - improve teacher competencies <p>Benefit for students:</p>

	<ul style="list-style-type: none"> - they will more easily and quickly adopt the multiplication and division table - knowledge will be automated over time - they remember classes like this for a long time and slowly or never forget what they learned from them
Additional information	
Additional links and resources	<p>https://www.mathsisfun.com/</p> <p>https://mrelementarymath.com/make-math-fun/</p> <p>https://www.pinterest.com/momto2poshdivas/math-fun/</p>

Name of the good practice	Humour as an Ice-breaker
Source (Organization, country)	KADINHANI SAĞLIK MESLEK LİSESİ, KONYA, TURKEY
Area of the good practice	MOTIVATION OF NURSING STUDENTS BY ICE-BREAKERS
Description and supporting evidence	<p>Humour has a positive effect on learning, as it draws learners' attention and makes them want to listen. The participants of the 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 utilised 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 humour must be done at the beginning of the lesson and in-between especially during double periods where we get tired".</p>

Steps for implementation /reproduction	<p>Processing of new information:</p> <p>Learners' receptivity to information alone does not necessarily demonstrate understanding. It merely demonstrates an acceptance of and preference for learning as part of the learner's value system. As learning becomes part of the learner's value system, the learner wants not only to be in a fun class, but also to be able to successfully process the content.</p> <p>"Humour gives us a chance to digest what had just been taught and we laugh and it is easier for us to remember or formulate new information". This is because learning does not refer to receiving and recording pre-packaged information and storing it for later retrieval; it is an active process through which one constructs meaning and transforms understandings. Meaning-making is a process in which one actively constructs one's own knowledge using a pre-existing cognitive structure as a frame of reference.</p> <p>Simplifying difficult concepts</p> <p>Difficult concepts become meaningless to the learner, thus making it even more difficult to master complicated or secondary concepts. Participants indicated: "Nursing uses difficult words, but if the tutor explains or acts them out in the form of a joke, it makes sense and we then understand ". They further acknowledged that through comic role play, learner participation is enhanced:</p> <p>"Encourage learners to humorously play the role of how substances such as histamine interact with receptors to produce an allergic response in the body. The learners must continue to demonstrate how a histamine antagonist reverses the effects of histamine". In order for the learning content to be meaningful, not only is the use of humour of the essence but meaningful organisation of the content to be role played becomes necessary The educator must incorporate humorous activities when an understanding of difficult concepts is needed, for example, allowing learners to role-play the mechanism of</p>
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	<p>action or the side effects of drugs in a funny way. However, the educator must ensure that all medical terms and their translations and transcriptions are well understood beforehand. Once all role players have learnt their roles, they could be asked to creatively decide on how to act their roles. Animated, humorous role-playing by the learners themselves will enable them to construct their own understanding, which may make it possible for them to simplify difficult concepts.</p> <p>Making meaningful associations</p> <p>The ability to form correct associations leads to learning. One participant recalled: “A lecturer who used a funny puppet film to demonstrate the effect of obesity on the functioning of the heart made the content easier by this meaningful association.” The participant further stated that “Even though we laughed loudly; we could make meaningful association of the effect of obesity on the heart”. According to the theory of association, meaningful association can be achieved by selecting the humorous stimuli most suited to the content and conveyed to the learners in the form of films or cartoon pictures. Information-processing theory, postulates that, both visual (funny picture) and auditory (scenario) stimuli are coded by sensory register as images and sound patterns respectively. Once the information is coded in the sensory register, the brain forms perceptions in which the information is categorised and regrouped through pattern discrimination using existing knowledge as a frame of reference.</p>
<p>Benefits for teachers and students</p>	<p>Humour assists in problem-solving situations</p> <p>Problem solving can be defined as any situation in which some information is known and other information is needed. It can engage learners in seeking knowledge, processing information, and applying ideas to real world situations, and it has the potential to motivate learners and show them practical reasons for learning. The lecturer</p>

	<p>can use humorous teaching strategies in order to develop the learners thinking and reasoning skills, that is: their ability to analyse situations, to apply their existing knowledge to new situations, to recognise the difference between facts and opinions, and to make objective judgments. According to the participants, problem-solving requires; divergent and creative thinking, and promotes theory and practice integration.</p> <p>Promote creative and divergent thinking</p> <p>Creativity is a fundamental ingredient in finding alternatives by problem solving and generates originality. Typical characteristics of creativity are: fluency of ideas, elaboration on ideas by going beyond the obvious and including new dimensions. One participant suggested, “Humour help us to generate ideas and be creative and imaginative.”</p> <p>Promote theory and practice integration</p> <p>The primary purpose of facilitation of teaching and learning in nursing education is to enable learners to apply what they have learnt in clinical situations. When in the clinical area, learners are afforded the opportunity to transfer knowledge to practical situations that they encounter. The purpose of educational programmes is to produce a learner with applied competence.</p> <p>Within the National Qualification Framework model, applied competence refers to the learner’s ability to integrate concepts, ideas and actions in an authentic real-life context. Applied competence constitutes practical, foundational and reflexive competencies.</p>
<p>Additional information</p>	<p>Negative effects of humour</p> <p>It was found that learners experienced not only the positive effects of humour, but its negative effects as well. The negative effect mentioned by participants was that humour used inappropriately hinders learning. Two sub-themes emerged concerning negative</p>

effects, namely: too much humour detracts learners from learning, and racist jokes result in a loss of interest in learning.

Too much humour distracts learners from learning

The use of too much unrelated humour detracts learners from learning in particular for achievement-orientated learners who concentrate on what counts and avoids acts that waste time.


Participants referred to the fact that when humour is used inappropriately, for example using too much humour as in engaging in a relentless string of jokes not related to the content, learning is negatively affected. In other words, learners lose focus on the course objectives because the teacher concentrates more on the jokes.

Participants indicated: “Incompetent lecturers like to buy time by using a series of jokes until the period ends. Such lecturers cannot be taken seriously. This is attributed to the fact that the lecturer tends to talk about humorous things rather than concentrating on teaching the content”. Participants went on to say that humour is a good thing:

“Unless the lecturer is hiding incompetency, however when a test is to be set, the same lecturer asks complicated questions which were not taught. Lecturers should not replace the content with a series of jokes and hide behind jokes”. The implication is that learners may see class attendance as a waste of time). This means that the use of too much humour affects the educator’s credibility and may lead to a lack of trust. Learners’ perception of an educator as incompetent destroys the trust and respect, which in turn negatively impacts on the affective social climate necessary for educator credibility. Due to lack of respect for an educator, there may be increased noise levels in the class, which gets out of control, wasting time that could have been used effectively. This atmosphere hinders learning and is destructive as the humour is not fulfilling its intended purpose. Appropriate moderate humour is recommended, as too much diminishes its effect.

	<p>Racist jokes result in a loss of interest in learning</p> <p>Racism is a form of prejudice. Educators who use racist jokes create distrust in learners. When differences are obvious, distrust becomes greater (The World Book Encyclopedia International, 1995, Vol. 16, p.52). Participants remarked: “Lecturer X likes making racist jokes which are directed at certain racial groups and therefore creates lots of mistrust in the learning environment. Another stated: “If you keep getting those nasty comments especially made in a language not understood by all learners, we feel very disrespected and demotivated with a very low self-esteem”. The results showed that participants experienced racist jokes that were directed at certain racial groups. These jokes made learners lose interest in the subject and in learning. Learners then distance themselves from learning activities. Humour that is targeted at individuals or groups is said to be disparaging, for example, targeting a particular racist or ethnic group. This type of humour is classified as inappropriate, as it offends others.</p>
Additional links and resources	<p>https://www.researchgate.net/publication/290428251 The effect of humour on learning in an educational setting</p>

Name of the good practice	Learn English with Flashcards: Slap
Source (Organization, country)	Filiz Ekenler, MAREŞAL MUSTAFA KEMAL ORTAOKULU, KONYA-TURKEY
Area of the good practice	Motivating the Students to learn new words with funny cards
Description and supporting evidence	When teaching vocabulary, especially when working with Starter students and young learners, flashcards are a great way to practice. Your flashcards should have pictures and the vocabulary words in English. There are a number of games you can play with your students in order to give them the guided, repetitive practice

	<p>they need in order to master the vocabulary. However the ones carrying humour are always the easiest to learn.</p> <p style="text-align: center;">One of our favorite games is called “Slap.”</p>
<p style="text-align: center;">Steps for implementation /reproduction</p>	<p>Students should be working in pairs, and all pictures should be face-up on the table between both partners. Teacher gives instructions, “Put your hands on your head. When I say one of the vocabulary words, quickly touch the picture. Ready? Mustache! If you touched it first, keep it! Put your hands on your shoulders! Beard! etc.” This should be a fast game, and you should be able to play it more than once in a lesson, only using a couple of minutes of your allotted time for practice activities.</p> <div style="text-align: center;">  </div>
<p style="text-align: center;">Benefits for teachers and students</p>	<p>The realisation that the facilitation of learning through humour is another fun way to educate, is not to be misused, as time lost cannot be regained. Too much humour wastes time and distracts learners from focusing on course objectives. Using humour does not mean that an educator lacks discipline and cannot exercise proper classroom management or control. The responsibility and power to ensure class control and discipline is vested in the educator irrespective of the teaching approach used.</p> <p>Therefore, nurse educators need to be made aware of the negative effects as well as the effect of the absence of humour. It is necessary to adhere to a time schedule when incorporating humorous strategies, in order to ensure effective time management. This can be done by planning the use of humour in advance, during the preparation of a lesson, so as to effectively incorporate it into the</p>


	<p>content. Educators who fear using humour in their teaching might not be aware of the benefits of humour to learning and thus deny learners and themselves an opportunity of creating an enjoyable learning environment that facilitates understanding and retention through humour.</p> <p>There is a need for such educators to emulate those that are humour-oriented, and to get the feel of the use of humour. This will help them realise that their job does not have to be too serious and that they too can use humour and still be appropriate and professional. It is understood that not all educators are humour-oriented and that it is not only through humour that a conducive learning environment can be created. Educators who are not humour-oriented must first be made aware of the benefits of humour to learning.</p> <p>Secondly, they must be assisted in determining the purpose for the use of humour, and how humour can be integrated into the content to enhance understanding. Research-based guidelines could be of assistance in this regard.</p>
<p>Additional information</p>	<p>Humour can be used to provide welcome relief in a tense class. Humour can also be used to emphasise and clarify important points, thus increasing understanding and retention. A humorous stimulus is perceived or recognised differently by people and not all learners are therefore able to recognise a humorous stimulus as presented by the educator.</p>
<p>Additional links and resources</p>	<p>https://resilienteducator.com/classroom-resources/teaching-strategies-for-english-teachers/</p>



Source: <https://k12teacherstaffdevelopment.com/tlb/how-can-teachers-use-laughterhumor-as-a-teaching-resource/>

Improvement of Students’ Motivation / Engagement in the Classroom


Name of the good practice	Classcraft - All-in-One Gamification Platform in Education
Source (Organization, country)	Classcraft Platform
Area of the good practice	Motivation of students in the classroom
Description and supporting evidence	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	
<p>Steps for implementation /reproduction</p>	<p>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.</p> <p>Class characters:</p> <p>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.</p> <p>Teams and Strategies</p> <p>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.</p>
<p>Benefits for teachers and students</p>	<p>After Sampling The 100 Teachers Using Classcraft Last Year:</p> <ul style="list-style-type: none"> 98% reported that playing increased student involvement and motivation 88% verified an increase in academic performance 99% said it had a positive impact on classroom behavior

	89% found an increase in overall classroom efficiency
Additional information	<p>Rules of the game:</p> <p>https://gemad.net/component/downloads/send/8-pesquisa-operacional-ii/22-regras-classcraft-2019-2</p>
Additional links and resources	<p>https://www.facebook.com/classcraftgame/</p> <p>https://www.classcraft.com/pt/overview/</p> <p>https://play.google.com/store/apps/details?id=com.classcraft.android&hl=pt&gl=US</p>

Name of the good practice	Gamification in Education
Source (Organization, country)	
Area of the good practice	Motivation of students in the classroom
Description and supporting evidence	<p>Gamification consists of applying mechanisms and dynamics of games in other areas to motivate and teach users in a playful way. In recent years, both the educational and business worlds have increasingly used this tool to train students and staff.</p> <p>The word gamification comes from the English word game and consists of the application of the mechanisms and dynamics of games in the educational-professional scope to motivate and teach in a playful way. This term was coined by the British video game programmer Nick Pelling in 2002, but it did not start to gain relevance until 2010. Since then, the idea of learning by playing has been gaining presence in classrooms and companies around the world.</p> <p style="text-align: center;">GAMIFICATION IN EDUCATION</p> <p>Gilles Lipovetsky already said in the book <i>The Twilight of Duty</i> (2006) that, unlike previous generations, for the first time, we live in "a society that devalues the ideal of self-denial, systematically stimulating immediate desires". As a result of this individualist</p>

	<p>revolution, playfulness has become an indispensable element of our daily lives. And this does not only occur in our leisure time, it is also part of the business sphere and, especially, of education.</p> <p>Often, the traditional passive method of teaching fails to motivate students. This causes an increase in early school leaving. Given this scenario, gamification (also known as ludification) presents itself as an interesting tool to arouse the interest of students, promoting active learning by transforming a routine and unattractive activity into one that is dynamic and stimulating.</p> <p>Among the main objectives of gamification are:</p> <ul style="list-style-type: none"> • Make the learning process more fun. • Increase student motivation. • Promote proactivity in the study. • Encourage the student through rewards. • Optimize the efficiency of the learning process.
<p>Steps for implementation /reproduction</p>	<p style="text-align: center;">MECHANISMS OF GAMIFICATION</p> <p>Gamification uses mechanisms extrapolated from games to motivate users. It is the way to reward the user according to their success through, for example:</p> <ul style="list-style-type: none"> • Points and rankings <p>Points are awarded for reaching the objectives and these accumulate to foster competition.</p> <ul style="list-style-type: none"> • Levels rise <p>These limits allow the user to rise to a higher level depending on their evolution.</p> <ul style="list-style-type: none"> • Awards and gifts <p>Trophies, emotional rewards or gifts are given for achieving certain achievements.</p> <ul style="list-style-type: none"> • Challenges and missions <p>These are individual or team challenges designed to reinforce involvement and a sense of belonging.</p>

	 <p style="text-align: center;">EDUCATIONAL GAMIFICATION TOOLS</p> <p>There are currently several gamification tools aimed at the educational field, especially for early childhood and primary education. Among the most generalist, which can also be applied to higher education, the following stand out:</p> <p>FLipQuiz: facilitates teachers to create question and answer panels with different scores according to their difficulty. With a format similar to some television contests, it reaches its maximum potential when organizing tournaments with teams in the classroom.</p> <p>Socrative: allows teachers to conduct quick questionnaires and organize competitions by teams represented in attractive virtual races. At the end of the game, students can evaluate the session through a poll.</p>
<p>Benefits for teachers and students</p>	<p>Gamification in education is able to make the classroom more attractive, fun and up-to-date. It also fights the lack of interest, making students learn in a playful and natural way.</p> <p>It provides new learning models in which students are not entirely dependent on content or teaching material. The three components are complementary.</p>

	<p>Furthermore, gamification in education can develop some skills in those who use it:</p> <ul style="list-style-type: none"> • Creativity and autonomy; • Ability to solve problems; • Achievement of objectives; • Teamwork; • Technological language; • Sense of urgency; • Healthy competition; • Improvement in concentration.
Additional information	
Additional links and resources	<p>https://www.iberdrola.com/talentos/o-que-e-gamificacao</p> <p>https://www.happycode.pt/blogs/news/gamificacao-na-educacao-o-que-e-e-como-estimula-a-aprendizagem</p>

Name of the good practice	Video Creation in the Classroom
Source (Organization, country)	European Center for Innovation, Education, Science and Culture - Bulgaria
Area of the good practice	Fun, creativity
Description and supporting evidence	<p>Students enjoy working on video projects—they inspire creativity, allow for teamwork, and produce a final product the students can be proud of.</p> <p>Incorporating video projects in the classroom is one way to provide a rich blended learning experience for students.</p>

<p>Steps for implementation /reproduction</p>	<ol style="list-style-type: none"> 1. Divide students into groups to make a movie of a book they have read, retelling the elements of a plot. Or, ask students to create a video project about their favorite character or chapter instead of writing a book report. 2. Create a song or rap video to help students remember math strategies, spelling words, or grammar rules. 3. Turn student-written poems into artistically visual videos. 4. Play charades by asking students to create a 30-second video. They can act out vocabulary words and have the rest of the class guess which word they represent. 5. Design a movie about the history of your school or community. Have the children act it out. 6. Produce a news segment of a special event, such as a guest speaker, a school 5K fun run, a beautification project, or a fund raiser. 7. Ask students to highlight themselves in a one-minute get-to-know-you video. 8. Invent a music video, using a song the students are learning in music class. 9. Build a short documentary to explain a science project. Video is great to show time-lapse changes for experiments. 10. Allow students to re-teach a unit using video. Students can create props and visuals to summarize what they learned about a given topic.
<p>Benefits for teachers and students</p>	<p>inspire creativity teamwork learning experience Learning by doing</p>
<p>Additional links and resources</p>	<p>https://www.imaginelearning.com/blog/2014/01/10-fun-ways-to-use-video-creation-in-the-classroom https://www.edutopia.org/article/student-created-videos-classroom https://animoto.com/education/classroom</p>

Name of the good practice	Eurekit - Mathematical Game
Source (Organization, country)	Instituto Politécnico de Bragança – Escola Superior de Tecnologia e Gestão, Portugal
Area of the good practice	motivation of students to learn maths
Description and supporting evidence	<p>Awakening in students a taste for mathematics is a demanding task for educators and teachers. It is evidence for teachers at all levels of education that most students show fears and carry prejudices about the nature of mathematical thinking and, consequently, about their own capacity for discipline.</p> <p>The introduction of mathematical games into classroom routines is a promising contribution to help overcome such misconceptions as all students, no matter their age or educational level, are more easily captivated to learn if they can do it in a way fun. Therefore, playing games from the early stages of the school path promotes pleasant interactions that can be the basis of a healthy and rewarding relationship with Mathematics.</p> <p>EureKit games are a resource that can be used by all teachers and professionals of science communication, in order to motivate the visualization and understanding of many mathematical concepts. To this end, it is important that teachers are provided with additional training that allows them to make useful use of such tools and assess the impact of this approach on their classroom dynamics.</p> <p>In this sense, the games in the EureKit project - some well-known classics and others originally conceived in the project - can be an additional contribution to support teachers. The collection is organized into four different categories: abstract games, cards, counting games and deterministic games. For example, with regard to spatial / two-dimensional visualization, two games (among others) can be highlighted: the 3.3.3 online game (from the family of games n, k, p online) in which it is intended to be the first building a line of 4</p>

	<p>pieces in space and the game Dominante in which you want to associate cards with the same number of balls but spatially arranged in different ways.</p>
<p>Steps for implementation /reproduction</p>	<p>EureKit games are a resource available to all teachers in order to contribute to the motivation and understanding of a wide range of mathematical concepts. The information about each game is made available online, however, it is suggested that teachers / educators attend additional training sessions in order to maximize the eventual return that the use of these resources provides in the classroom.</p> <p>The various activities and services provided to the community under the project include an itinerant exhibition of games, training workshops for teachers of pre-school, basic and secondary education and summer internships for students. At the moment, the development of recreational activities related to mathematical games for the senior population (over 65 years old) is being planned.</p> <p>The traveling exhibition includes several classic mathematical games; for example, n, k, p games in line, tangram, towers of Hanoi, together with original games designed and built under the EureKit project (Pacheco, Pereira & Fernandes, 2014). The games are cataloged in 4 different categories, as described in www.eurekit.ipb.pt.</p> <p>The family of games entirely created by the EureKit team includes the EureKit, a card game for those over 5 years old (Pereira, Fernandes & Pacheco 2015). This game is organized in four levels of difficulty, corresponding to four decks of independent cards that can be used separately or together, for a more dynamic gaming experience. In each move, the players are obliged to identify colors and perform numerically more progressively more elaborate operations as the level of the deck (s) in use increases, thus working on the players' mental calculation capacity.</p> <p>At the simplest level (I), it is possible to associate addition and subtraction operations to very simple sets. With the level II deck,</p>

calculations are made associated with sets of currencies and their amounts in cents and euros. The operations to be performed with deck III already include multiplication and the level deck (IV) requires calculations with divisions and more complex algebraic operations in which several elementary operations are combined.

At all levels of the game it is possible to progress by choosing to associate cards according to their color and not the results of the respective algebraic operations. The ability to identify colors is essential for the definition of the strategy to be used by the players and the reduction of this ability represents, in this situation as in so many others in current life, a significant limitation. The integration of this game in the classroom activities is associated with the following aspects: a) it is a novelty; b) it is a card game; c) the rules are easy to understand. These characteristics are understood as fundamental when it is intended to motivate the student using innovative materials / knowledge transfer techniques.

The definition of tasks appropriate to the degree of knowledge and maturity of the students makes it possible to analyze how properly the information is being processed by them. Thus, the flexibility of the tasks, the questions asked and the way they are introduced are important in this process. This way of approaching Mathematics themes - through the EureKit card deck - is part of Realistic Mathematical Education, from English Realistic Mathematics Education - RME, (Van den Heuvel-Panhuizen & Drijvers, 2014), since it involves situations (game moments), that is, contexts in which it is necessary to define and understand strategies, make them real and carry them out (with the ultimate goal of the game: winning). Context problems and real-life situations serve to define and apply mathematical concepts since students can develop tools and mathematical understanding (Ferreira & Buriasco, 2015).

Benefits for teachers and students	<p>The introduction of a playful aspect in any learning methodology is an essential contribution to increase the interest and motivation of students, making them more attentive and involved in the dynamics of the class. In the specific case of the teaching of mathematics, games are a powerful tool to encourage students to learn with pleasure, giving meaning to concepts hitherto considered too abstract. Combining fun with pedagogy, playing contributes to the development of logical and spatial reasoning and the ability to concentrate, sharpens the ability to solve problems, creativity, initiative and intuition.</p> <p>Regular contact with mathematical games reinforces self-confidence and the ability to interact and work in groups and contributes to the strengthening of scientific literacy, promoting the training of citizens with the skills that 21st century professions require.</p>
Additional information	
Additional links and resources	<p>https://www.facebook.com/eurekit.ipb/?ref=page_internal</p> <p>https://bibliotecadigital.ipb.pt/bitstream/10198/14217/1/2016_CME_A_paper_Eurekit.pdf</p>

Name of the good practice	APP Milage Aprender+ (Learn More)
Source (Organization, country)	University of Algarve, Portugal
Area of the good practice	Motivation of the students
Description and supporting evidence	<p>The University of Algarve developed the MILAGE APRENDER + application, in the course of a project of the ERASMUS + program, to enhance mobile learning and motivate students towards innovative learning, better suited to their current needs.</p>

<p>Description and supporting evidence</p>	<p>Its pedagogical model is based on motivating students through gamification, stimulating students' autonomy and different learning styles through a self-assessment and peer assessment scheme, promoting more interactive learning adapted to their individual needs by including materials and diversified aids, and ensure that all students have access to a common quality knowledge base.</p> <p>There are currently more than 15,000 students enrolled and more than 100 teachers are in training.</p> <p>With the collaboration of many teachers, this community of collaboration and sharing makes resources available free of charge from the 1st to the 12th year of mathematics, now beginning to extend to all subjects, with a greater focus on English and Portuguese.</p>
<p>Steps for implementation /reproduction</p>	<p>The MILAGE Aprender + app incorporates gamification characteristics, with exercises at different levels of difficulty, in order to include students at all levels of learning. The MILAGE Project website features detailed videos on how the app works and the exercises. The app also includes a self-assessment and peer-review system, a review of content for storing knowledge in long-term memory, and the identification of fundamental steps in solving exercises.</p> <p>Along with this tool for students, the back-office application MILAGE Aprender + Teachers was also created, aimed at schools that want to be associated with the development of content for teaching mathematics, as for other subjects, which can be included in the app .</p> <p>This project, supported by DGE (General direction of Education) since 2016, aims to extend the learning environment of the traditional classroom to a virtual classroom, in a blended-learning system that combines face-to-face classes with online classes, in order to maintain students motivated to learn mathematics and other disciplines through motivating exploration of diverse tools, supported by information and communication technologies.</p>

	<p>Different tools and materials are explored, including:</p> <ul style="list-style-type: none"> ✓ a social learning platform to keep students, teachers and parents connected; ✓ content with mathematical tasks for the 10th to 12th grade and videos with their resolution; ✓ use of eBooks and augmented reality technologies; ✓ the exploration of gamification methodologies ✓ the development of a mobile application (APP) available for smartphones and tablets. <p>More information about MILAGE Aprender + at http://milage.ualg.pt/?page_id=739 and https://www.facebook.com/milagelearnplus/</p>
<p>Benefits for teachers and students</p>	<p>The use of the internet through mobile devices (smartphones and tablets) goes a long way towards eliminating the limitations of learning confined to the classroom context, offering students the possibility to learn throughout and throughout school life.</p>
<p>Additional information</p>	
<p>Additional links and resources</p>	<p>https://play.google.com/store/apps/details?id=pt.ualg.milage&hl=pt-PT&gl=US</p> <p>https://www.youtube.com/watch?v=lxCyTKvV7iE</p> <p>https://apps.apple.com/pt/app/milage-learn/id1140872254</p>

<p>Name of the good practice</p>	<p>Engaging Students With Humor</p>
<p>Source (Organization, country)</p>	<p>Article TED POWERS professor of psychology, Illinois(USA)</p>
<p>Area of the good practice</p>	<p>Implementing humour in the classroom</p>
<p>Description and supporting evidence</p>	<p>I believe occasional, appropriate use of humor can increase student attention and maintain focus. Along with others (Bobek, 2002; Friedman, Halpern, & Salb, 1999; McLaughlin, 2001), I have found that humor can help create a more open atmosphere and aid in classroom management. Students report they retain more information from humorous lectures and class discussions (Berk, 2000) and that humor can reduce the anxiety produced by taking a test or quiz (Berk, 2000; McMorris et al, 1997), and it is generally fun for all concerned, including the instructor.</p> <p>I define humor broadly as an event that elicits laughter. It is not limited to jokes or humorous stories but can include props, puns, short stories, anecdotes, riddles, or cartoons. It can be anything that creates a positive feeling in students and makes them smile and laugh. Humor captures their attention and is memorable.</p>
<p>Steps for implementation /reproduction</p>	<p>Guidelines for Teaching With Humor:</p> <p>Humor Should Not Be Hurtful or Offensive</p> <p>Humor that furthers teaching is “constructive humor” (Tauber & Mester, 1994, p. 64) — humor that is non hostile and non-derisive of others. When considering the use of humor an instructor needs to consider “1) the subject, 2) the tone, 3) the intent, and 4) the situation, including the teller and the audience” (Nilsen, 1994, p. 930). Humor is something that everyone can laugh at.</p> <p>The subject</p> <p>Common sense and consideration of what your students may have experienced can help you decide what subject matter lends itself to appropriate humor.</p>

Tone

Some of you have probably overheard students talking about another instructor saying something like, “S/he think s/he’s being funny, but s/he comes off as a jerk.” There is no simple recipe for the correct delivery of humor (if there were, there would not be so many horrible stand-up comics).

Intent

Like most everything else a teacher does, the intent of adding humor is to facilitate learning. Before using humor, it is wise to ask, “Will this use of humor alienate or embarrass any of my students?” If the answer is “yes,” try a different strategy to get the point across.

The situation

Be aware of the dynamics between your personality and your use of humor, and the personalities of your students.

Don’t Be Afraid to be Funny

When I was learning to teach in graduate school, I was told that effective teachers do not fear making fools of themselves in front of their students, and I believe it. In fact, the professor who taught me this lesson made sure every teaching assistant he had lost all fear of embarrassment.

Make Humor Relevant

Humor in the classroom is most effective when linked to concepts being studied. Humor for the sake of humor might make you a “cooler” teacher in the eyes of some students, but humor that educates will help you become a more effective instructor for all students.

Act It Out

Good teachers all face the problem of important course content for which no good visual (film, video, DVD) or audio examples exist. Often they stand in front of the class and explain the research, concept, or disorder. Another strategy is to engage your students by

“acting it out.” When I teach abnormal psychology, I sometimes demonstrate different therapy techniques for the class by portraying both therapist and client. The content of the demonstration will not be particularly funny, but seeing the instructor flip-flop between chairs and roles often makes students smile or laugh.

Use Clips From Movies or Television Shows

You can facilitate learning by using funny movie or television clips to bring to life course concepts or by asking students if the example was accurate or not, and in what ways.

Try Music

Many classrooms today are equipped with computers for multimedia presentations allowing instructors to introduce topics with music as well as movie clips. Choose something unexpected or funny from time to time.

Classroom Management

Most teachers become annoyed when students talk during class or their cell phone rings during a lecture or discussion. I have found using humor can stop the disruptive behavior while maintaining a positive classroom atmosphere. Instead of saying something like, “There is code of conduct for our students and I expect you to follow it,” try something like, “Are you going to make me write your name(s) on the board?” After making that statement, I usually pause then say in a very serious voice, “and you know what will happen to you if you get a check by your name.”

Tests and Quizzes

Some teachers find no place for humor in testing because, for example, they believe it may be distracting to students (Renner & Renner, 1999). I am not one of them. I believe a humorous item or two can relax students and help ease test anxiety and improve performance (Berk, 2000; McMorris, Boothroyd, & Pietrangelo, 1997).

	<p style="text-align: center;">Use Yourself as an Example</p> <p>If you have a funny story that can help explain a concept, tell it. Students often seem surprised that their instructor was once young. Such self-disclosure helps create an open atmosphere in the class.</p> <p style="text-align: center;">Use Stories and Comments from Students</p> <p>When a student shares a humorous story or comment, ask if you can use it in future semesters.</p> <p style="text-align: center;">Be Yourself</p> <p>Just as Robin Williams would not be as funny trying to be like Bob Newhart (or vice versa), you need to find an application of humor that fits who you are.</p>
<p>Benefits for teachers and students</p>	<p>Teachers learn how to effectively implement elements of humour to the class.</p> <p>Students will get more engaging in learning.</p>
<p>Additional links and resources</p>	<p>https://www.psychologicalscience.org/observer/engaging-students-with-humor</p>



Source: <https://keepemthinking.com/2015/01/how-to-use-humor-to-keep-your-students-engaged/>

<p>Name of the good practice</p>	<p>Let's Recycle with a Smile and Save our Planet</p>
<p>Source (Organization, country)</p>	<p>Aida Gradašević “Stari Ilijaš” Primary School, Ilijaš, Bosnia and Herzegovina</p>
<p>Area of the good practice</p>	<p>Motivation, attention, inclusion</p>
<p>Description and supporting evidence</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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/</p> <div data-bbox="630 1507 1252 1793" data-label="Image"> </div> <p>Source: https://www.vectorstock.com/royalty-free-vector/two-cute-children-recycling-vector-8184085</p>

Steps for implementation /reproduction	<p>How to show children the importance of recycling through a fun concept?</p> <p>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.</p> <p>A few years ago (this year not because of Covid-19) our students collected paper in large cardboard boxes in the school hallway and after some time we sold it to recycling companies and from that money arranged a corner in our classroom. In addition, we often make billboards with motivating sentences about the importance of recycling, but we also promote recycling using ideas from the following links and turn learning lessons into fun..</p> <p>https://www.weareteachers.com/21-ideas-big-and-small-to-bring-recycling-into-the-classroom/</p> <p>https://www.pinterest.com.au/MumMusingMayhem/recycling-fun-for-kids/</p> <p>One of the ideas that teachers can use is the activity in the recycling lesson in the main part of the lesson. From the cardboard make a trash can from 3 parts and with three holes for inserting waste. Fill the box with various toys and items from the environment that are made of glass, paper and plastic.</p> <p>At the same class, before the practical part, watch a presentation on the same topic and then take that box and "accidentally" spill items from it.</p> <p>There is always laughter in the classroom at that moment and then ask the students to help you pick it up, but remind them that it is very important to put these items where they belong: in the blue part - paper, in the green part - glass, and in the yellow part - plastic.</p>
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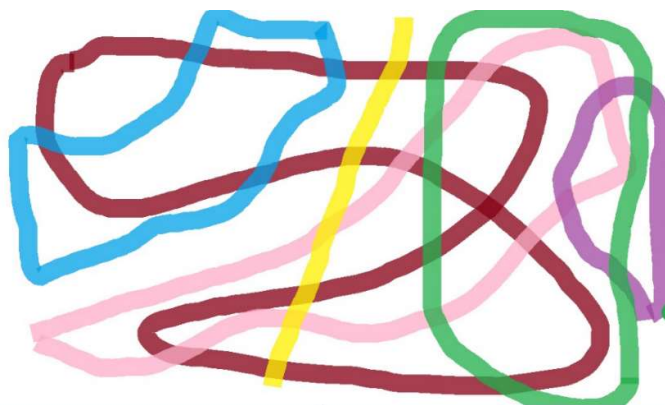
	<p>Thank the students for their help and tell them that you actually intentionally spilled it so that we could repeat the way of recycling.</p> <p>Required material:</p> <ul style="list-style-type: none"> -The box from which I made the trash can with three openings (green, yellow and blue) -Various glass, plastic and paper items <div data-bbox="669 506 1211 911" data-label="Image"> </div> <p style="text-align: center;"><i>Source:</i> http://www.bbc.co.uk/berkshire/content/articles/2009/07/29/kids_recycling_workshops_west_berkshire_feature.shtml</p>
<p>Benefits for teachers and students</p>	<p>Teachers could:</p> <ul style="list-style-type: none"> - expand their knowledge by adopting new practices - make the lesson with this topic more interesting - get an idea for some other funny actions in class - improve teacher competencies <p>Benefit for students:</p> <ul style="list-style-type: none"> -it will be easier and more picturesque and more concrete to adopt the method of recycling - knowledge about recycling is more permanent - they remember such parts of the class for a long time
<p>Additional links and resources</p>	<p>Facebook link - activities with parents in the yard of our school, where one of the activities was making a flower pot from old tires:</p> <p>https://www.facebook.com/photo?fbid=2560227420671506&set=a.2560226077338307</p>

Name of the good practice	Simulation of the Motion of Elastic Medium Particles (Oscillatory and Wave Motion according to the Curriculum)
Source (Organization, country)	Jasmina Dizdarević “Stari Ilijaš” Primary School, Ilijaš, Bosnia and Herzegovina
Area of the good practice	<p>This activity can be applied to several subjects: physics, my environment, nature and other subjects that study content about nature and natural phenomena, about heat and thermal phenomena. It is very effective as a relaxing activity in the community class. Learning by particle simulation.</p> <p>Motivation, attention, acting</p>
Description and supporting evidence	<p>Active participation of students in teaching increases interest in class. In this example, all students are active participants, all have certain responsibilities. However, the key participants are those whose acting simulates the movement of particles along given paths. Students change the speed of movement, the atmosphere is relaxing and cheerful. In some parts they collide and it all encourages laughter, whether you are in the mood for it or not. With this activity, positive energy, fun and humor are encouraged in class. The material is mastered more successfully and with better understanding.</p>
Steps for implementation /reproduction	<p>In the introductory part of the class, in addition to repeating the previous material, teacher opens a link that presents the movement of particles (disordered and chaotic) at a certain thermodynamic temperature.</p> <p>One student will change the temperature values, and the others will assume how the particles will move before increasing or decreasing its value.</p> <p>https://www.vacak.cz/data/android/physicsatschool/template.php?s=mf_rozdeleni_rychlosti&l=hr</p>

Steps for
implementation
/reproduction

The teacher and students together come to the conclusion that particles in gaseous bodies move disorderly and the teacher introduces students to the use of the term chaotic in physics for such movement. In the main part of the class, in order to bring as close as possible to students these phenomena that occur at the microscopic level, students will try to "act" them in the macro world, in the classroom.

1. On the floor in the classroom, curvilinear paths are already drawn in several colors as in the picture:



Six students will choose one color from the floor, and follow the chosen one according to the instructions.

2. Their task is to put themselves in the role of a particle (one student-one particle).
3. At the same time, the nominated students will start moving slowly along the paths whose color they have chosen.
4. Other students will define the temperature of the system on which the speed of movement of particles depends, ie. students. For example, the initial temperature is 30 degrees Celsius. After some time, the students assume that the temperature of the system is increasing, and they speak loudly 40 degrees. Students who have the role of particles - start to move faster (because they are already familiar with the fact that by increasing the temperature of the system, the kinetic energy, ie the speed of movement of particles increases).


	<p>Then, the others add 60 degrees then 90 degrees ... they approach the boiling temperature. Now the students-particles move very fast along the paths, sometimes they collide. The atmosphere in the classroom is interesting, relaxing and cheerful.</p> <p>In the continuation of the class, students repeat the characteristics of the elastic medium and give examples. They get acquainted with mechanical waves, their characteristics.</p> <p>In the final part of the class, they discuss acoustics as a branch of physics, sound as a typical representative of a mechanical wave. The teacher directs students to conclude how sound propagates through an elastic medium, how to hear better if they are closer to the sound source, who transmits the sound? Particles. How? By chaotic movement, as in the example from class 😊</p>
<p>Benefits for teachers and students</p>	<p>Teachers: Teachers are generally expected to use a variety of methods, tools and approaches and adapt them to the needs of students. By applying this practice, teachers will improve the abilities and skills needed to create a positive classroom environment and improve their organizational skills.</p> <p>Students: Students are active participants in the teaching process, learning based on practical examples and through play. They are also encouraged to think through three segments (assumption of events, observation and conclusion).</p>
<p>Additional links and resources</p>	<p>https://www.flickr.com/photos/nicholas_m/3690667128/in/photolist-5wsexx-9JGEgb-6CPjJs-6zJ7mj-nd64X-5hzQa6-NBwss-L7FiH-6ZVshM-9g7qPL-6BuPaG-7URY9m-8pLENB-J7Qby-6C8CKS-4w8RH6/</p> <p>https://www.physicsclassroom.com/Physics-Interactives/Waves-and-Sound/Simple-Wave-Simulator/Simple-Wave-Simulator-Interactive</p> <p>https://www.physicsclassroom.com/class/sound/Lesson-1/Sound-is-a-Mechanical-Wave</p> <p>https://www.geogebra.org/m/WAwKdaqa</p>

Name of the good practice	Ceremonial Celebration of the First Chemistry Class
Source (Organization, country)	by Selma Bojić-Kovač "Hašim Spahić" Primary School, Ilijaš, Bosnia and Herzegovina
Area of the good practice	Interesting introduction to Chemistry lessons Motivation
Description and supporting evidence	<p>The first chemistry class should remain in the memory of every student. The goal is to create a positive attitude in students through chemistry and the obligations that lie ahead of them by performing certain experiments. Practical classes draw students' interest in something new and different, and help create a pleasant working atmosphere in the classroom.</p>
Steps for implementation /reproduction	<p>Introduce students to the first lesson to attend the demonstration of the following experiments: "Dancing bear, roaring bear", "Tablet rocket" and "Traffic light" and introduce them to safety measures at work during the experiment. The names of the experiments are already of sufficient interest to the students and their attention is not lacking during the demonstration.</p> <p>The following accessories and chemicals are required for the "Rocket on Tablets" experiment: a box of effervescent tablets and water.</p> <p>Examination procedure:</p> <p>The plastic box of effervescent tablets is our "rocket". We will put only one effervescent tablet in the box, pour 2-3 ml of water and immediately stopper with a stopper. The rocket is placed on the floor of the classroom with the cap facing down. When enough carbon dioxide pressure is created in the rocket, the rocket will take off to the ceiling of the classroom.</p>

	<p>For the "Traffic light" experiment, we need the following accessories and chemicals: Erlenmayer flask, rubber stopper, two teaspoons, beaker, scale, cloth, distilled water, KOH (potassium hydroxide), glucose and indigo carmine.</p> <p>Examination procedure:</p> <p>About 250 ml of water is poured into the Erlenmayer, 8 g of KOH and 10 g of glucose are added. When KOH and glucose are dissolved, add a teaspoon of indigo carmine on top, to dissolve all the indicator. The bottle is capped with a rubber stopper. After shaking, the solution is allowed to stand, turning yellow. If it shakes suddenly it turns red. If it shakes vigorously several times, the green color will appear. As the solution stands, after the green color, the red and yellow colors will reappear.</p> <p>For the experiment "Dancing bear, ruble bear" they will need the following accessories and chemicals: a stand, a metal handle, a socket, a refractory test tube, a burner, a spoon, a cloth, matches, potassium chlorate, gummy candies called teddy bears.</p> <p>Examination procedure:</p> <p>Students will add two teaspoons of $KClO_3$ to the test tube, attach the test tube to an iron stand, tilt it and heat it with a burner until the potassium chlorate melts. Add candy bears to melt. When the candy ignites, a colored flame and thick white smoke appear. There will be a deep sound like the hum of a bear.</p> <p>The students have the task to write down their impressions of this class in their notebooks after the experiment.</p>
<p>Benefits for teachers and students</p>	<p>Teachers will improve the established practice of introducing students to chemistry in the first class, and students will remember that class forever and connect what they saw in that class with</p>

	<p>pleasant emotions. Students achieve more lasting, applicable knowledge, they are motivated and interested in the subject.</p>
<p>Additional information</p>	
<p>Additional links and resources</p>	<p>Photo from the class that was realized in 2015, the experiment "Dancing bear, ruble bear"</p> <div data-bbox="740 478 1138 1056" data-label="Image"> <p>FOTOGRAFIJA SA ČASA, 2015. GODINA. MEDO PLEŠE, MEDO BRUNDA SELMA-BOJIĆ KOVAČ</p> </div> <p>https://osstariilijas-my.sharepoint.com/:v:/g/personal/selma_bojic_kovac_stariilijas_edu_ba/EfgVS7SwMnBOjPy8wCLMTvgBBExnmgJoUama2uq88SLQzw?e=s4dVgc</p> <div data-bbox="532 1310 1365 1822" data-label="Image"> </div>

Name of the good practice	Playing with a Ball in a German Language Class
Source (Organization, country)	by Edina Čamdžija “Stari Ilijaš” Primary School, Ilijaš, Bosnia and Herzegovina
Area of the good practice	Motivation, interest, activity
Description and supporting evidence	<p>Teacher’s approach can motivate children a lot. Showing children that the teacher cares about tMotivation, interest, activity The students as well as his subject, motivates children to learn a subject they don't really like. A very good and inspiring thing for students is to end a lesson with a message. It shows them that the teacher cares and sees them as people worth paying attention. There are many tools that a teacher can use in the classroom to motivate students.</p> <p>A powerful tool that helps teachers raise students' motivation is the ball. It can be often used when new words are learnt in the foreign language class, e.g. the German language.</p>
Steps for implementation /reproduction	<p>At the beginning of the lesson, a teacher explains the rules of how to play it. Then the game starts. The teacher throws a ball to a student and says one word in German and the student translates into Bosnian. Later they translate the words from Bosnian to German. The teacher goes from easier to harder words. What is especially important to point out is that sometimes the ball is thrown faster, which causes laughter and satisfaction in the students. They want to play this game every time they have the lesson. Often, students associate throwing the ball with physical education classes, which is one of the favorite subjects for students of all ages.</p> <p style="text-align: center;">Spelling Ball.</p> <p>This game is as simple as ABC. Have your students stand in a big circle. Say a word and toss the ball to one of your students. Student says the first letter of the word and tosses the ball to a classmate, who has to say the second letter, and then tosses the ball to another.</p>

	<p>Students who make a mistake must sit down and play again with the teacher. The last student standing is the winner!</p> <p>Freeze!</p> <p>This game is ideal for little ones! Practice vocabulary with flashcards. First, teach students the meaning of “Freeze!” as stop. Students sit in a wide circle with a set of flashcards in the center. Students pass the ball around the circle. Tell them they can’t hold the ball for more than a second. Cover your eyes while they do this and say, “Freeze!” The student who has the ball must stop and take a flashcard from the pile. Depending on your students’ ages and level, ask them to either say the word or use it in a sentence.</p>
<p>Benefits for teachers and students</p>	<p>Faster adoption of new words. Better motivation of the students.</p>
<p>Additional information</p>	
<p>Additional links and resources</p>	<p>https://www.teachstarter.com/au/blog/6-fun-ball-games-and-activities</p> <p>https://busyteacher.org/6824-what-you-can-do-with-a-ball-7-fun-esl-games.html</p> 



Source: <https://www.teachstarter.com/us/blog/tips-for-teaching-boys-us/>

Books and Training Materials

Name of the good practice	Free Style Learning
Source (Organization, country)	Freestyle učenje Mojca Stojkovič s. p. Slovenia
Area of the good practice	Improvement of students motivation in the classroom
Description and supporting evidence	<p>Our vision is to help students HOW to learn quickly and permanently and to have fun while learning with various new learning techniques. In group Freestyle learning, we encourage teamwork, so students also share ideas in memorizing the material and learn to develop their hidden potentials that help them become more successful in life.</p> <p>We want to become a recognizable partner of primary and secondary schools that offer Freestyle learning courses and individual counseling to facilitate learning for students who need it under the professional guidance of experienced teachers.</p> <p>We are also becoming a successful innovative network of Freestyle learning in Slovenia and later abroad, which is marketed as a franchise with the brand Freestyle learning - learning in a fun way using technologically advanced learning methods and innovative devices. which are supposed to be used in relaxation (measuring brain waves) and especially in active learning.</p> <p>The added value of our services are inspiring teachers who teach students in a motivational environment that ensures the sustainable growth of young people and pass on their knowledge through seminars to other teachers. In addition, we prepare videos with examples of easier learning for everyone.</p> <p>Freestyle learning strives to have a solid reputation for a reliable and effective approach to facilitating the learning of children and adolescents, and the relationship with students is based on mutual trust, accessibility and dialogue.</p>

Workshops on topics like:

Oh, shit! English times

Content of the course?

The course takes place in a group (up to 10 participants), a total of 12 school hours in a consolidated form for 2 days or by agreement with the participants.

The most important thing is a relaxed learning environment that accepts you as you are and offers you quick and lasting methods of memorizing English tenses and new words.

Using beautiful English songs, we will step into a relaxed way of learning a foreign language. You will be easily introduced to English tenses and simple methods of learning them (eg she-he-it = shit, which is added to the PresentSimple with the suffix -with the verb, all Continuous tenses are explained with a truck, funny stories for learning incorrect verbs,...). We also use relaxations and massages with new words.

BENEFITS

Above all, we encourage you to conquer the mental way of making it easier to learn a foreign language through creative thinking that has no boundaries. In a fun way, you will learn the useful knowledge of English times and funny associations will remain in your long-term memory.

You will learn the lyrics of your favorite English songs and get to know your way of raising energy before you start learning.

We will talk about the possibilities of talking to English-speaking people, with whom English is just starting to flow from your language, and how to get them for constant contact. In the end, we will master new English words and repeat the times with your favorite English music and learn how easy it is to learn a foreign language in a fun way.

FREESTYLE LEARNING TECHNIQUES

Freestyle learning® is based on connecting the thought process (memory) and movement, for which there is less and less time today. Most of the teaching methods are occupied by the creative movement. To bring it closer to the students, we use their favorite music and are already jumping on the choreography from the learning material.

In the practical workshop, we show you learning techniques that encourage children to think creatively about the subject matter. With the shown techniques, we enable the child to become independent in learning and use these techniques on their own, even later in life.

They are suitable for learning the material that we have to "napiflati", and they are especially effective in learning a foreign language.

The workshop takes place with parents and children; this encourages cooperation and communication, which you can then easily continue at home.

LEARNING WITH BRAIN CODES

The learning material that students have to "write" is memorized with brain codes (drawn signs that represent the story of a given learning material), which are stored in long-term memory. The codes remind students of the words they turn into sentences and these into final completed information. Pupils call this method professional pills because they do not need real pills in the test.

CREATIVE MOVEMENT LEARNING

Any teaching material that the teacher wants to show can be put into dance - a creative movement. With Freestyle learning we move the subject matter of all school subjects: history, mathematics (definitions), geography, household, natural sciences, social sciences, Slovene.

LEARNING IN THE ALPHA STATE

Learning in the alpha state is great learning with relaxing calm music without stress, where we remove learning blockages and put our dreams in the foreground with guided visualization. We learn how to release tensions before testing knowledge, we show a number of practical exercises that help to realize that the success of learning and teaching is also influenced by emotions, thoughts and the unconscious part.

LEARNING TECHNIQUES

The Freestyle Learning workshop is intended for students from 5th to 9th grade of primary school who regularly face the requirements of written and oral knowledge assessment and NPZ. Faster learning has been shown to be influenced by laughter, relaxation, communication and collaboration - all of which can be learned through Freestyle learning. The Freestyle Learning® program includes fast learning methods, fun associations and stories, memotechnics, visualization, the method of creative movement, rhymes, learning with music.

In Freestyle Learning we show many examples of HOW to remember:

- all without sitting, but by showing with movement (even for older teenagers)
- new foreign words in English or another language,
- funny stories for formulas at FIZ, MAT, KEM.
- English irregular verbs in a fun way
- learning material through massage
- any substance faster through the brain codes or. for teenagers t.i. professional plonks Freestyle learning
- guided relaxation in a relaxed state, which leads you to confidence when writing tests or asking questions

Let your teenagers experience a smile on their face again while learning.

	We show students the methods of Freestyle learning in a fun way and together we learn some current learning material.
Steps for implementation /reproduction	Improving the learning output with new approaches is always welcome and students love active learning, instead of sitting in the class. These new ways can be implemented in almost every subject.
Benefits for teachers and students	Both teachers and students will appreciate new ways to teach and learn
Additional links and resources	https://www.lazjeucenje.si/delavnice-freestyle-ucenja/triki-za-lazje-ucenje/


Name of the good practice	Book: Humor in the Teaching of Mathematics: Tasks for the Classroom
Source (Organization, country)	Project: HUMAT - humor in mathematics teaching, Portugal
Area of the good practice	Teaching Mathematics with Humour
Description and supporting evidence	<p>This book, Humor in the Teaching of Mathematics: Tasks for the classroom, comes under the research project HUMAT (Humor in Mathematics Teaching), developed by the Escola Superior de Educação de Viseu (Portugal), in partnership with the University of Minho (Portugal), the University of Granada (Spain) and the University of Mendoza (Argentina), with the support of the Polytechnic Institute of Viseu (Portugal) and CI & DETS.</p> <p>The project assumes two fundamental ideas. On the one hand, it assumes the importance that humor has in creating a learning environment that can boost motivation to learn mathematics. On the other hand, it assumes that understanding humor and learning mathematics are two activities that require good reasoning skills. It also admits that exploratory teaching of mathematics, based on the</p>

work of students with challenging mathematical tasks, has a high potential for learning. To this extent, this book of mathematical tasks of a humorous nature appears, which seek to fulfill these two functions, that is, to predispose students to learn and lead them to reason about humorous situations that involve mathematical concepts.

To substantiate this desire, the book is organized into two sections. The first is dedicated to a brief presentation of the concept of humor and other related topics, initially in general and then focusing on mathematics education. The largest section of the book, the second, is dedicated to the presentation of mathematical tasks based on vignettes or strips of comic strips of a humorous nature. The proposed tasks were designed for an exploratory mathematics teaching and, therefore, as a general rule, have an open nature. Almost invariably, they begin with a request to the student to describe the situation presented and say whether they consider it to be good-natured. After this first request, others of a more specific nature appear. The selected tasks focus on several mathematical topics in basic education. Proposals can be used in two circumstances. Some were thought of as a means of introducing new topics and others to consolidate previously learned knowledge. The way the tasks are presented allows them to be explored at different educational levels, adapting the statements or the accompaniment of the teacher.

Tasks can be distinguished by what they trigger in students. Some emphasize the affective / emotional aspect when trying to capture the students' attention to learning, due to the unexpected situation they present. Other tasks emphasize the cognitive and intellectual aspects. The work of students, with them, goes far beyond focusing them on learning, constituting challenges that arise from cognitive disruptions that the situations convey. For each task, we initially offer

	<p>a brief description of the situation and then make considerations of a didactic nature on the various issues on which it unfolds.</p>
<p>Steps for implementation /reproduction</p>	<p>This book translates a proposal for the use of humor in the mathematics classroom, making two choices. On the one hand, graphic humor is emphasized in relation to the verbal humor of the teacher. On the other hand, this humor seeks that the combination of the emotional and cognitive functions has good effects on the learning of Mathematics.</p> <p>The tasks are designed in an open way, with humor being called upon to constitute a mathematical challenge for students. Therefore, the tasks have characteristics to be used in teaching of an exploratory nature, in which the students' mathematical activity is a path for learning. Typically, an exploratory teaching class on mathematical topics takes place over three or four phases: launching the task, exploration by students, discussion and synthesis. Some authors, such as Canavarro, Oliveira and Menezes (2014) unfold the last phase, distinguishing the collective discussion, in which students are the main protagonists, from the phase of “systematization of learning” where the teacher regains greater protagonism, involving students in institutionalization of mathematical knowledge, which results from a reflexive abstraction from the task performed, but also from others performed before, establishing connections with other mathematical content.</p> <p>In this book 15 mathematical tasks are presented, most of which, humor arises from incongruence situations, involving the use of mathematical concepts. This is what happens, for example, in the tasks “On attack!”, “When the 2nd is not a big deal...” and “A smaller map”. In other tasks, it takes advantage of puns that involve natural language and mathematical language, as in the “Rectitude” task, and language ambiguities, as in the “Degrees and degrees” task. Other tasks take advantage of internal issues in Mathematics itself, both in</p>

	<p>relation to conclusions about the task itself, as in the proposal “Irregular regularity”, as in the language that is used, as in the task “Right or wrong?”</p>
<p>Benefits for teachers and students</p>	<p>Humor, with its subversive side of reality, seeks to “disarm” students and remove them from a possible defensive attitude towards mathematics, triggering feelings of well-being when the funny thing is perceived. In the classroom, the humorous situations presented by the teacher can fulfill two fundamental functions: affective / emotional function and intellectual / cognitive function (Banas et al., 2011; Guitart, 2012; Meyer, 2015).</p> <p>When the humorous situation is not directly related to the mathematical topic to be taught, the affective / emotional function stands out, seeking the teacher to create a good learning environment. On the contrary, when the humorous situation is directly related to the mathematical topic, the intellectual / cognitive function stands out above the affective / emotive function. In this case, humor plays an important role in learning the content that is being taught, either because it is present in some task, or because it favors the understanding of the concept or, simply, because it facilitates the memorization of any name or idea.</p>
<p>Additional links and resources</p>	<p>The Book can be downloaded here: https://www.researchgate.net/publication/323497802_Humor_no_ensino_da_Matematica_tarefas_para_a_sala_de_aula</p> 

Name of the good practice	Workshop/Training - Pedagogy of Laughter
Source (Organization, country)	Projeto RIR Agora, Portugal
Area of the good practice	Laughter Yoga; Humour in schools
Description and supporting evidence	<p>Training Description</p> <p>Laughter Yoga is a revolutionary idea that was developed by the Indian doctor Dr Madan Kataria, in 1995. It is currently practiced in more than 110 countries and combines laughter, as a form of exercise, with deep breathing from Yoga. The concept is based on scientific studies that voluntary laughter provides the same physiological and psychological benefits as spontaneous laughter. Initially, it started with social laughter clubs but has since been introduced to many schools in India and other countries.</p> <p>Pedagogy of Laughter Training Topics:</p> <ul style="list-style-type: none"> ✓ Evaluation of the Laughter quotient. ✓ What is Laughter Yoga? ✓ Concept, history and philosophy. ✓ Link between Yoga and Laughter. ✓ Practical exercises. ✓ Bollywood Laughter Yoga Dance. ✓ Voluntary Laughter vs Genuine Laughter. ✓ Difference between Laughter Yoga and Humor. ✓ Why do our children and young people need to laugh more? ✓ Benefits of Laughter in Schools. ✓ Laughter Yoga Dynamics ✓ Gibberish;

**Steps for
 implementation
 /reproduction**
General objectives

The Workshop on Pedagogy of Laughter has the general objective of:

- ✓ Know the practical applications of Laughter Yoga in the Educational context, as well as learn about the immeasurable benefits that it provides to the body and mind.
- ✓ Experience a Laughter and Meditation Yoga Practice session and learn how to get involved in this practice in different day-to-day situations.
- ✓ Learn to laugh on your own and have some practical ideas on how to bring more laughter into your lives.

Specific objectives

In Training in Pedagogy of Laughter the student must:

- ✓ Recognize your Laughter Coefficient;
- ✓ Apply laughter and deep breathing exercises;
- ✓ Implement strategies to laugh more on a daily basis;
- ✓ Differentiate voluntary laughter from genuine laughter; implement laughter and meditation dynamics for children and young people.

Teaching Methodology

To attend this training in the e-learning modality it will be necessary:

- ✓ Functional computer equipped with a sound card, headphones with microphone, webcam and Internet connection.
- ✓ Browser: Google Chrome or Mozilla Firefox;

This training takes place in e-learning mode: teaching methodology composed of asynchronous sessions and synchronous sessions.

Asynchronous sessions correspond to the period of autonomous study; synchronous sessions correspond to the actual classes in which the trainer is in direct contact with the class in the virtual room through which he / she interacts with the trainees and streamlines the session using presentations, videos and other teaching materials.

The training will be theoretical-practical and has the active

	<p>participation of students in all proposed activities. It will cover the presentation and discussion of specific topics related to the area, as well as the discussion and analysis of practical cases.</p>
Benefits for teachers and students	<p>An innovative workshop that allows you to acquire playful tools for day-to-day: it allows you to work and encourage your own self-esteem and learn about new forms of communication and solve everyday situations.</p> <p>It is assumed the acquisition of skills that allow the development of the inner child and, consequently, cultivate and feed all this in the children for whom they are responsible for educating.</p> <p>Target audience: Parents, Educators, Teachers, Technicians of Educational Action, Special Education and all those interested in the area of Education.</p>
Additional information	<p>The Workshop on Pedagogy of Laughter is aimed at Teachers, Educators, Psychologists, Education Technicians and Parents.</p>
Additional links and resources	<p>https://www.institutocriap.com/formacao/workshop-pedagogia-riso https://www.riragora.pt/</p>

Name of the good practice	Creepy Tales from the History of Portugal (Collection of Books)
Source (Organization, country)	Rui Correia e António F. Nabais, Portugal
Area of the good practice	Using humour in the classroom
Description and supporting evidence	<p>There is no coincidence between what this work intends to cause to children and the impact that Rui Correia's classes generate in the lives of his students. Creepy Tales from the History of Portugal is, in fact, an extension of his way of being in the teaching profession, which in 2019 earned him the Professor of the Year award, from the</p>

	<p>Global Teacher Prize Portugal - considered the Nobel (Portuguese) of Education.</p> <p>After national recognition, the History teacher of Caldas da Rainha was challenged to write this collection of short stories, which he immediately decided to do with four hands, with the help of another teacher: António Fernando Nabais, professor of Portuguese, Literature and Latin. It unites them with the same view on teaching and "a love affair" cultivated over more than three decades of friendship. It just didn't happen in marriage "because sexual orientation got in the way", they confess. For the rest, they guarantee to be a brief mirror of each other.</p> <p>They are tales from the Middle Ages, very Portuguese episodes and "repellent, unfortunate, dark, slimy, disgusting, horrifying, filthy, smelly, formidolous, muddy, brutal, disgusting and that are even, at times, unpleasant". There was no space on the cover for all the eulogies to this historic time in Portugal, yet underlined on the back cover of this book, which does not let us forget that the country also had a childhood. Therefore, Creepy Tales of the History of Portugal shows, therefore, the blunders, scares and funny situations that this country worked in its early years.</p>
<p>Steps for implementation /reproduction</p>	<p>This collection of books contains Stories that the authors themselves, passionate about the art of telling them, were unaware of or would only see proven when it came to finding them. "Like the image of our first king, which is an image that I have had since I was a kid, of a rascal", says António Fernando Nabais. All told with humor, like fans of a good laugh who are both authors - especially if it is inside a classroom.</p> <p>Humor and the help of two characters, the young contemporary Teresa and Manuel, who are appearing story by story, with bold comments about each one. They kept the names of António Nabais' children and the faces of Rui Correia's children - illustrated by Hélder</p>

	<p>Falcão. What they say throughout this book is a mixture of what both teachers have been hearing from their students in the long decades of teaching.</p> <p>These books can be used within the classrooms (in the history classes), to support the history content with a humorous approach to the story.</p> <div data-bbox="721 506 1159 1167" data-label="Image"> </div>
<p>Benefits for teachers and students</p>	<p>By addressing the history of Portugal with a humorous perspective and approach, these books allow to engage students and motivate them to learn more about our own history.</p> <p>Usually students perceive history subjects as boring and barely interactive, therefore these books are a useful tool for teachers to find a more attractive way to tell the story!</p> <p>In addition, the books can be used outside the school environment, with parents and siblings at home!</p>
<p>Additional information</p>	
<p>Additional links and resources</p>	<p>https://www.facebook.com/Contos-arrepiantes-da-Hist%C3%B3ria-de-Portugal-108057694268225/</p>

<p>Name of the good practice</p>	<p>Educator's Guide to Preventing and Solving Discipline Problems</p>
<p>Source (Organization, country)</p>	<p>BOOK by Mark Boynton and Christine Boynton</p>
<p>Area of the good practice</p>	<p>Developing Positive Teacher-Student Relations</p>
<p>Description and supporting evidence</p>	<p>We all want to feel cared for and valued by the significant people in our world. Students are no different. This knowledge is a powerful tool in the arsenal available to you as you form your classroom discipline plan. As a classroom teacher, you wield a great deal of power over your students simply due to the fact that you control their destiny for up to six and a half hours each day, five days a week. When students feel that you value and care for them as individuals, they are more willing to comply with your wishes.</p> <p>A review of the research shows that authors have a lot to say about positive relationships with students. Thompson (1998) says, “The most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students” (p. 6). Canter and Canter (1997) make the statement that we all can recall classes in which we did not try very hard because we didn't like our teachers. This should remind us how important it is to have strong, positive relationships with our students. Kohn (1996) goes a step further, saying, “Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about” (p. 111).</p> <p>Marzano (2003) states that students will resist rules and procedures along with the consequent disciplinary actions if the foundation of a good relationship is lacking. He goes on to assert that relationships are perhaps more important at the elementary and junior high levels</p>

than at the high school level. And according to Zehm and Kottler (1993), students will never trust us or open themselves up to hear what we have to say unless they sense that we value and respect them.

Communicating Positive Expectations

There are several techniques that can be used to achieve this goal. Monitor the way you call on students. Make sure that you give all students chances to participate in class. Try to increase the amount of time you wait between asking a student a question and moving on by either answering the question yourself or calling on another student. Give students hints and clues to help them succeed in class. Tell students directly that you believe that they have the ability to do well. Your belief in them will inspire their success.

Call on All Students Equitably

When you call on students, there are several things to keep in mind. First of all, you must monitor the equitability of response opportunities. Often, teachers who keep track discover that they call on a small number of students frequently and allow few, if any, chances for students for whom they have low expectations to answer. When you fail to recognize particular students, you can communicate a low level of confidence in their abilities. Individual students may “tune out” and believe that you don't expect they will be able to answer your questions. This message is compounded when these students see others being called on regularly.

Increase Latency Periods When Questioning Students

Increasing latency (Kerman et al., 1980) is another technique you can use to communicate that you have positive expectations for a student. Latency is the amount of time that elapses between the moment you give a student a response opportunity and the moment you terminate the response opportunity. Kerman and colleagues (1980) explain that the amount of time we give to students to answer

questions is directly related to the level of expectation we have for them. We give more time to students when we have confidence in their ability to answer a question. Conversely, we give less time to students in whom we have little confidence. When you quickly give up on a student who is struggling with a response, it is clear to everyone in the classroom that you don't expect him or her to come up with the right answer.

Give Hints and Clues to Help Students Answer Questions

You also communicate positive expectations by giving hints and clues to your students. In their work on teacher expectations, Kerman and colleagues (1980) point out that teachers usually do more “delving and rephrasing” for students for whom they have high expectations and less for students for whom they have low expectations. It is important that we communicate to all our students that we have high expectations for their success, and one way to do this is by giving more hints and clues to all students, especially the low-performing students.

Tell Students They Have the Ability to Do Well

Another way to communicate positive expectations to students is by directly telling them they have the ability to do well. When you tell your students you have confidence that they can handle a difficult assignment or improve their behavior, you impart a very powerful message. Students often will work hard and behave appropriately to prove that your confidence in them is justified. Every child needs to have at least one significant adult in his or her life who believes that he or she can do well. Ideally, children would hear this from their parents, but the sad truth is that is not always the case. Teachers have the unique opportunity and privilege to communicate daily to a number of students that they believe in them. What a gift to be able to be that significant adult in even one student's life.

Correcting Students in a Constructive Way

Correcting and disciplining students for inappropriate behaviors is a necessary and important part of every teacher's job. However, it doesn't have to be a negative part of your job. In fact, you can actually build positive relationships when you correct students. If you don't believe this, think for just a minute about students you have had in the past who came back to school to visit you. Often it is the students who were the most challenging and with whom you had to spend the most time who continue to visit you over the years. This is due to the positive relationships you developed with them.

The goal in correcting students should be to have them reflect on what they did, be sorry that they disappointed you, and make a better choice in the future. It should not be that they go away thinking, "I hate my teacher."

Developing Positive Classroom Pride

If applied effectively, pride can be an extremely powerful force in developing positive teacher-student relationships (Kerman et al., 1980). In many classrooms, students are proud of the fact that they are behaving and achieving at a high level. In other classrooms, a different type of pride develops when students see themselves as being the worst they can be. The pride students develop helps shape identities that in turn drive their behaviors. When you recognize student successes, there is a decreased likelihood of fostering negative pride and an increased likelihood of developing positive pride. As a classroom teacher, your goal should be to help students take pride in their accomplishments and positive behaviors rather than in their negative behaviors.

Demonstrating Caring

Demonstrating caring is one of the most powerful ways to build positive relationships with your students (Kerman et al., 1980). When your actions and words communicate that you sincerely care for your

students, they are more likely to want to perform well for you and enjoy coming to school. Caring also fosters a preventive approach to discipline, as students who feel cared for are more likely to want to please you by complying with your wishes and policies. It is a tragedy when a student mistakenly believes that his teacher does not care for or like him. In most cases, teachers do care but fail to do the things that directly communicate this valuable message. Figure 1.7 lists some strategies to communicate to your students that you care about them.

Strategies to Show You Care

- Show an interest in your students' personal lives
- Greet the students by the front door as they enter the classroom
- Watch for and touch base with students who display strong emotion
- Sincerely listen to students
- Empathize with students

Preventing and Reducing Frustration and Stress

Frustration and stress, which are inevitable in the teaching profession, are the great enemies of our best intentions. Zehm and Kottler (1993) list some external causes of stress for teachers as difficult students, irate parents, and collegial backbiting. Frustration can have a devastating effect on teacher-student relationships, as it tends to cause educators to make irrational decisions. Usually you know when you are becoming frustrated and can quickly identify the signs and symptoms. As an educator, the question is not if you will become frustrated or stressed but when you will and how you will deal with it.

Frustration and Stress Prevention/Reduction Techniques

- Play soft, relaxing music
- Display posters of peaceful destinations

	<ul style="list-style-type: none"> • Modify your lesson plans • Take your students for a walk • Ask a neighboring teacher to take a difficult student for a period of time • Assign your students independent reading time • Clear off your desk • Find a validating colleague • Share staff duties • Share frustration strategies
Steps for implementation /reproduction	There are several easy steps to follow and can be easily implemented in everyday class
Benefits for teachers and students	Teachers will get more aware of their students' behaviour and nature, and Students will feel their teachers' engagement towards them.
Additional information	It is a great book to learn from it, but sadly its not free of charge, except you can find it in a library or rent it in a bookshop.
Additional links and resources	http://www.ascd.org/publications/books/105124/chapters/Developing_Positive_Teacher-Student_Relations.aspx

Name of the good practice	A Twisted Story
Source (Organization, country)	by Mirela Stomornjak “Srednje” Primary School, Ilijaš, Bosnia and Herzegovina
Area of the good practice	motivation, attention
Description and supporting evidence	<p>There is one story in our country that has never left any generation indifferent in class. Everyone knows that story and everyone is happy to remember it. It's called <i>A Twisted Story</i> and it was written by Branko Ćopić.</p> <p>We hope that the story translated into English will be just as funny as in our language.</p>

A TWISTED STORY (Branko Ćopić)



(This story suffered an earthquake, so everything is twisted in it. You try to put every word back in its proper place.)

The hill has just come out from behind the sun, and the bed has jumped out of the spacious old man, put his feet on his slippers, put his head on his hat, and opened the house at the door.

- Look, last night the ground got the rain wet well! - his mustache growled in astonishment, facing the old man, so he hurried down the steps through the fast yard, drove the barn out of the cow and said:

- Horned meadow, go graze in a green cow, and I'll put my feet under the road, so I'll go to the woods to bring the fire woods.

The old man put his shoulder on the ax and winked with his grandmother at his eye.



	<p>- <i>Grandma, cook four pots in the egg until the job comes back from the old man. Today's lunch will eat the old man sweetly.</i></p> <p><i>The road flared down the old man, raising clouds of shoes with its wide dust. Some of the carts got scared of that, so they overturned the horses in the race, and the bridle dropped the coachman and drummed the grass on his back.</i></p> <p><i>The event is frightened by this unusual old man and he stretches the field over his legs, running faster than the hill over the rabbit. Finally, when he threw himself in front of his eyes, fear gnashed from his teeth and his head rose on his hair: a bloody forest protruded from a nearby wolf!</i></p> <p>- <i>Wow, now the melon has harvested my old man! Obsessed with the mad old man, our fear jumps over pants and tears the thorn, and runs faster than the field over the shining star.</i></p> <p><i>In front of his grandmother, he was greeted by a faithful threshold.</i></p> <p><i>"So holy wolf, there's Sunday in the woods!" Shouted the rumor with a raspy old man.</i></p> <p><i>The house panics, jumps into the grandmother and locks the key to the door, and the poor tree climbs on the old man and upstairs grabs a branch with his hands, expecting the yard to run into the wolf.</i></p> <p>http://www.pjesmicezadjecu.com/bajke-i-price-za-djecu/izokrenuta-prica-branko-copic.html#ixzz6mQQbqt69</p>
<p>Steps for implementation /reproduction</p>	<p>The text of the story itself is humorous, so the lesson is so focused.</p> <p>The first task after reading the text is for the students to illustrate an event that left a special impression on them.</p> <div data-bbox="786 1551 1094 1885" data-label="Image"> </div>



Second task:

Teacher asks students:

What would this story look like if it weren't twisted? Try to tell it that way. Is it still funny? Why?

Third task:

Teacher gives a task to students to tell a simple life event or experience, but in such a way that they play with the order of the words in the sentence. Will the sentences have their original meaning? (Students like to say in a "twisted" way that their mother sent them to the store for milk; so in a twisted order it is that the store sent them to milk and chocolate for their mother ...) In addition, they remember real funny events and tell them.

Benefits for teachers and students

Humor and jokes are a positive means by which the teaching and social climate in the classroom can be improved (introverted students are also happy to speak and participate in these classes).

Humor is also a negative tool if used for the purpose of humor itself (the task was for students to see how important it is to respect spelling and stylistic norms in sentence formulation and the correct transmission of information).

Humor helps with communication, builds optimism, reduces stress and relaxes.

Additional information

Additional links and resources

B. Ćopić: "A Twisted Story"
<https://www.youtube.com/watch?v=rwKaUIAMV-I>



Source: <https://proudtobeprimary.com/classroom-management-examples/>

Boosting Creative Learning

<p>Name of the good practice</p>	<p>10 Ways Educators Can Make Classrooms More Innovative</p>
<p>Source (Organization, country)</p>	<p>Robyn D. Shulman Forbes</p>
<p>Area of the good practice</p>	<p>Boosting creative learning</p>
<p>Description and supporting evidence</p>	<p>According to the National Education Association, in a piece written by Dawn Dupriest titled, "Creativity in the Classroom," she claims, "Is there anything more satisfying than making something creative? A quilt, a webpage, a decoration, an invention? As a child, do you remember the pride you felt when you showed your parents a LEGO creation or a fairy house or even a mud pie? Creativity belongs everywhere, not just in childhood games and extracurriculars. It involves all of your senses and creates new knowledge that didn't exist before. Students of all ages need to learn by creating – it helps to synthesize information and bring joy and meaning into their educational experience."</p> <p>To create an innovative, open, creative and trustworthy place for students to grow, take risks, and feel comfortable in their own patterns of learning, there are a few key actions teachers can take to create a more innovative and entrepreneurial classroom.</p> <p>The ability for students to connect, grow and innovate not only with class content, but also with each other, the world around them and with me, was the culture I developed in the classroom.</p> <p style="text-align: center;">10 WAYS TO INNOVATE:</p> <p>1. Mindset</p> <p>A change in mindset, mood, and overall classroom vibe begins with the teacher. The teacher sets the tone of the class from the minute students walk into the building. If educators are excited about their subject matter, students will tend to follow. Educators must have passion for the subjects they're teaching. However, a teacher's</p>

mindset regarding how to design and deliver content is critical to the innovative learning process. Most teachers were trained to educate solely from the teacher's point of view. To change this type of delivery and make the classroom more innovative, they need to think about their students as leaders too--acting as guides rather than teaching content and asking students to spill out information on a standardized test.

2. Self-Reflection

Self-reflection in the classroom is a way for educators to look back on their teaching strategies to discover how and why they were teaching in a certain way and how their students responded.

With a profession as challenging as teaching, self-reflection can offer teachers a critical opportunity to see what worked and what failed in their classroom. Educators can use reflective teaching as a way to analyze and evaluate their own teaching practices so they can focus on what works. Effective teachers acknowledge the fact that teaching strategies, delivery and finding success can always be improved.

3. Ask Open-Ended Questions

Open-ended questions are questions without textbook answers. When educators ask open-ended questions, there can be various answers and points of view. Student answers can lead to strong collaboration, exciting conversations, new ideas, as well as encourage leadership skills. This practice can also help students realize potential they never found within themselves. Through open-ended questions, they can also make connections to their own lives, within other stories, or to real-world events.

4. Create Flexible Learning Environments

With various teaching methods, it's essential for teachers to consider how to use their classroom space. For example, when teachers can move furniture around the class with ease, they can find

it is a crucial variable for improving student learning. As teaching has evolved, the classroom space must provide ways for students to work alone, interact with their peers, and provide areas of collaboration. Many classrooms today are still crowded, cluttered, loud spaces that lack the space to move around with ease, cause a gap in communication, and lead to roadblocks when students need to concentrate.

Learning spaces should be fluid and provide flexibility to support one-to-one learning, collaboration, independent thinking, and group discussions.

5. Personality Matters: Create A Place For All Learners

In Susan Cain's book, *Quiet: The Power of Introverts in a World That Can't Stop Talking*, one of the critical differences between introverts and extroverts is that extroverts tend to get their energy from social interaction and introverts gain energy from quiet spaces and a time to think and reflect alone.

Therefore, when a classroom solely focuses on group work-which emphasizes whole group discussions, small groups working together, gathering peer feedback (all which require a great deal of social interaction), extroverts in the classroom can grow and gain energy, while introverted students can find themselves easily drained with a lack of motivation to participate.

Also, when a project focuses solely on quiet reflection or individual research, the opposite is likely to occur. Introverts can then thrive and blossom, leaving extroverts to feel antsy and lost. They can also become easily annoyed or get in trouble for trying to get attention, talking, sneaking in on social media, and becoming disruptive.

When possible, teachers can offer students options of working in groups or on their own. Extroverts can complete some projects alone,

and introverts can choose to collaborate--both of these ways of teaching are critical to meet the needs of different learners.

Teachers who provide activities that best engage, inspire and sustains students' love for learning are more likely to put in their best efforts, enjoy the process and find positive results.

6. Use Problem-Finding

Instead of problem-solving, teachers can help students look at the world by finding gaps to fill using problem-finding. Problem-finding is equivalent to problem discovery. Teachers can use problem-finding as part of a more significant problem process as a whole that can include problem-shaping and problem-solving all together. Problem-finding requires an intellectual and imaginative vision to seek out what might be missing or should be added to something important. Using this strategy, teachers can provide students with the opportunity to think deeply, ask critical questions and apply creative ways to solve problems.

7. Let Students Take Risks And Fail

Students need to see that adults in their lives try many things and repeatedly fail, but keep on trying. Students need to experience failure to learn.

When teachers provide real-world projects that give students problems to solve, they are offering a platform for students to learn from failure, step up again and again to eventually find success.

In her 2017 paper "Learning from Errors," psychologist Janet Metcalfe states that avoiding and ignoring mistakes at school is the classic rule in American classrooms. When we don't let students fail, we are most likely holding back not only individual student growth, but we are also holding back the entire education system.

By giving students real-world problems to tackle, fail and try again, we are telling students that their voices matter. We have

plenty of issues worth addressing that we can give to students for insight and opinion.

A pedagogy based on discovery and inquiry is so much more exciting than remembering dates, information, and taking tests. Pre-determined answers on an exam in a traditional education setting can hold students back in ways we cannot measure.

8. Consider A Flipped Classroom Model

When teachers use a flipped classroom model, the traditional order of teaching and classroom events are reversed. Typically, students can view lecture materials, read text, or do research as their homework prior to coming into class. The time spent in class is reserved for activities that can include peer-to-peer learning, group discussions, independent learning, as well as engaging discussions or collaborative work. And, according to the Flipped Learning Network, 71% of teachers who flipped their classes claimed an improvement in grades, while 80% reported improved student attitudes as a result. Also, 99% of teachers who flipped their classes stated they would flip their classes again the following year.

9. Invite Entrepreneurs And Innovators Into The Classroom

Using technology as a venue for communication and reach, teachers can invite entrepreneurs into their classrooms in various ways. Educators can reach out to different leaders through social media sites such as LinkedIn or Twitter with a click of a button. Invite these leaders into your classroom either through live-interaction or through virtual means like Skype. Teachers may just be surprised how many creative innovators are looking to give back--and giving back to youth can be one of the most fulfilling ways a successful founder can make a difference. For example, if you follow Don Wettrick's class, you'll see a host of innovators and entrepreneurs who have been and continue to be involved with his students. What's the worst that can happen by asking? Not much.

	<p>10. Use The Design-Thinking Process</p> <p>The design thinking process is a set of structured strategies that identify challenges, gather information, generate potential solutions, refine ideas, and test solutions.</p> <p>There are five phases to the process: discovery, interpretation, ideation, experimentation, and evolution.</p> <p>For each phase, students and teachers can follow the following pattern:</p> <ul style="list-style-type: none"> ✓ I have a challenge. How do I approach it? ✓ I learned something. Now, how do I interpret it? ✓ I see an opportunity. What can I create? ✓ I have an idea. How can I build it? ✓ I tried something new. How do I make it evolve? <p>All of these strategies are ways to form innovation and inspire creativity in the classroom. Teachers can start with one new project to see how things go with their students while revising, learning and building repeatedly. Innovation is a necessary change we need in schools today, and it can begin with you.</p>
<p>Steps for implementation /reproduction</p>	<p>There are no special steps for reproduction. Implementation of these tactics depends on the topics you are teaching and your abilities - but please just follow instruction in the previous section.</p>
<p>Benefits for teachers and students</p>	<p>Teachers profit from more engaging students, and students will have more fun learning in new ways.</p>
<p>Additional information</p>	
<p>Additional links and resources</p>	<p>https://www.forbes.com/sites/robynshulman/2018/11/19/10-ways-educators-can-make-classrooms-more-innovative/?sh=4d0126e47f87</p>

<p>Name of the good practice</p>	<p>5 Tech-Free Classroom Innovations, and Ideas for Getting Started</p>
<p>Source (Organization, country)</p>	<p>Kyle Wagner Getting smart</p>
<p>Area of the good practice</p>	<p>Innovations for the classroom</p>
<p>Description and supporting evidence</p>	<p>When people think of the future of learning, they envision AI headsets and virtual touch screens that hover inches from students’ faces; global teams managed by students who interact half-way across the world in digital interfaces that translate content into their native tongue.</p> <p>What images come to mind when you think about future learning? Is it half AI, half human? Comprising virtual realities that exist simply by strapping on a headset or double-clicking a built-in earpiece?</p> <p>For most of us, this kind of future is light years away. And as harmonious as it sounds (and as worthy it is of discussion today), it doesn’t really address the realities we deal with every day.</p> <p>Meanwhile, back in our classrooms, we need strategies to engage the struggling learner, and tools to empower students to take charge of and deepen their learning.</p> <p style="text-align: center;">That may or may not involve high-powered tech.</p> <p>Webster’s defines innovation as “the introduction to something new;” or “to make changes.” Often, we don’t need unlimited funding or fancy high-tech toys to innovate. We just need to think differently. Here are five simple tech-free innovative learning experiences that will help you and your students think differently and improve learning.</p>

Innovation #1: Going off the timetable to broaden student perspective and spur innovative thinking.

Schedules often confine innovation to 45-minute intervals, but that's not how innovation actually works. In the real world, innovation happens at the intersection of a culture that prizes creativity and design thinking, and an informal conversation at a coffee shop or a unique response to challenges faced by the local community (either by businesses or by community members). Going off the timetable allows students to think in the same way.

Example 1: Design Challenge Day. Bring the students across classes together to address problems existing in the school. Perhaps it's the lengthy cafeteria line or excessive food waste. Maybe it's traffic that backs up for a mile because of one entry road. Agree upon the problem students will address and have students design solutions in mixed- grade level teams. Make interviews, surveys and research a required component of the process. At the end of the day, gather students together to present their solutions in a school-wide exhibition.

Example 2: Innovation Day. One day dedicated to innovation, where students drive the agenda. Students choose an innovation within a chosen field of interest-ranging from Rube Goldberg machine to fusion meals. Organize teachers to offer student support according to their own passion and expertise. On innovation day, students have one full day to create a prototype. At the end of the day, they exhibit their work in various rooms spread across school.

Innovation #2: Creating Flexible Space Design Challenges.

How 'innovation-friendly' is your classroom? Were students involved in its initial design? Sometimes a shift in furniture coupled with a reorganization of space opens up possibilities for more creative thinking and deeper engagement. Here are a couple of innovations you can explore along these lines:

Example 1: Classroom Re-Design. Divide students into various design teams. Present each team with the challenge of full class “make-over” or group them according to their interest. Distribute markers, flip chart paper, and/ or whiteboard space and have students begin envisioning their design. At the end of the allotted time have students present to class their plan and how it’s most conducive to learning. The team that receives the most votes gets to implement their plan and involve the whole class in the makeover.

Example 2: Classroom Gardens. Turn your classroom into an urban growing space. Inform students that your class has been tasked with growing herbs for the local cafeteria/student-run store (see innovation #3). Provide students with a budget and space parameters. Students explore various growing systems and present their ideas to the class. After growing the herbs, package and sell them at the student-run store.

Innovation #3: Establishing Immersive Community Experience(s).

Learning and innovation do not have to be confined to the four walls of our schools/ classrooms. In fact, it’s generally the school walls that confine our abilities to think creatively. With a few local connections and a supportive administration, you can create immersive place-based learning experiences that impact the local community.

Example 1: Local Apprenticeships. Every month, in Yunnan, China thirty middle school students journey from their campus in Shanghai to live on a village micro-campus over 200 miles away. They take part in local apprenticeships, alongside master cheese makers and other craftsmen. They must communicate exclusively in Chinese and blog daily about their experience. While traveling 200 miles might not be feasible, consider what vacant space exists in your community to explore this idea. Reach out to your parent community to see if they might be willing to share a trade.

Example 2: Field Education. Most of us don't have to look far to find a local estuary, wetland or riverbed. When is the last time you visited these spaces with students? Immersing students in a central inquiry of preserving the local wildlife, or lowering the toxicity of their waterways will increase their engagement and get them designing innovative solutions to real problems. Teton Science Schools, for example, do a fabulous job of engaging student in these "place-based" experiences.

Innovation #4: Creating student-run school/ classroom stores businesses.

Nervous about taking students outside of school for a week? Start small and bring the real world inside of school by providing students with real adult roles and occupations.

Example 1: Student-run cafeteria/coffee shop. Who is in charge of lunch and snack at your school? More likely than not it's an outside service provider. What if you tasked students with this responsibility? If you have open kitchen space, sign up for an available time and have students prepare their favorite treats. Likewise, you could run a coffee shop out of your classroom and task students with taking and delivering daily orders from teachers and administrative staff. Wellesley provides a great example of what that can look like in a college setting, but it's definitely an option for K-12 as well (think One Stone).

Example 2: Student-run repair shops. One innovative school in Florida is giving students exposure to engineering through their inaugural student-run repair shop. Students bring in their damaged clothes, stuffed animals, toys, bags and electronics for their handyman peers to fix. If you have some vacant space at school, turn it into a kiosk and provide your students with the same opportunity. As students become more adept in the work, begin collecting a fee to go to other

	<p>school expenses or to funnel back into the business. Some good ideas can be found here.</p> <p>Example 3: Business Creation. Small business development exposes students to the kind of opportunities and challenges entrepreneurs face on a daily basis. Students must deal with uncertainty, shift products based on market demand, and decide on how to scale their businesses. Real World Scholars and Ed Corps are providing generous funding for classrooms to create their own products and student-run businesses in addition to a virtual marketplace with which to sell them. Students have made everything from soaps to fidget toys. Visit their website to find out how to get your classroom started.</p> <p style="text-align: center;"><u>Innovation #5: Establishing Student-Owned Time Periods.</u></p> <p>In the real world, innovation often happens when people are ‘off the clock.’ The premise is simple: When companies provide employees with flexible time, they feel a greater sense of ownership in their work, and in turn produce better outcomes.</p> <p>Example: 20% Time/ Genius Hour. When Google desired to increase creativity and ownership, it allocated 20% of the day to its employees to engage in an activity of their choice, provided it somehow benefited the company. Breakthroughs such as Gmail and AdSense were a direct result of this new “free time.” Schools have followed suit with programs such as “genius hours.” As part of genius hours, students have created handcrafts, take apart and rebuilt computers, and produced professional documentaries to post to youtube. To gain the most out of this 20% time in your own classroom, ensure you also allocate time to meet with students to check- in, set goals, and present their progress.</p>
<p>Steps for implementation /reproduction</p>	<p>Some of the activities can be very useful in improving the class activities and will be very beneficial for the learning outcome</p>

Benefits for teachers and students	Teachers will engage their students with something new and interesting, and students will be more creative and involved in the learning process.
Additional links and resources	https://www.gettingsmart.com/2017/10/5-tech-free-classroom-innovations/

Name of the good practice	Classroom Decorations - CLASSROOMS SHOULD BE ENGAGING, NOT DISTRACTING
Source (Organization, country)	European Center for Innovation, Education, Science and Culture - Bulgaria
Area of the good practice	Motivation, attention
Description and supporting evidence	<p>Displays of students' work can help students feel a greater sense of responsibility for their learning and boost their memory of course content.</p> <p>Classrooms could be the third teacher—after parents and the teacher—which views the environment as essential to supporting learning. The idea is hardly new; approaches such as Reggio Emilia and Montessori put it at the forefront of pedagogy, giving classrooms a prominent role in shaping how students learn.</p> <p>Recent studies have shown evidence for the role that classrooms play in learning: A 2014 study, for example, found that young students spent more time off-task when classroom walls were highly decorated, while research on flexible classrooms shows that optimizing physical characteristics of classrooms such as light, color, and seating options can improve academic performance by as much as 16 percent.</p> <p>Classroom walls should feel warm and lively but not overcrowded—keep 20 to 50 percent of the wall space clear, and fill the rest with student work, inspiring pictures, and learning aids.</p>

**Steps for
implementation
/reproduction**

Display student work. Students not only feel a greater sense of responsibility for their learning but are also more likely to remember the material (Barrett et al., 2015).

Feature inspiring role models. Putting up images—and short stories or quotes—featuring heroes and leaders can help students gain a greater sense of belonging and aspiration, especially when their backgrounds and interests are represented. Strive for inclusion, but avoid token or stereotypical representations—they can be damaging to students’ self-esteem (Cheryan et al., 2014).

Avoid clutter. Keep at least 20 percent of your wall space clear, and leave ample space between displays so they don’t look disorganized. Resist the temptation to keep adding decorations—it’s better to swap them out than to keep adding more (Barrett et al., 2015).

Visual aids—like anchor charts, maps, and diagrams—are OK. Posters that reinforce a lesson, rather than distract from it, can boost student learning. But don’t forget to take down ones that are no longer helpful (Carney & Levin, 2002; Bui & McDaniel, 2015).

Avoid displays of student scores or grades. Many teachers use data walls to motivate students, and while they can work for high performers, they can backfire for struggling students, leading to feelings of shame and demoralization (Marsh et al., 2014).

Let in natural light. Don’t cover up your windows with decorations unless you have a problem with glare or outside distractions. Students who are exposed to more natural light in their classrooms outperform peers who get less natural light in math and reading (Cheryan et al., 2014). If you don’t have windows, making sure the room is well lit can boost achievement (Barrett et al., 2015).

Balance wall colors. You don’t have to stick with four white walls—try having a single feature wall painted a bright color, with the rest being muted (Barrett et al., 2015).

Benefits for teachers and students	Better executive functions, which include skills like memory, attention, and self-regulation. Improved academic performance
Additional links and resources	https://www.edutopia.org/article/dos-and-donts-classroom-decorations https://www.sciencedirect.com/science/article/abs/pii/S0022096518300390 http://exclusive.multibriefs.com/content/classroom-decorations-should-motivate-then-educate/education

Name of the good practice	Digital Comics in the Classroom
Source (Organization, country)	European Center for Innovation, Education, Science and Culture - Bulgaria
Area of the good practice	Humour, fun, creativity, engagement
Description and supporting evidence	<p>Making digital comics in the classroom gives students the opportunity to practice rigorous academic skills in a unique, fun, and engaging way. Plus, giving students a choice for how to express their understanding creatively is one of the most innovative and important ways to use education technology.</p> <p>Students can create digital comics to practice synthesizing information, summarizing, visualizing what they've read, creating dialogue, and sequencing a narrative. I primarily use comics for three purposes: to summarize a book or a story using the plot diagram, to create timelines, or to create a comic to demonstrate understanding of a topic.</p>
Steps for implementation /reproduction	As with any class project, the ultimate success of the project depends on the quality of pre-planning that goes into it. Obviously planning will look different if you are having students create a summary of a novel by applying the plot diagram versus having students create a timeline in science or history. If you expect students to create interesting dialogue from the non-fiction information they

	<p>read, they will be much more successful if you teach them a mini-lesson on that topic first.</p> <p>Creating a paper rough draft is also an essential planning step. Drafting helps students work through ideas, and also allows the teacher to give students feedback on the content of their work before they become hyper-focused on the nuances of creating their comics. In the drafting stage, I have students plan how to organize information, as well as focus on making sure their content is the best it can be before they jump into the tech program. Once they start making their comics, you only want them worrying about design, not content.</p> <p>Although it isn't absolutely necessary to pre-create comic templates for students, doing so will help students when students are using a program for the first time.</p> <p>Templates help students organize their ideas, and different types of templates promote the use of different academic skills, the inclusion of different information, and ultimately different final products all together.</p> <div data-bbox="521 1171 1354 1482"> </div> <p>Whether you pre-create templates, or teach students how to make them themselves, templates will definitely improve the overall quality of their comics.</p>
<p>Benefits for teachers and students</p>	<p>Teaching students how to create digital comics gives them another tool to express their understanding of a topic in a creative way. Plus, students have an absolute blast making digital comics, and they'll learn some useful editing skills in the process.</p>

	Once published, it's also a great idea to have students upload their digital comics to their digital portfolios so they can reflect on the process and share their work with their families.
Additional information	
Additional links and resources	https://newedtechclassroom.com/how-to-make-digital-comics-in-the-classroom/ https://www.youtube.com/watch?v=p_KA0Jix7Tc

Name of the good practice	Bringing Life to Online Instruction with Humor
Source (Organization, country)	European Center for Innovation, Education, Science and Culture - Bulgaria
Area of the good practice	Humour, fun, creativity, engagement
Description and supporting evidence	<p>The challenge for instructors teaching online courses is to learn to use humor to create interesting and inviting virtual learning environments while minimizing any potential pitfalls of humor as an instructional device.</p> <p>A wide range of humor can be incorporated into the online course, including funny quotes, jokes, and cartoons, and in this section, we identify resources for locating pedagogical humor. When deciding which material to use for the online course, we strongly encourage instructors to consider the guidelines for pedagogical humor mentioned in the previous section.</p>
Steps for implementation /reproduction	<p>There are several ways to interject humor into instruction, and in this section, we offer suggestions for using pedagogical humor in online lectures and examinations.</p> <p>The placement and duration of humor used in online lecture modules are critical to the flow of instruction. Short, simple jokes are most appropriate for the introduction and transitions while longer</p>

pieces are best placed at the end of a unit. Introductions can include a funny subtitle, a photograph or illustration with an added caption, a reformatted quoted, or exaggerated unit objectives.

For example, an introduction to a research methods module could include an opening joke (e.g., “Today’s lecture will be an experiment—half of you will get real information while the other half will get a placebo.”) or a list of research questions yet to be answered with real and fictitious items (e.g., Is depression caused by drinking Pepsi Blue?).

Humor can allow students a brief “mental break” from an online lecture, and instructors can use transitions to illustrate a concept with topic-related tangents or self-deprecating stories.

For example, the second author incorporates a running feature, called Frank’s Rants, into lecture modules as an opportunity to use humorous personal examples and commentary to expand on previously discussed lecture topics. By clearly identifying the tangent, students recognize that the rant is separate from the lecture. Nevertheless, because the rants tangentially reinforce course topics, the tangents continue to serve as teaching opportunities.

More elaborate humor, such as exaggeration (e.g., top ten lists, fictitious experiments) or links to related humor web sites, is best suited as unit closers. For example, the closers for a lecture module on abnormal psychology could be a series of “new” disorders, a collection of exaggerated quotes from famous therapists, or a list of factitious abnormal psychology books. When using more elaborate humor, we often ask students to add their own contributions by posting ideas in a discussion board.

Although humor may not significantly reduce test anxiety or improve performance (McMorris Boothroyd, & Pietrangelo, 1997), we believe that the occasional use of humor in examinations is appropriate under certain conditions. First, students should be

	<p>forewarned that humor will be incorporated into the examinations (e.g., choice “e” is always a joke and never the correct answer). Second, the addition of humor should not interfere with the students’ ability to complete the test in the allotted time. We recommend several approaches for incorporating humor into online examinations.</p> <p>Practice quizzes and examinations offer an excellent opportunity to incorporate humor without adversely affecting students’ grades. For example, the second author uses a 10-item true-false practice quiz after each course module. Approximately two items on each quiz are reformatted by using word-play or exaggeration to “play off” the preceding item. For example, the follow-up item to “Evolutionary psychologists believe that nature is more important than nurture” is “Evolutionary psychologists believe that nature will beat nurture in 271,876 rounds of evolution.”</p> <p>For instructors who are comfortable using humor in course examinations, there are several approaches for adding humor to multiple-choice tests. First, an additional distracter (e.g., choice “e”), such as a joke at the expense of the instructor, can be added to select items. Second, names that appear in items can be reformatted by inserting the instructor's name or creating fictitious names. Third, a “final” item can be added with the setup “The test is over and you...” with funny distracters targeted to the students, instructor, or course. (See Berk, 2000 for additional strategies for infusing humor into multiple-choice examinations.)</p>
<p>Benefits for teachers and students</p>	<p>Increase student interest and attention, facilitate the student-teacher relationship, provide students with a “mental break,” or promote the understanding and retention of a concept.</p>
<p>Additional information</p>	<p>Although pedagogical humor is beneficial, instructors must recognize that humor can be either a social lubricant or irritant. Humor that is derogatory or ridiculing has no place in an educational setting, while “over-the-top” humor may be viewed as distracting,</p>

	<p>annoying, or unnecessary. Even when humor is used appropriately, too much of a good thing can result in the students perceiving the material as frivolous and the instructor being viewed as a jokester rather than a scholar.</p>
Additional links and resources	<p>https://radicalpedagogy.icaap.org/content/issue8_2/shatz.html</p>

Name of the good practice	Adding Drama to Lessons
Source (Organization, country)	European Center for Innovation, Education, Science and Culture - Bulgaria
Area of the good practice	Fun, motivation
Description and supporting evidence	<p>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 memorising, 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!</p>
Steps for implementation /reproduction	<p style="text-align: center;">ROLE PLAY</p> <p>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.</p>

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 americanacademy.co.uk. He claims he has seen many great musical theatre actors come from such beginnings.
Benefits for teachers and students	Tool to help students develop speaking, listening, and comprehension skills.
Additional information	For teachers drama should be seen as a tool, just as much as it's seen as a subject. It can have notable benefits in and out of the classroom, can be a fantastic vehicle for learning and is also engaging and fun.
Additional links and resources	https://www.theedadvocate.org/how-teachers-can-integrate-drama-into-other-lessons/

Name of the good practice	Drama in the Classroom
Source (Organization, country)	European Center for Innovation, Education, Science and Culture - Bulgaria
Area of the good practice	Fun, motivation
Description and supporting evidence	<p>Teaching subjects with the guidance of drama methods and approaches can also help students to gain creative problem-solving skills and provides them with a platform to question and respond to issues and ideas without undergoing written activities all of the time.</p> <p>Through working in group work, drama techniques in the classroom can develop both verbal and nonverbal communication by providing them with space to exercise their voice and body language, as well as building cooperation which can help students to feel less isolated and encourage them to help one another in the learning environment.</p>
Steps for implementation /reproduction	<p>Drama and other creative approaches to learning can be provided in a myriad of different ways for a variety of purposes. Here are just some simple methods that you could adopt when considering the use of drama in the classroom:</p>

	<p>Drama Warm-ups: Teachers might consider theatre and drama-based warm-ups to help students to relax and focus on the lesson ahead, or to simply set the atmosphere. Warm-ups can be a fun and stimulating way of easing students into learning without jumping headfirst into trigonometry or coastal erosion! Drama warm-ups are also useful in enhancing creative thinking skills which can be especially beneficial if your curriculum doesn't make much room for creative subjects. Luckily, there are thousands of free resources on the internet to help you out.</p> <p>Monologues: Monologues also enable students to step inside a key figure's shoes or embody an entity. One way of doing this could be to encourage students to write a monologue using the first-person from the perspective of the person or entity that you are studying. This provides a fresh way of understanding the topic, and staging the monologue to their peers will also help to develop their presentation skills and their confidence in talking about the topic.</p> <p>Historical Re-enactment: Re-enacting historical events is another popular way of seeing events and eras in history from different sides, and it also encourages teamwork and cooperation amongst your class. Being assigned roles can give young people a sense of purpose whilst the theatre element is less pressured due to not having to perform to an audience. Perhaps you might re-enact a famous battle (safely!) or voyage or even a trial, as long as you have an open space big enough for your class to move safely in, the classroom is your stage!</p>
<p>Benefits for teachers and students</p>	<p>Help students to gain creative problem-solving skills and provides them with a platform to question and respond to issues and ideas without undergoing written activities all of the time. Through working in group work, drama techniques in the classroom can develop both verbal and nonverbal communication by providing them with space to exercise their voice and body language, as well as</p>

	building cooperation which can help students to feel less isolated and encourage them to help one another in the learning environment.
Additional information	Not all teachers will have drama experience, and the thought of integrating these methods into teaching may seem like a daunting task to some. However, incorporating drama into the classroom does not have to be achieved through the most extravagant of teaching plans or through large-scale and time-consuming projects, and it is definitely not performance art. Sometimes, even the smallest activities can make a huge impact.
Additional links and resources	https://pragueyouththeatre.wordpress.com/2018/10/23/drama-in-the-classroom-why-should-we-consider-incorporating-drama-into-the-school-curriculum/

Name of the good practice	Engage all Kinds of Intelligences
Source (Organization, country)	Filiz Ekenler, Hamidiye İmam Hatip Ortaokulu, Konya-Turkey
Area of the good practice	Cognitive effect
Description and supporting evidence	<p>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.</p> <p>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.</p>



**Steps for
implementation
/reproduction**

You could 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!);
- ✓ Completing crossword puzzles with vocabulary words
- ✓ Playing games like Scrabble, Scrabble Junior, or Boggle
- ✓ Writing short stories for a classroom newsletter
- ✓ Writing feature articles for the school newspaper
- ✓ Writing a letter to the editor in response to articles
- ✓ Writing to state representatives about local issues
- ✓ Using digital resources such as electronic libraries, desktop publishing, word games, and word processing
- ✓ Creating poems for a class poetry book
- ✓ Entering their original poems in a poetry contest
- ✓ Listening to a storyteller
- ✓ Studying the habits of good speakers
- ✓ Telling a story to the class
- ✓ Participating in debates

<p>Benefits for teachers and students</p>	<ul style="list-style-type: none"> • Facilitates comprehension • Assist in problem-solving • Facilitate processing of new information • Simplify difficult concepts • Make meaningful association <p>By applying the theory of multiple intelligences in the classroom, educators take into consideration the different types of learners they might have in their class, reinforce all types of intelligences in every student, and allow for an individual learning process that will ultimately enable each learner to utilise his or her specific abilities and demonstrate learning.</p> <p>Presenting topics using the theory of multiple intelligences, that is using different pathways and tools to study information, can have a very positive effect on our students’ learning experience.</p> <p>Incorporating for example, role play, collaborative work, picture puzzles or field trips allows for a learning experience that will not only allow different types of learners to learn but will enrich every individual’s understanding of the topic.</p> <p>Giving our students the chance to discover and develop their different intelligences can have a series of benefits for our students; from fostering new talents to becoming more involved and active learners; developing their capacity to recognize, and almost more importantly value their individual strengths; or guiding them into becoming confident, successful and accomplished adults in their field of choice.</p>
<p>Additional information</p>	<p>By assisting in problem-solving, helps the learners to:</p> <ul style="list-style-type: none"> • Promote creative and divergent thinking • Promote theory and practice integration
<p>Additional links and resources</p>	<p>https://www.acornhouse.school/2016/11/26/multiple-intelligences-classroom/</p>



Source: <https://www.gettingsmart.com/2016/05/5-ways-to-engage-shy-studentsinquiry-based-learning-blog/>

Improvement of Teacher - Student Relationship

<p>Name of the good practice</p>	<p>Ten Tips for Improving Teacher-Student Relationships</p>
<p>Source (Organization, country)</p>	<p>Social Education 59(1), 1995, pp. 27-28 National Council for the Social Studies (Article)</p>
<p>Area of the good practice</p>	<p>Improving teacher-student relationship</p>
<p>Description and supporting evidence</p>	<p>Lee Morganett</p> <p>Social studies teachers are just as likely to experience student motivational problems as are teachers in other content areas. While it is not my purpose in this article to discuss the problems that lead to a lack of motivation, I would like to suggest a few of the reasons teachers may have more trouble now than before in motivating students.</p> <p>One source of motivational problems stems from the problems in American society that are found in too many American families. Poverty, divorce, one-parent families, and dysfunctional families sometimes create situations that cause young people to focus their time and attention on dealing with personal problems rather than classroom subjects.</p> <p>Another source of motivational problems may paradoxically stem from a success in the public school system. The effort to keep as many students as possible in school has been partially successful (Bracey 1991). This has resulted in students remaining in school who at one time would have either dropped out or have been removed. Although the goal of keeping as many students as possible in school is certainly worthy, it can lead to having more students in the classroom who lack a sense of direction and purpose, and hence a low level of motivation for learning.</p>

The ten tips:**1. Get to know the students by name as quickly as possible.**

Students will appreciate this. You may want to distribute an information sheet at the first class session. The sheet can ask students for their name, the name they prefer to be called by, where they live, interests or hobbies, a success experience, goals, places they have visited, part-time jobs held, etc.

2. Get to know some personal things about each student.

Using the survey described previously is one way to accomplish this. Another activity is to take advantage of the time at the beginning and end of class, after tests, before holidays, or after holidays just to talk with and listen to students. Ask students about their weekends, goals and aspirations, and opinions about local, national, and world events. What you talk about is probably less important than the fact that you were interested enough to ask and listen.

3. Conduct a values analysis discussion about some current event or topic.

In this activity, it is important that certain rules be followed. Make sure that when anyone is speaking, everyone listens to the speaker. Students may ask questions to help clarify what a student is saying, but they cannot challenge or disagree with the speaker. Other students can respond with their opinions and support it, but they cannot directly disagree with each other.

4. Provide positive comments when appropriate.

Sometimes we become so busy or frustrated by the problems that occur that we forget to notice and comment on the positive things students do. Teachers can recognize effort, cooperative behavior, and helping behavior. Positive comments can also be made about things like a new hair style, a shirt, a pair of shoes, or a good voice.

5. Be positive and enthusiastic when teaching.

Most students find it difficult to be motivated when the teacher is not. As we demonstrate our interest and joy in teaching, it shows that we enjoy being in the classroom and implies we enjoy being with the students. This should enhance teacher-student relationships.

6. Show students that you are not only interested in them but also that you care about them.

How can you do this? Take the time to talk individually with students. You could do this by setting a goal for talking individually with each student every week, or whatever is practical. You can ask about how they are doing with the content and skills in the course, or you may prefer to make the conversation a more personal one.

7. Avoid the use of threats and punishment.

If students do something that is disruptive, use a time-out procedure rather than punishment. After the time-out procedure has been used, be sure to sit down with students and talk with them. Practice active listening. That is, ask them how they feel about what occurred. Give them a chance to get out any frustrations and feelings.

8. Do not play favorites.

Some students are easy to like, while others are not. Yet we need to be sure that some students do not get special privileges and others harsher treatment because of our feelings toward them. When we have tasks or responsibilities to be carried out, be sure to give all students an opportunity to participate.

9. Create a supportive classroom environment.

Instead of having students compete with each other for grades, recognition, and/or success, have students work together cooperatively to carry out some task or project. In the evaluation process, base the grade on both individual and group achievement.

	<p>10. Create an environment where questions and answers-even wrong answers-are encouraged and valued.</p> <p>Students learn more and participate more when they feel comfortable asking and answering questions. But students will not ask or answer questions if they think they will be embarrassed. Encourage and recognize students when they ask and answer questions.</p>
Steps for implementation /reproduction	These quick tips and techniques can be easily implemented by teachers in their classroom.
Benefits for teachers and students	Teachers will learn new approaches or upgrade the existing ones, for easy bonding with students. Students will recognize the teacher as a person of trust, which will be for them beneficial from the motivational aspect.
Additional information	
Additional links and resources	https://www.socialstudies.org/sites/default/files/publications/se/5901/590107.html

Name of the good practice	Sense of Humour and Teacher-Student Relationships in School-age Children
Source (Organization, country)	Ken Price - Faculty of Education University of Tasmania, Hobart, Tasmania February 2005
Area of the good practice	Using humour in the classroom
Description and supporting evidence	The role of humour in education is acknowledged by many teachers as a significant tool in designing and providing instruction, behaviour management, personally coping with stress and in maintaining enthusiasm in a demanding profession. Many teachers see their use of humour as emerging from their personality and experience rather than from any formal or well-defined understanding of humour processes.

	<p>This view appears to be the result of several factors: humour theory is not well-represented in educational publications, its level of recognition amongst educators as a formal area of study is not high and, to some extent, education has seen itself as aligned at the work end of a work-play continuum (with humour aligned at the play end). The language used to describe children's actions sometimes links humour directly with anti-social or ignorant behaviour, as in "don't try to be funny with me", "stop joking around", "do you find this sort of thing funny?", "this is just a joke" and similar comments.</p> <p style="text-align: center;"><u>The research paper consists topics as:</u></p> <ul style="list-style-type: none"> ✓ Basics what is humour in the scientific view ✓ Social Functions of Humour <p>Humour has a number of social functions, including acting as a coping mechanism, social lubricant and acting as a modifier of communication. Some would assert that humour actually constitutes a unique form of communication in itself.</p> <ul style="list-style-type: none"> ✓ Significance of Humour in School Teaching and Learning <p>A frequent question asked of humour in education is whether or not humour improves learning performance. The answer is of course not as simple as the question, and depends on a number of factors. A summary of research by Zillman and Bryant (1983, pp. 188-190) remains relevant. They concluded that any generalisations about the impact of humour on learning require qualification, and that individuals differ in their acceptance of humour in education.</p> <ul style="list-style-type: none"> ✓ Research on Humour in Children
<p style="text-align: center;">Steps for implementation /reproduction</p>	<p>The study of humour and development of sense of humour in children has been undertaken from a number of viewpoints. On one hand, researchers in child development have seen humour development as part of a wider developmental process which children undergo. On the other hand, humour scholars have seen the</p>

	<p>developing child as a mechanism to clarify the nature and characteristics of humor itself.</p> <ul style="list-style-type: none"> ✓ Sense of Humour Scales <p>The variation in understanding of just what is meant by humour (in both psychological circles and the general public) indicates the difficulty of attempting to measure the sense of humour construct. Any attempt to do so immediately involves some definitions and assumptions about the nature of humour, or at least about the component being measured.</p> <ul style="list-style-type: none"> ✓ Interaction between student and teacher sense of humour <p>The work of Wanzer and Frymier (1999) uncovers some significant insights into the relationship between attitudes to learning and the similarity of teacher and student sense of humour. It is one of the few works that identifies that the sense of humour of student and teacher do not operate independently to influence classroom climate or attitudes to learning. Rather, there is evidence that classroom climate may be influenced by the similarity (or otherwise) of student and teacher sense of humour. This area is worthy of research as it brings the classroom climate and attitude to learning down to an individual level, rather than a group level. For classroom teachers working with students in the compulsory schooling age range, this is vital. It may be less vital for people teaching larger groups in say a lecture environment, as there is less ability to deal with students at an individual level.</p> <p>These are just a few topics quick explained. In this research paper methods are explained on how to implement humour, what are the benefits and dangers and much more.</p>
<p>Benefits for teachers and students</p>	<p>Teachers will overall benefit from the knowledge that is combined in the paper when they read and study it. Sadly it's more knowledgeable, there are few direct implementations explained.</p>
<p>Additional links and resources</p>	<p>https://eprints.utas.edu.au/21273/1/whole_PriceKenJohn2005_thesis.pdf</p>



HUMOUR project is distributed among 6 partners from 5 different countries:

- Европейски център за иновации, образование, наука и култура, България
- SMART IDEA Slovenia
- Turk Egitim-Sen Turkey
- JumpIN Hub - Associação para a Inovação e Empreendedorismo Portugal
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