Creating Laughter in the Classroom..... When You Are Not Even Funny!

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Humor is Life

• “Humor is perhaps a sense of intellectual perspective: an awareness that some things are really important, others not; and that the two kinds are most oddly jumbled in everyday affairs.”
  
  Christopher Morley

• “The best way to cheer yourself up is to try to cheer somebody else up.”
  
  Mark Twain

• “Good humor is one of the best articles of dress one can wear in society.”
  
  William Makepeace Thackeray
Why Use **Humor** is the Classroom?

- Builds relationships and Enhances Communication
- Stress-Reducing tool (Mental & Physical)
- Makes a course more interesting
- Enhances Recall of Information
- Burns Calories
- Create Positive Learning Environment
- More fun for the Teacher!
- Fits in under Marzano’s High Yield Strategies

* Obtain Analysis, Synthesis, and Evaluation of Blooms Taxonomy
Neurotransmitters
50-100

Positive

Serotonin
Dopamine
Endorphins

*Laughter (humor)
*Exercise (movement)
*Positive interactions (12/day to thrive)
*Belonging
*Confidence

Negative

cortisol
adrenaline

stress
anger
fear
(high amounts-threats)

*weaken memory
*Weaken immunity

*Strengthen memor
*Strengthen immunity
How can I do this?

• Sense of humor...either have it or not.
• So…use *improv comedy* techniques
• Mostly used for *review* and *topic comprehension*
• Can use for *many subjects*. it's up to you to be creative (that's why we get paid the big bucks!)
The Line Sentence Game

• Use for content review
• Line students up shoulder to shoulder
• You assign a few topics they must discuss (3 facts about carbohydrates)
• The students will start on one side of the line and their goal is to incorporate the facts by the time it gets to the other end of the line for 1-3 sentences
• Obviously, must make sense and forces students to recall information quickly and accurately
The Gathering

• Used for review of material
• Involves 3-5 students
• One student is the “host” leaves the room while we pick a topic to review
• Other remaining students are the “guests” and enter the gathering with dialog incorporating clues for the topic.
• Host will guess the topic by incorporating it back into the dialogue.
ABC lines

• Used for review of content
• You assign topic (1\textsuperscript{st} few scenes of Romeo and Juliet)
• Start with any letter of the alphabet with the first letter of the statement starting with the suggested letter
• The 2\textsuperscript{nd} player will respond with a sentence starting with the following letter in the alphabet.
• The scene ends when all 26 letters are used
Conducted Story

- Used to review content
- use 4-8 students
- Group will stand in a fro facing the audience
- The conductor (teacher) faces the group
- Game begins with the conductor pointing at one person, and continuing to point at them.
- Student pointed at starts the story and continues until the conductor points at someone else.
- The next person pointed at has to continue the story at the part where it was left off.
- Story ends when the assigned topic has been discussed to expected criteria
Props

• Used as a review of material
• 4-5 students in each group/table or area
• Need a gathering of various objects (Props)
• Students get assigned a topic and they must work together to use the props to explain concepts, ideas, vocabulary, etc.
• They then can show each other/team teach their “props” and concept.
• It is amazing how many ways to explain one concept!
Ending Thoughts

• You have to adapt/create what works for you according to your strengths, students strengths and subject matter
• Don’t be afraid to experiment
• If you are having fun...they will know and so will they
• Oh yeah...they will also learn as well!
Questions?