



Using Humor as a teaching style

O2 Module Developed by Inspira Plus

Objectives of the Module

Through the use of humor, make the participants realize that all teachers/trainers/formers as frameworks on the way how to teach, but besides it, they need to be flexible and easily molded into another shapes because the learners will be different, with different backgrounds, cultures and experiences.

Learning Objectives

- To understand how humor can be used to meet motivation of the learners
- To reflect about each-ones frameworks and how we can work on it
- To be able to improvise, and to adapt different learning styles according to the audience

Module Description

In class - session	Topics Covered
	Why use humor as a teaching tool
	Review of educational and personal codes, conduits, frameworks
	Improvisation/drama – wondering about possible situations
	Thinking about different learners/ how we can adapt our methods with humor

Each lecturer/trainer will prepare the module presentations that will be distributed at least 10 days ahead of the course delivery due date.

Due to the specificity of each module, the materials will be adjusted to enhance interactive individual and team-based work and presentations. The format of the materials and the teaching method might be in a form of: games, icebreakers, case studies, video materials, individual and team-based assignments, discussions, readings and role playing.

Debriefing/Evaluation

Upon the completion of the training each attendee will be able to assess the following areas:

1. Teaching method
2. Tools and materials used in the training
3. Assessment of anticipated and gained know-how
4. Recommendations for improvement



The session:

1. Why use humor as a teaching style?

As humans, our rational thinking and the **learning processes** cannot be disassociated of our **emotions**.

Our level of attention in a class or in training is direct related with our **feelings**, so..

The use of humor can helps to create an **empathy** between the learners and educators, also creating a safer and more enjoyable learning environment and process. Not just for the learners, but for both directions. Why?? Because...

The perception of a teacher/trainer as a person, flexible, open to interact and to laugh more than a static “object” of depositing knowledge,

PLUS

The valorization of the learners as people with a lot of content to be shared and also taught **can** totally change and improve the quality of the human relations in an learning environment what will directly impact on the **learning process** by itself!

2. Introduction of the activity

- The activity must be conducted after a group cohesion has been created;
- Can be done individually or in groups of 4 to 6 people;
- The trainer distributes the instructions step by step after the groups are formed.

3. Procedures:

1.1. **The trainer announces a surprise trip for 5 days in unknown land!** (The name of the destination is not indicated yet).

1.2. **Travelers should prepare the trip in 10 minutes. They should not forget to take small gifts for their guests.**

→ **Unknown land:** a country with another culture, cultural codes.

→ The composition of the bag is done in groups or individually. They have the right to consult each other;

→ For the preparation of the composition of the bag must should be taken in count the target audience and the thematic that each participants works in real life;

Example: The Local Mission invites ANI to come and remobilize 10 young under justice for 5 days.

2. All participants are asked to make restitution by miming the preparation of the trip in front of the other members of the formation.

2.1. The audience must recognize the composition made by the ones that are presenting.

This part highlights the cultural, professional, gender codes ... everyone composes their suitcases upstream (tools, frameworks, skills) in a trip (training order) in an unknown territory (the trainer does not know the motivation of the people that they will train), so he/she prepares the trip/the training according to its codes.

- Important to pass the message that the people that we will meet doesn't have the same codes than us!



After 10 hours flying... The plane lands at the aborigines in Australia.

→ **The landing moment highlights the change of the contexts.**

(The preparation made before will not be necessarily useful)

3. The group must play (dramatize) the encounter with this people who are invisible (and don't speak the same language)

3.1. The participants can open their luggage or can create another one!

(This part requires reviewing the codes to meet different people, with different backgrounds and motivations. When teaching with humor, we are faced with learners with low opportunities, in a short time we need to find how to match their needs, so... Should we open the suitcase??)

4.1. Write it down what would you do.

4.2. How and what would you feel about this encounter/change of environment/ adaptation.