

Why we Should be Taking the Fun out of the Classroom

Diana England



**International
House**
Torres Vedras



- what 'fun' and 'enjoyment' mean;
- how they are used in English;
- the lures and dangers of 'fun';
- the 'science' of enjoyment;
- the psychology of enjoyment;
- the connection between learning and enjoyment;
- Ideas for going 'beyond fun'.



Definitions of 'fun'

- Enjoyment, especially from an activity that is *not important or serious* (Macmillan)
- *Pleasure*, enjoyment, *amusement* (Cambridge)
- A source of enjoyment, amusement, *diversion*, pleasure, *gaity*, *merriment* (Collins)



Definitions of 'enjoyment'

- The *pleasure* you get from an activity or *experience* (Macmillan)
- A feeling of *happiness* or pleasure; of *benefit and use* (Cambridge)
- Use or *possession* of something that is *satisfying* or beneficial (Collins)



fun

both

enjoyment

not important

experience

or serious

happiness

amusement

pleasure

benefit

diversion

use

gaiety

possession

merriment

satisfying



etymonline.com

- fun (v) 1680s: to cheat; 1833: to make fun, joke;
 - fun (adj) mid 15c: foolish silly 1846: enjoyable;
 - fun (n): diversion, mirthful sport, a cheat, trick;
 - funny (adj) 1806: strange, odd, causing perplexity
-
- enjoy (v) late 14c: give joy, rejoice; delight in; early 15c: have the use or benefit of;
 - enjoyment (n) 1732: that which gives pleasure.



Idioms

- It's not all fun and games.
- It was fun while it lasted.
- The kids made fun of her.
- Time flies when you're having fun.
- We were only having a bit of fun.
- We went on a picnic just for the fun of it.

- Enjoy your meal!
- They really enjoyed themselves on holiday.



The teacher's ...

- sense of self;
- experience of teaching that class / age / level;
- concept of effective teaching;
- concept of the process of learning;
- sense of relationships within the class.



- a) I like to start my lessons with a fun warmer;
- b) I like using a 'bomb' timer or 'random points generator' when we're playing games in class;
- c) Anyone got something fun I can do with my teens class?
- d) It was a good lesson; the students had a lot of fun today;



e) I see myself as a fun teacher;

f) If you're good, we'll play a game at the end of the lesson;

g) That's the 3rd time Sam's done 'backs to the board' in as many lessons.



Meet Your Happy Chemicals

Dopamine



Serotonin



Oxytocin



Endorphin



Loretta Graziano Breuning, PhD

Loretta@InnerMammalInstitute.org



The 'science' of enjoyment

the security of social domination

the joy of finding what you seek

the oblivion that masks pain

the safety of social bonds



The 'science' of enjoyment

Dopamine

the joy of finding what you seek

Oxytocin

the safety of social bonds

Serotonin

the security of social domination

Endorphin

the oblivion that masks pain

The 'science' of enjoyment

Dopamine

the joy of finding what you seek

- helping students set achievable goals
- scaffolding their learning
- inspiring students to move from extrinsic to intrinsic motivation
- a supportive classroom environment
- recognising achievements; providing judicious praise

The 'science' of enjoyment

Oxytocin

the safety of social bonds

- student-centred discovery-based interactive learning
- cooperative, constructive, caring atmosphere
- creating positive bonds: enjoying others' success
- opportunities for genuine communication
- nominating consistently
- closed pair/group work

The 'science' of enjoyment

Serotonin

the security of social domination

- establishing an inclusive atmosphere
- ensuring everyone is valued
- allocating roles to promote self-esteem
- being genuinely positive
- exploiting outside class experiences inside the classroom

The 'science' of enjoyment

Endorphin

the oblivion that masks pain

- physical movement, tactile, kinesthetic activities
- brain breaks / light-hearted moments where students can smile / laugh
- providing an appropriate variety of activities and pace



What enjoyment involves

a) four concepts of pleasure

1. 'Flow experience'



1. 'Flow experience'

- all of their minds and bodies are completely involved;
- their concentration is very deep;
- they know what they want to do;
- they know how well they are doing;
- they are not worried about failing;
- time passes very quickly;
- they lose the ordinary self-conscious gnawing worry that characterizes daily life.



What enjoyment involves

a) four concepts of pleasure

1. 'flow experience'
2. cessation of anxiety
3. satisfaction
4. security of belonging

Lumby, J. (2009) Enjoyment and learning: policy and secondary school learners' experience in England. *British Educational Research Journal*



What enjoyment involves

b) temporal nature

1. in the moment

2. in retrospect

What enjoyment involves

b) temporal nature

1. in the moment

‘state’ emotions: experienced in the present,
current enjoyment of a specific activity or lesson

2. in retrospect

‘trait’ emotions: built over time, referring
retrospectively to cumulative experience

A horizontal graphic consisting of several parallel diagonal bars in a rainbow color sequence: red, orange, yellow, green, blue, purple, and pink.

Quotes from 12-14 year olds reflecting on peer assessment of their written work.

I think it was interesting, fun because it is good to see and compare our work with other colleagues to see where and what mistakes they make, and where we make mistakes, in order to understand the difficulties we have.

It was fun when I discovered that the marks that I gave my partner's text were the same as those that Diana gave.

I enjoyed it a lot and I hope we can do this again.



Make one sentence from 1 – 4, using non-defining relative clauses.

1. My arm is better now. I hurt it last week.

My arm, which I *hurt last week*, is *better now*.

2. My aunt works in the hospital. She's a doctor.

My aunt, who is

3. The lake was very cold. I went there for a swim.

The lake, where

4. Ricky is my best friend. His sister is a nurse.

Ricky, whose



Describing people you work with

accessible dictatorial inflexible moody
ambitious direct insensitive reliable
conscientious even-handed

You

Diana



DISCOVERY-BASED LEARNING



DISCOVERY-BASED LEARNING

SCAFFOLDED LEARNING



ENGAGING

DISCOVERY-BASED LEARNING

SCAFFOLDED LEARNING



EXPERIENTIAL

DISCOVERY-BASED LEARNING

SCAFFOLDED LEARNING

SATISFYING



EXPERIENTIAL
ENGAGING

DISCOVERY-BASED LEARNING

SCAFFOLDED LEARNING

SATISFYING



EXPERIENTIAL
ENGAGING

BONDING WITH OTHERS
DISCOVERY-BASED LEARNING

SCAFFOLDED LEARNING

SATISFYING



EXPERIENTIAL
ENGAGING

BONDING WITH OTHERS
DISCOVERY-BASED LEARNING

SCAFFOLDED LEARNING
UNTHREATENING
SATISFYING



EXPERIENTIAL ENGAGING

BONDING WITH OTHERS

DISCOVERY-BASED LEARNING

INTRINSIC MOTIVATION

SCAFFOLDED LEARNING

UNTHREATENING

SATISFYING



EXPERIENTIAL
ENGAGING
JUDICIOUS PRAISE
BONDING WITH OTHERS
DISCOVERY-BASED LEARNING
INTRINSIC MOTIVATION
SCAFFOLDED LEARNING
UNTHREATENING
SATISFYING



EXPERIENTIAL

ENGAGING

JUDICIOUS PRAISE

BONDING WITH OTHERS

DISCOVERY-BASED LEARNING

INTRINSIC MOTIVATION

SCAFFOLDED LEARNING

UNTHREATENING

SATISFYING





REASONABLE CHALLENGE



CONFIDENCE-BUILDING

REASONABLE CHALLENGE



CONFIDENCE-BUILDING

REASONABLE CHALLENGE

STATE EMOTIONS



CONFIDENCE-BUILDING

REASONABLE CHALLENGE

POSITIVE AFFECT

STATE EMOTIONS



CONFIDENCE-BUILDING

PHYSICAL MOVEMENT

REASONABLE CHALLENGE

POSITIVE AFFECT

STATE EMOTIONS



CONFIDENCE-BUILDING

CREATIVE

PHYSICAL MOVEMENT

REASONABLE CHALLENGE

POSITIVE AFFECT

STATE EMOTIONS



CONFIDENCE-BUILDING

CREATIVE

PHYSICAL MOVEMENT

REASONABLE CHALLENGE

PRINCIPLED

POSITIVE AFFECT

STATE EMOTIONS



CONFIDENCE-BUILDING

CREATIVE

PHYSICAL MOVEMENT

TRAIT EMOTIONS

REASONABLE CHALLENGE

PRINCIPLED

POSITIVE AFFECT

STATE EMOTIONS



CONFIDENCE-BUILDING

CREATIVE

PHYSICAL MOVEMENT

TRAIT EMOTIONS

REASONABLE CHALLENGE

PRINCIPLED

POSITIVE AFFECT

VALUING OTHERS

STATE EMOTIONS



CONFIDENCE-BUILDING

CREATIVE

PHYSICAL MOVEMENT

TRAIT EMOTIONS


REASONABLE CHALLENGE

PRINCIPLED

POSITIVE AFFECT

VALUING OTHERS

STATE EMOTIONS

- 
- a) I like to start my lessons with a fun warmer;
 - b) I like using a 'bomb' timer or 'random points generator' when we're playing games in class;
 - c) Anyone got something fun I can do with my teens class?
 - d) It was a good lesson; the students had a lot of fun today;
 - e) I see myself as a fun teacher;
 - f) If you're good, we'll play a game at the end of the lesson;
 - g) That's the 3rd time Sam's done 'backs to the board' in as many lessons.



Thank you!

dos@ihtorresvedras.com

www.ihtorresvedras.com

www.facebook.com/ihtorresvedras

