

Happy individuals make happy pairs which create happy groups.

“The best moments in our lives are not the passive, receptive, relaxing times...

The best moments usually occur if a person’s body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile.”

Mihaly Csikszentmihalyi

Happy Individuals

- a) adjust the pace to their individual skills and abilities
- b) use flashcards
 - make your students make them whenever they have nothing to do
 - collect them in a box/basket for future use
 - use puppets or ‘handies’ as characters that students can ask about vocab
 - children pick flashcards at random and give the word, award an extra point for using the word in a sentence or the song from the lesson
 - students sit in a circle; make them pass the flashcard basket/box around and play the song for the lesson. Whenever you stop the music, the student who’s got the basket in their hands picks a card and gives the meaning
 - show a flashcard and pick students at random to repeat the word
 - students sit in a circle; pick some (two, three, four) flashcards and keep walking behind them with Digi or Techna in your hands repeating the sequence of words. At a point, place the dragon behind a student and ask them to repeat the sequence or a part of it
- c) personalise dictionaries
- d) make the stories kinesthetic
 - students are assigned to a word from the story and whenever they hear it they put their hands up/ stand up/ run around their chairs
- e) let children be children – let them draw, solve puzzles and sing

2. Happy Pairs

a) pairing techniques

- '**cat in the bag**': there are pairs of objects in a bag, students pick the objects at random and work with the person who has the same object
- '**sweet pairs**': the teacher brings sweets of different colours (e.g. M&Ms) and the students pick one and get paired with a person who's got the same colour
- '**buttons and beads**': see above but this time the teacher brings pairs of buttons or beads
- '**find me other half**': the teacher cuts pictures to do with the lesson into halves (into threes/ fours), students pick and find the other half/ people to complete the picture

b) high fives

- students are divided into pairs. Each person in a pair is assigned a name of a word to be revised/ practiced. They face each other with their hands in front of them so that they're ready to give high fives. When the teacher says the word/ shows a flashcard with the word, the student 'whose' word it is tries to give a high five whilst the other tries to avoid that
- the instructions as above but the students are assigned to categories rather than words e.g. *family* and *colours*. When the teacher calls out/ shows a word from one student's category they have to give a high five and the other has to avoid it.

c) moody dialogues

- write different emoticons (☺, ☹, ;-), :-/) on the board and ask your students to perform the dialogues accordingly
- write different emoticons (☺, ☹, ;-), :-/) on the board and ask your students to perform them in a way they choose and their partner has to guess what the mood they have chosen
- students murmur rather than read the dialogue

d) write on my back

- students spell the words the teacher shows them on their partner's back and they have to write the word on a piece of paper
- see above but many students stand one after the other creating a kind of 'Chinese whisper' but with the sense of touch (not pairs really, so it's time to move on ☺)

3. Happy Groups

- a) follow the leader
 - one student is chosen to lead a group of students. The leader faces the teacher and the other students don't see him/ her. The teacher uses gestures/ flashcards and the leader shows the group the words/ command that they are supposed to write down/ draw/ follow.
- b) come to me
 - the students are divided into groups and each group is given flashcards from one category when the teacher calls out the name of the category all the students are to run to the teacher as fast as possible
- c) let's spell it!
 - students create letters the teacher spells with their bodies
 - students are given flashcards with letters and when a teacher calls out/ spells a word the students have to form the word by holding in their hands ONE card and standing next to each other
- d) collective colouring
 - the teacher tells a story connected with a black and white picture and the students colour the picture as they listen to the story but they are told to use only one colour. When they've finished colouring 'their' elements they pass the picture on.

FURTHER READING

Csikszentmihalyi, Mihaly (1990). *Flow: The Psychology of Optimal Experience*. New York, NY: Harper and Row.

Csikszentmihalyi, Mihaly (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. New York, NY: Harper Perennial.