

# HUMOR

# ME!

the smallest distance



THE ONLINE RESEARCH



# THE „HUMOR ME!” RESEARCH

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## *Quick report about the online questionnaire*

The main idea behind the development of the “Humor Me!” questionnaire was to **reach out to the community of youth workers, trainers and educators**, especially those active on an international level, in order to check what is their personal relationship with humor, how they use it and where do they stand in relation to humor in their work field. The final aim was to combine the answers to the questionnaire together with the data and resources collected during the desk research, **to get a wider picture of how the topic is perceived in the Non-Formal educational field** and find common ground on which to build the next steps of our work.

The questionnaire was officially launched on the 7th of April 2017, and 116 people (61% of those being youth workers and/or trainers active within the Erasmus+ programme) contributed to it from 16 different countries.

Thanks to the results we were able to dig deeper into which kinds of humor people seem to feel more comfortable with and attracted to, both in their personal and professional life, but it also shed light on some interesting aspects which we didn't consider before. A vast majority (86%) claims to love humor in its daily life, but **only 18% of the people consider themselves good at making humor**, while the percentage raises up to **57% when it comes to how good they consider themselves at understanding humor**. Somehow it seems that most people really enjoy humor and humorous situations if they are living them more from an audience position, rather than being under the spotlight themselves. Another data which emerged was that 55% of people claimed to consciously include much (31%) or very much (24%) humorous elements in their plans while preparing a training activity.

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The idea that **humor can be perceived not only as something funny and unexpected which happens spontaneously but that it can be controlled and even somehow planned** turned out to be an interesting input for reflection for us, especially in regards of the further exploration of the possibility of identifying humor as a competence.

About this matter, two other questions gave us some food for thoughts: **93% of people expressed how they would very much (66%) or much (27%) like to improve their humor competence as a trainer, while 87% claimed that they believe that humor could be trained as a competence.** They also expressed which, in their opinion, were the areas they would need to improve/be more trained on to include more humor in their work (such as “using humor to deal with complicated situations - 80%”, “reacting fast - 65%”, “improvising - 63%”, “delivering information in a funnier way - 59%”, etc.).

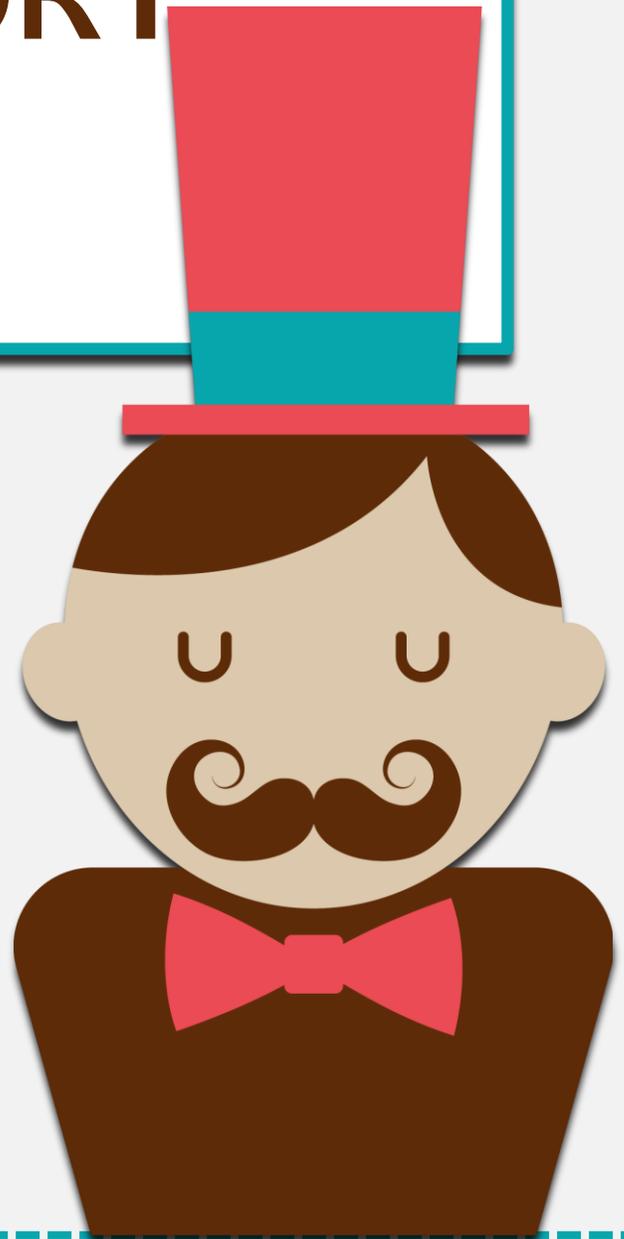
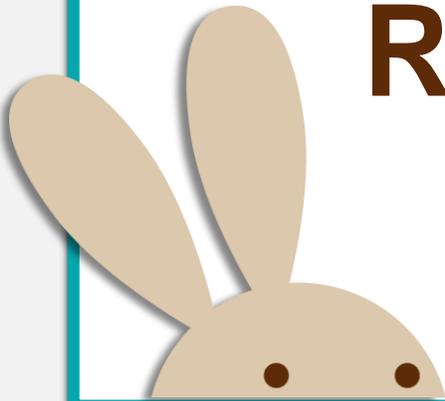
The questionnaire allowed us to collect stories, establish contacts and get new insights and points of view. Thanks to it we started to think more of humor as a complex competence, with so many more elements and nuances besides the simple fact of just "being funny".

We published the results as annex to the Humor Me! – The Projectbook and we decided to publish it also separately in form of this quick report.

The quick report consists of the questions, and the answers of the online research.

A.II

# THE QUICK REPORT



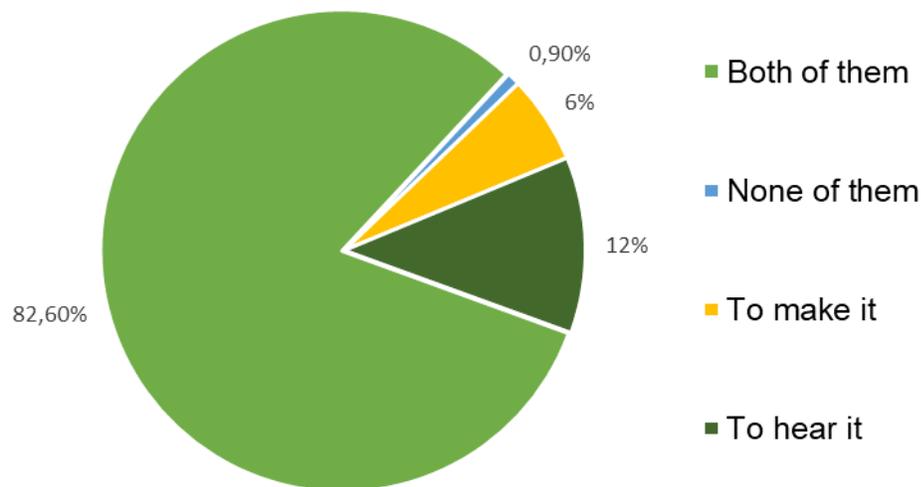
## I. DAILY LIFE

### 1. Do you like humor in daily life?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very much

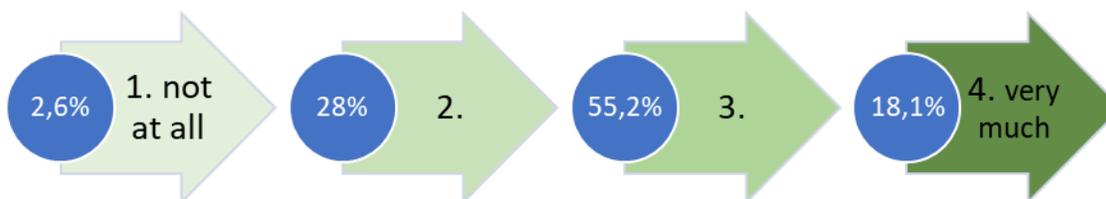


### 2. Do you prefer to make humor, or to hear it?



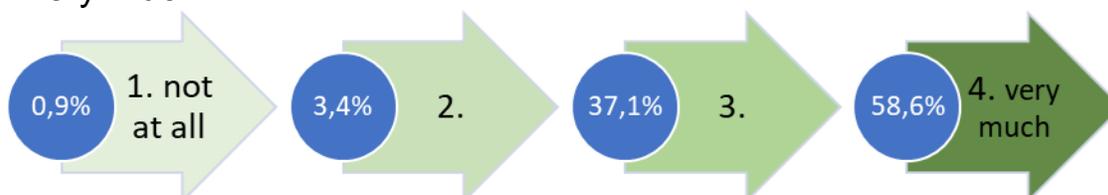
### 3. How good do you consider yourself in making humor?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very much.



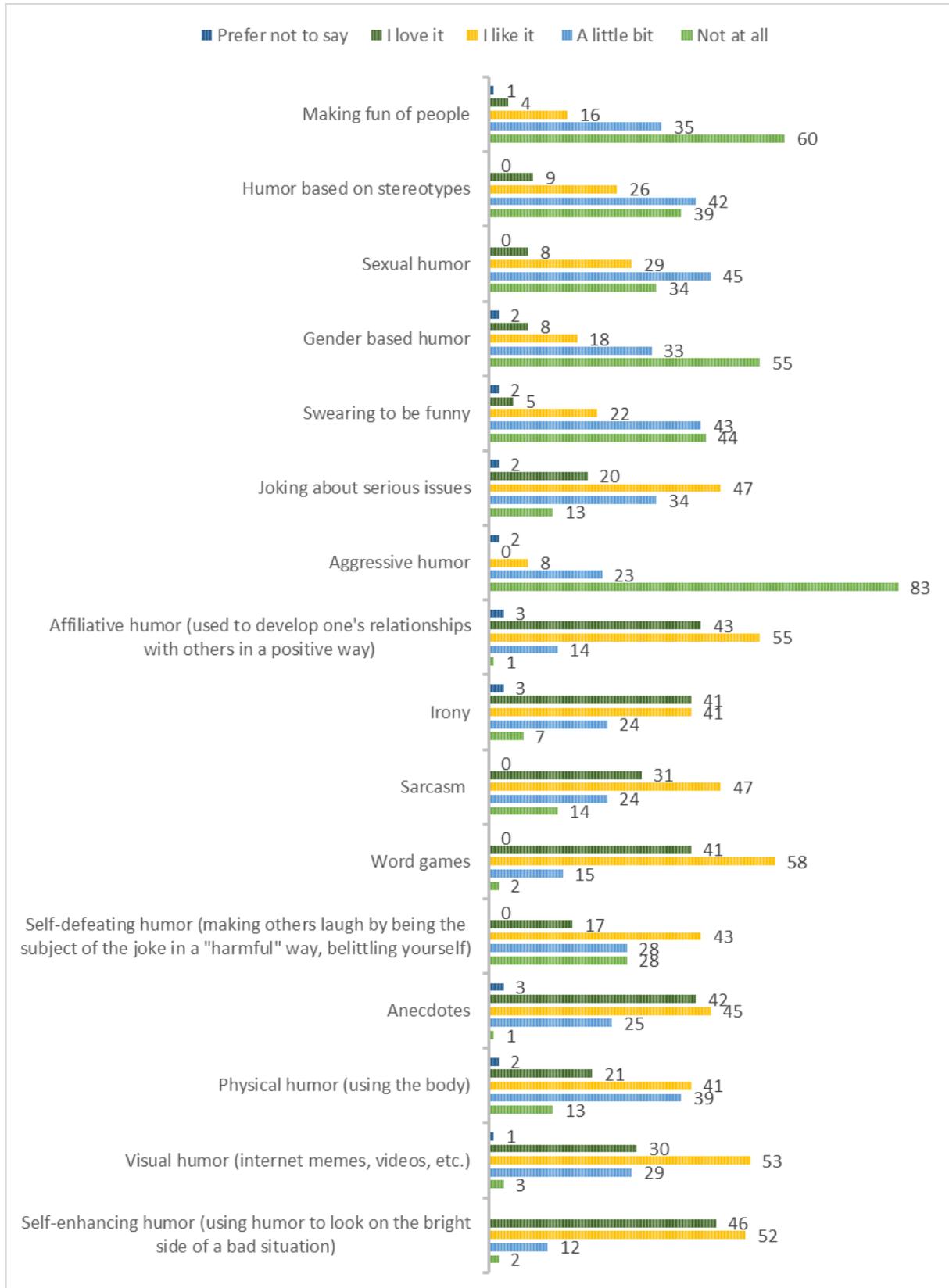
### 4. How good do you consider yourself in understanding humor?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very much



## 5. What kind of humor do you like in your everyday life?

The data's show the number of people who choose the given answers from total number of respondents: 116.



6. To which extend do you use humor in the following situations?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very often. The data's show the number of people who choose the given answers from total number of respondents: 116.

**You feel stressed**



**You need to make a difficult decision**



**Conflict with a stranger**



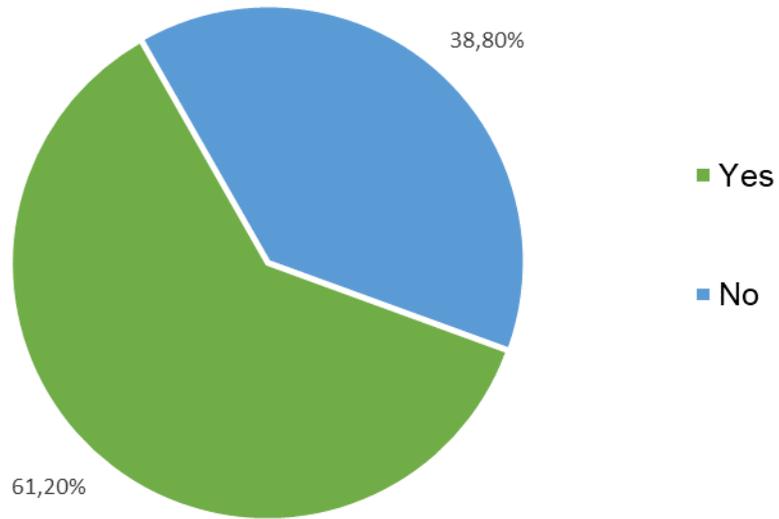
**Conflict with somebody you love**



**You feel scared**



7. Are you a trainer or a youth worker within the Erasmus+ field?



## II. TRAINING EXPERIENCE

### 1. How comfortable do you feel in making jokes in an intercultural training context?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very often. The data's show the number of people who choose the given answers from total number of respondents: 116.

#### As a trainer

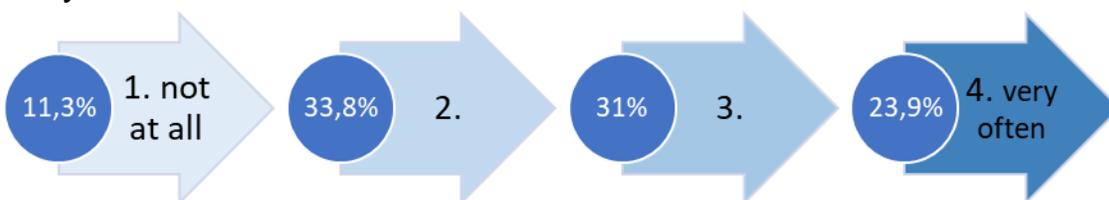


#### As a participant



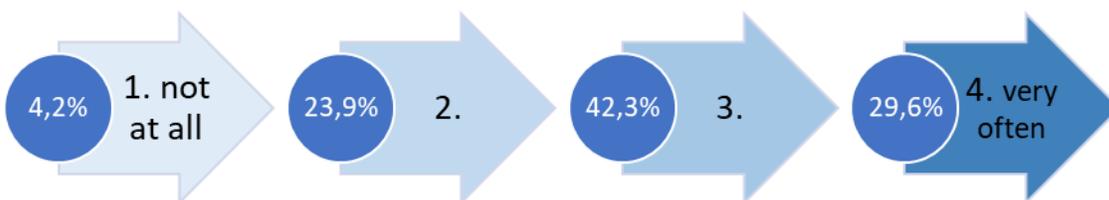
### 2. When preparing a training, do you consciously include humorous elements in your plan?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very often.



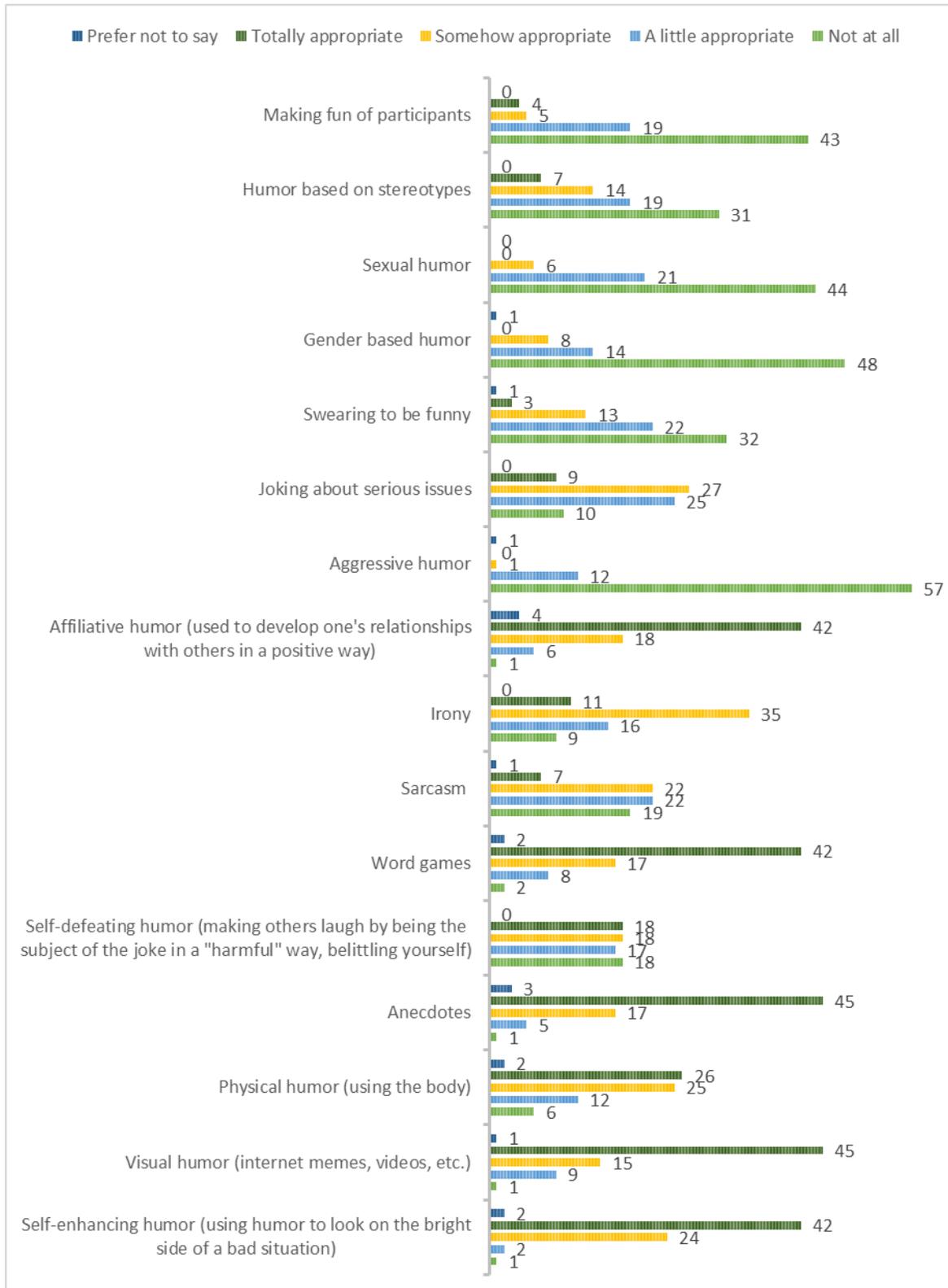
### 3. How much do you actually use it?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very often.



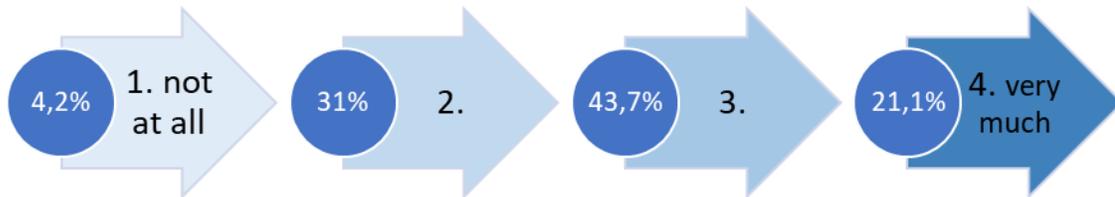
#### 4. In your opinion, what kind of humor is appropriate in an intercultural training context?

The data's show the number of people who choose the given answers from total number of respondents: 71.

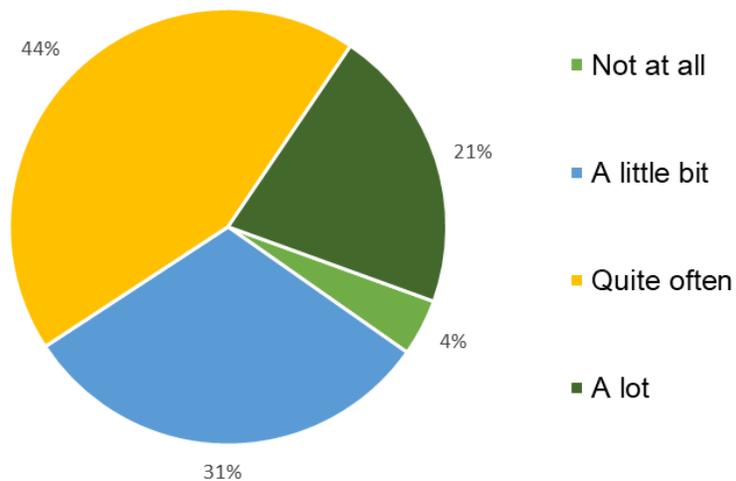


**5. How comfortable do you feel in using humor in conflict situations?**

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very much.

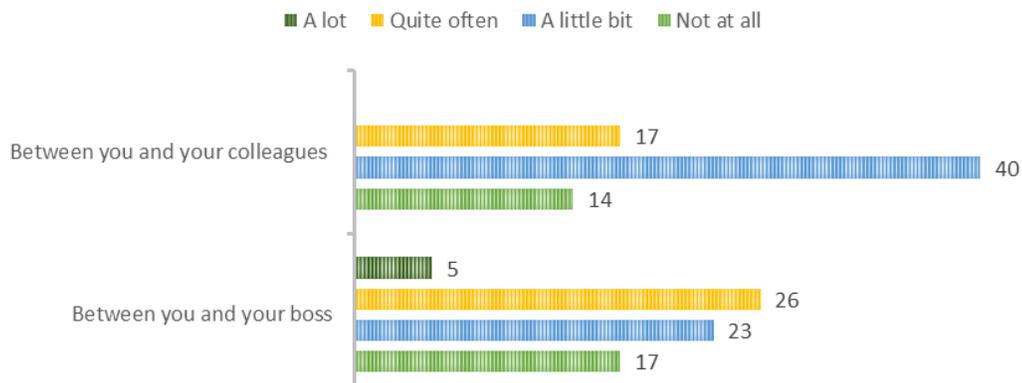


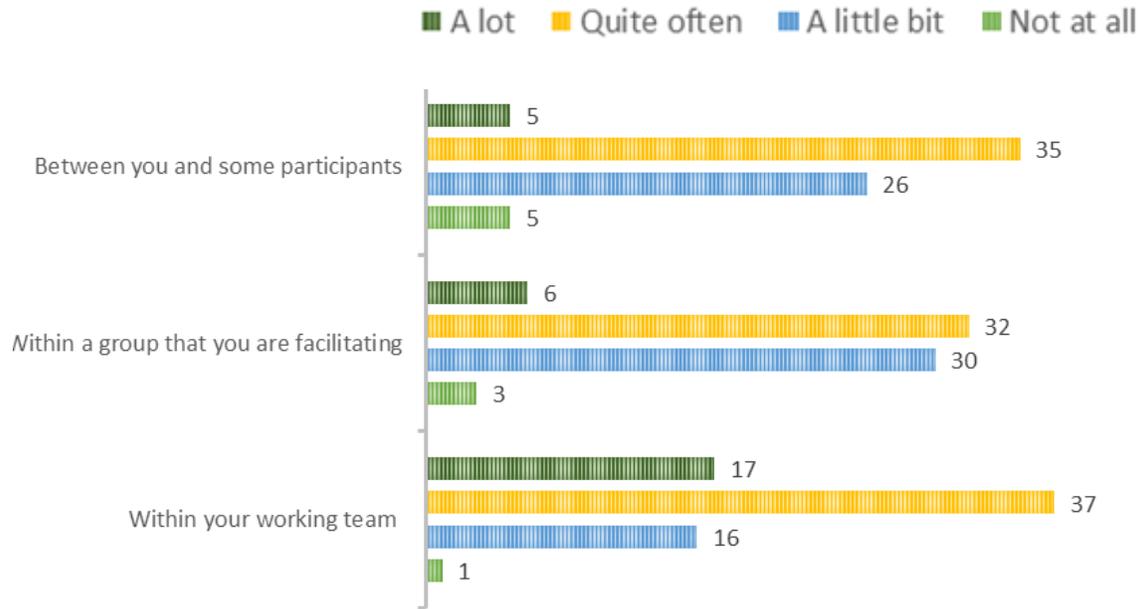
**6. To which extend do you use humor in the following conflict situations?**



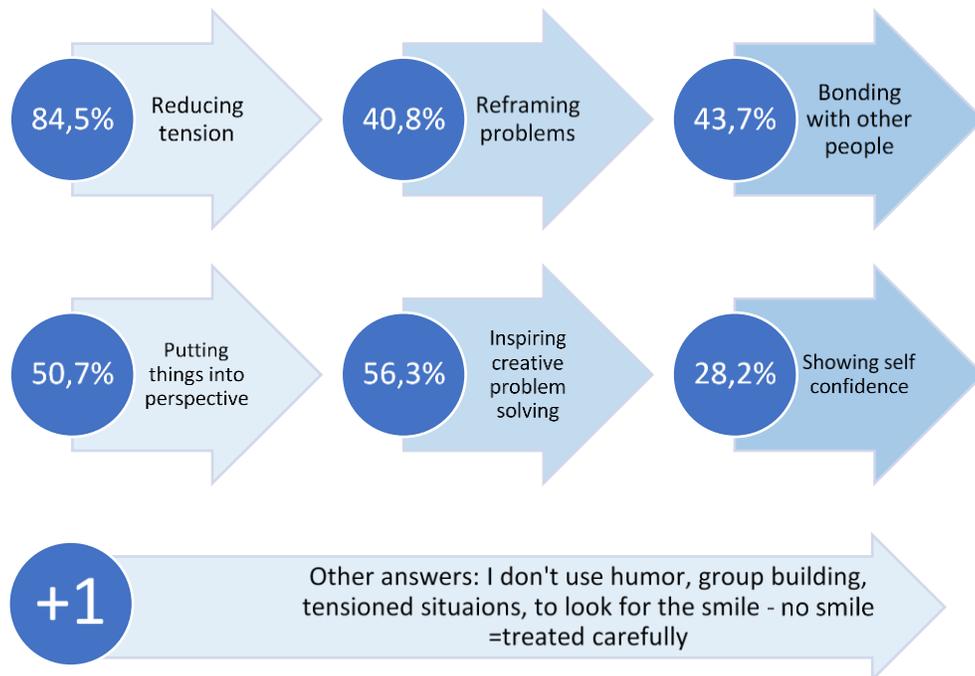
**7. To which extend do you use humor in the following conflict situations?**

The data's show the number of people who choose the given answers from total number of respondents: 116.

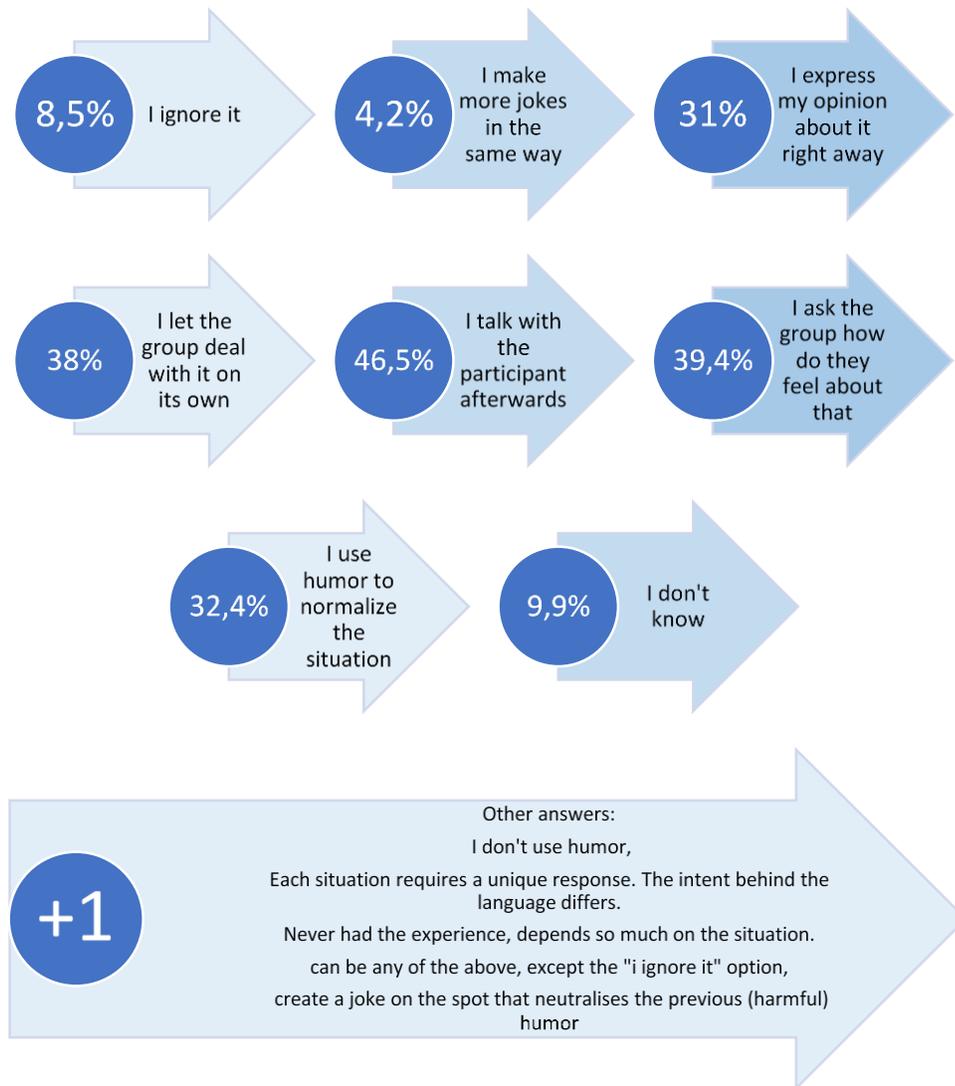




## 8. In conflict management, what do you use humor for?



**9. How would you deal with humor coming from participants that is racist/homophobic/aggressive/etc.?**

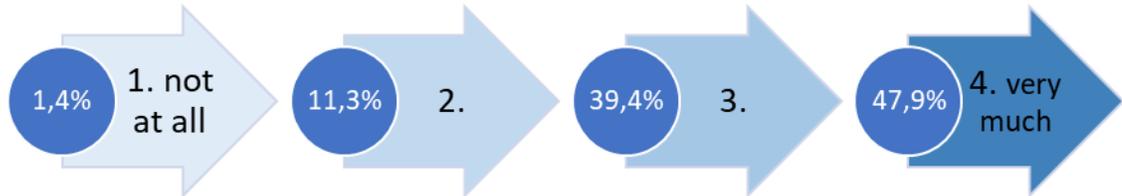


**10. Would you like to improve your humor competences as a trainer?**  
Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very much.

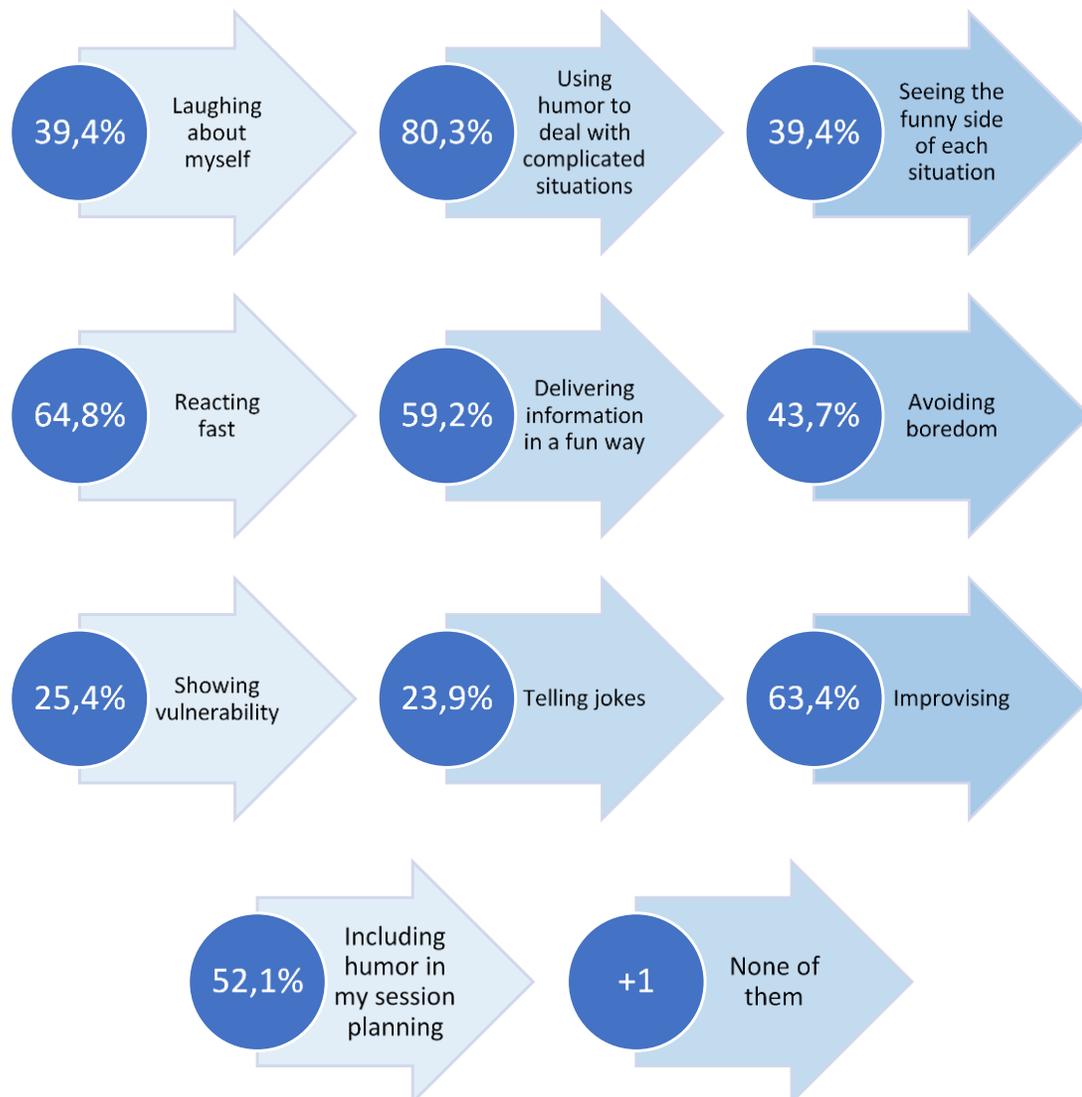


**10. Do you believe that sense of humor can be trained as a competence?**

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very much.

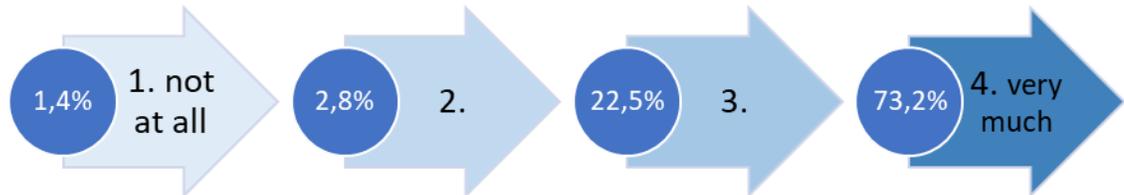


**11. Which competences would you like to develop to include more humor in your training activities?**



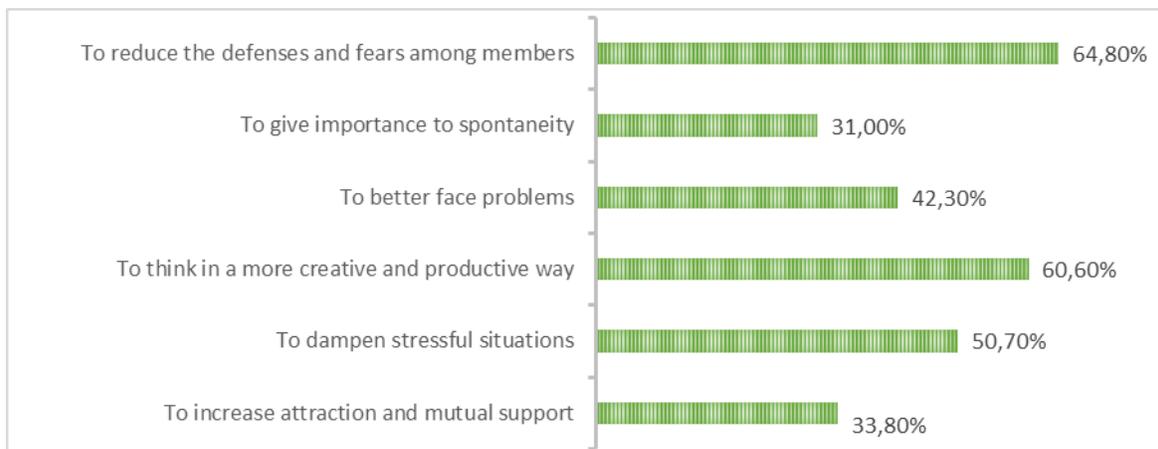
### 11. How much do you value humor as an important element for team work?

Answers are placed on a scale of 1-4, where 1 is not at all and 4 is very much.

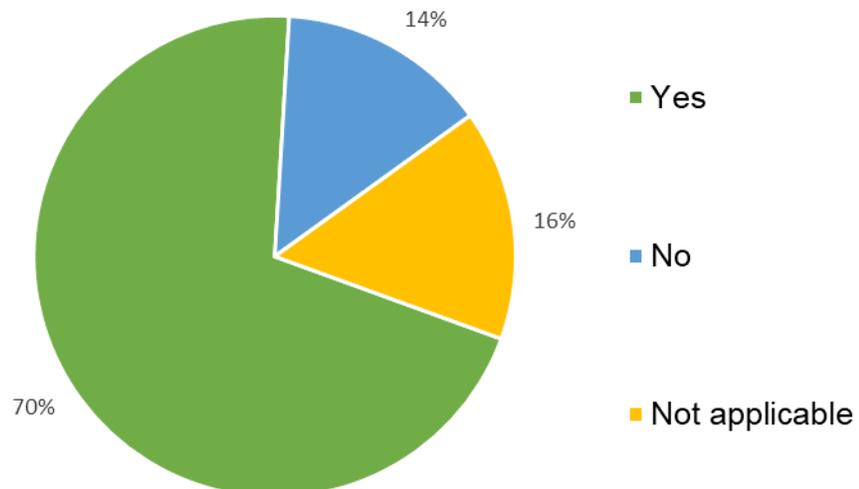


### 12. What humor can be more useful for, in a team work?

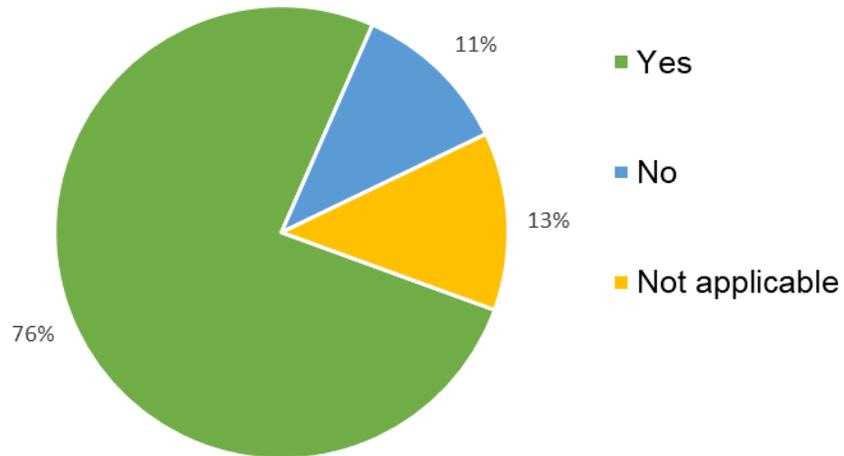
The data's show the percentage (%) of people who choose the given answers from total number of respondents: 71.



### 13. Are you satisfied with the humor in your work team?



## 15. Would you like to increase humor in your work team?



## Last but not least, beauty and the beast

### Please, tell us a story!

We asked the respondents to share a story with us connected with humor and learning. We publish some of the stories without any change.

### ” Olga Kyriakidou:

My colleague Buzz Burry introduced me a tool of giving feedback each morning to participants based on the practicalities announcements and the previous feedback that we are receiving from participants. Every morning we have "Morning News". With a humorous way two reports-journalist they are presenting the programme of the day. Creating funny stories of the feedback ie. Feedback: food was not enough -News: Participants taking part in a Training Course are starving. Hosting Organisation is now raising donations from locals to support the participants.

You can have external reporters, you can dress up, wear wings, having microphones etc to make it even more creative. In that way you start your day with smiles and with creativity.

For more information or examples do not hesitate to contact me.

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”” **Maia:** Well, a few year ago, back when I was teacher I remember telling my students something like: "If I do something nice for you, you should do something nice for someone else. If I do something not that nice, it's not me, it's my evil twin sister. Just ignore her and keep on doing nice stuff."

”” **Patricia Eguia** In Spain we have a joke when somebody says or ask something and nobody answers we say you can hear the crickets (usually they come out in the night when it´s silence and quiet). So I had this situation in a training, I had an app in my phone with sounds of crickets, so I put it to hear the crickets. Instead of that came the sound of what sound like a vomiting frog and nobody got the point and though I was crazy...I started to laugh and was not able to explain it ...it took a while. Then I explained it, everybody understood and we used this as a running gag during the seminar. I think it broke the ice, and got a nice, relaxed and accepting atmosphere for the seminar, where spontaneity, failure and humor were allowed.

”” **Tomás Mora** I had a story prepared about a sea monster that haunts the inhabitants of one island we were visiting, after describing it I said I had a picture of it, in that moment I took it from my folder and I showed to people directly without checking it. The face of the youngsters were between "I don't understand" till laughing a lot, so I started to worry that the pictured monster wasn't scary enough for them... I turned the picture to me and I saw Donald's trump face very angry pointing with a finger. I immediately said sorry and took the good picture of the monster out of the folder. Of course, it was prepared ;) And they didn't know me neither... Yet.

## Anonymous stories:

” When I explain very boring or theoretical content, I ensure that participants have understood and not missed information by preparing for them a "Who want to be a millionaire?" show by asking them about real concepts explained mixed with other funny answers. I also play the role of speaker and put music as in a tv show. In some questions, I cheat them with funny word games.

At the end of a session, subject: motivation.

” I stuck, with duct tape, a candy, on the bottom seat. I said it had a sweet surprise, but they have to look somewhere very close to them. They found it.

The conclusion was: sometimes if you want to achieve something in life, you have to lift your bottom of the chair!

They laughed!

This is o little game, it is not invented by me, you can publish, but not with my name.

” I use a joke as an ice breaker in training or team building programs. And one time I was delivering for a management team and started with it. I was certain of failure because of their seniority both in work and in life and still said what the heck!? I went on and asked them: "Do you know how much a polar bear weights?" Of course they started saying numbers, one even said: "It depends on whether it is a male or female, age and so on..". And when he heard the answer: "Just enough to break the ice between us", he figured out it was a joke and they all laughed. It worked. And humor works like that.

Title: When boldness answers to the question: What grades are you expecting?

” I remember there was a time when Elias, my now 17-year-old nephew, was at the second grade (7 years old). His teacher was Ms. Dina: a primary education teacher active for many years in our small village in the north of Greece. Ms. Dina apart from being a very well-liked teacher among pupils and parents, also happens to be the mother of my best childhood friend Ermioni.



When the 1st quarter of the school year was ending, Ms. Dina asked all the children in her classroom to self-evaluate their performance and to comment on what kind of grade (from 1 to 10) they were expecting based on their opinion. All the pupils were modest, considering their effort and performance, reflecting about this first quarter and they were between:

- "Yes, mathematics is not my favorite course, I am better at literature, a 9, an 8",

- "I don't know, whatever you consider best Ms. Dina",

- "Sports 10 and the rest I don't know", etc.

When Elias' turn was up Ms. Dina said:

- "What about you Elias? What grades do you expect?"

What was about to come, was of course not something that Ms. Dina would expect.

- "I expect 10 to all the courses!!!"

Elias is a street-smart kid, but -speaking honestly- not the most attentive student you would find. Studying actually bores him and he is more of the funny guy, very likeable to his teachers and classmates mostly because of his humor and good heart and not because of his studying efforts.

- "Really Elias? 10 to all the courses you are expecting? Can you explain to me how come?", Ms. Dina asked in awe. After all, she knew him very well since the first grade.

- "I thought that it wasn't necessary for me to enter into that kind of explanations in front of the whole class", Elias said in a very confident and diplomatic way.

"But I will do it anyway", he added.

"It's very simple, isn't my aunt Giota the best friend of your daughter Ermioni?"

- "Yes, she is!", answered Ms. Dina.

- "Well, this is where "10 to all courses" comes from Ms. Dina!!!"

He waited a bit..

"Connections Ms. Dina! Connections!", he added.

Both Ms. Dina and the whole class busted into laughing and Elias got his "10 to all courses" for that first quarter. He didn't manage to keep "10 to all courses" for long though, however he was in Ms. Dina's class till the end of primary school. He still keeps his boldness and great sense of humor and he is nowadays focused on adding to it sparkles of teenage-mood-swings-awesomeness.



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