

Joke of the day - Humour

EXPLANATION:

The simple routine of sharing a joke instantly brings humour into the classroom. Every student is assigned the task to present a joke to the class. Different types and styles of jokes can be explored and the funnier the better!

YEAR LEVELS: Years 4–6

STUDENT GROUPING: Sharing of the joke can be in morning session or any other time the whole class is together

ACTIVITY LENGTH: 10 mins during morning session

LINK TO CURRICULUM:

English: Sequence of content F–6

Strand Language:

- Purpose audience and structures of different types of texts - How texts serve different purposes and how the structures of types of texts vary according to the text purpose.

Strand Literature:

- How texts reflect the context of culture and situation in which they are created.

See also Personal and social capability learning continuum sub elements

- Appreciate diverse perspectives
- Communicate effectively
- Express emotions appropriately.

SCOPE OF TASK:

Humour is a major part of childhood development. The types of jokes a child tells or laughs at can tell you where they are developmentally (i.e. toilet humour versus play on words). Learning about humour — what is appropriate and not is an important skill, especially for social interactions.

What is a joke? A joke is a brief story or thought that has a setup and a punchline that triggers a physiological response — laughter! Jokes present a humorous take on an observation or subject. Jokes are a form of entertainment. They are typically spoken and intended to entertain.

1. Begin a conversation about jokes. Activate students' prior knowledge and experiences with jokes. Questions could include:

- What is a joke?
- Are there different types of jokes?
- Why do people tell jokes?
- When are jokes appropriate or not appropriate?
- What is important about jokes?

Highlight why humour is important:

- It is good to laugh
- Laughing is healthy
- Laughing and smiling shows connections with others
- Laughing relaxes people
- Laughing is fun.



2. Explore with students what types of jokes do not make people feel good and therefore are not healthy for their confidence or self-esteem.

- Jokes that mock others
- Self-defeating humour, in which an individual encourages jokes that have themselves as the target
- Inappropriate jokes that make fun of other cultures or people with differences
- Gross jokes.

3. Ask students if they have any jokes that they can share with the class (this will help gauge both students experience and developmental level)

4. Share with students the task:

- Show and Tell has been replaced with 'Joke of the Day' for the next week.
- Every student will be assigned a day that they will present a joke to the rest of the class.

5. Set the boundaries and task criteria. This could include:

- Style of joke (riddle, Knock Knock etc.)
- The joke has to be something that the class will find funny
- No mean-spirited jokes.

6. Each student will have to research the joke — use the internet or joke books from the library. As this is a homework task they can ask their parents or caregivers for assistance.

7. After each student presents their Joke of the Day, the class can be asked about the joke:

- Why was it funny?
- Was it the words or how it was delivered?
- Did props help to make the joke funny?
- Why wasn't it funny?

8. At the end of the week the class can vote for the funniest joke — but they have to say why it was funny — why it made them laugh and how it made them feel! Reflect on the experience:
- What was good about joke time?
 - Why did everyone enjoy laughing?
 - How did they feel when they laughed?
 - Why is humour an important part of our days?
 - What did the students like about 'Joke of the Day'?

RESOURCES:

- Joke books
- Note to parents explaining the Show and Tell task.

What did one pencil say to the other pencil?.....

You're looking sharp!

Teacher: Didn't you hear me call you?

Student: But you said not to answer you back!

What is small, furry and bright purple...

A koala holding its breath