

# Caption comedy: Make them laugh

## - Humour

### EXPLANATION:

Humour can be used to enhance classroom happiness and develop a sense of community. Writing funny captions for photos requires clever and witty thought and can bring laughter to a classroom when these creations are shared.

**YEAR LEVELS:** Years 7–10

**STUDENT GROUPING:** Whole group conversation and work in pairs

**ACTIVITY LENGTH:** 40–60 mins approx.

### LINK TO CURRICULUM:

**Health and Physical Education: Sequence of content F–10**

**Strand: Personal, social and community health — Understanding emotions**

- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity.
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.

**English: Sequence of content 7–10**

**Strand: Language**

- Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience

***See also Personal and Social Capability learning continuum sub elements:***

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

## SCOPE OF TASK:

Research investigating humour indicates that humour positively influences human connections. Non-aggressive, relevant, appropriate humour also is a helpful learning tool when creating a friendly classroom environment.

1. Ask the students about what 'funny' means to activate their prior knowledge.

Questions could include:

- What is humour and being 'funny'?
- Does it mean different things to different people?
- What do you find funny?
- Can you think of other words that describe 'funny'?
- Why is humour important?
- How does laughing make people feel?
- Are there different types of humour?

2. We see captions on photos and connected to titles that provides information about the photo. Often these captions used in social media are funny. Ask the students to investigate funny captions on the internet. Give them five (5) minutes to see what they find — can they share any examples of pictures and captions that they found funny?

3. Explain to the students that the purpose of this task is to try and make their friends laugh with writing the funniest caption for a photo or picture. Set some guidelines:

- What type of humour is appropriate for the classroom context?
- What types of captions are appropriate for the classroom context?
- Make a list of humour that may not be appropriate. Some examples might include: captions that mock others due to gender, culture, captions that contain inappropriate language or make fun of individuals.

4. Allow students to work in pairs and choose a photo for which they think they can write a funny caption. Remind students that captions are short texts that require proper conventions of grammar, usage, capitalisation, punctuation and spelling.

5. Some examples have been included but there might be others that you can use that relate to the specific classroom context. Print the photos and a speech bubble on to A4 paper and each pair can create their own caption.

6. Once students have made their caption reassemble as a group to share the captions.

As students share their captions ask questions:

- Was that funny?
- Why did you find it funny?
- Would everyone find that funny? Why/Why not?
- Can we vote for the funniest three captions?
- Will everyone agree?

7. Conclude the activity with asking the students to reflect on the importance of humour:

- Why is humour needed in life?
- Why is laughing important?
- How does laughing make you feel?
- Do we need to include humour in our classroom? Why?

RESOURCES:



