

Joke of the Day - Humor

EXPLANATION:

The simple routine of sharing a joke instantly brings humor 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!

GRADE LEVELS: 4–6

STUDENT GROUPING: Sharing of jokes with whole class

ACTIVITY LENGTH: 10 minutes, then ongoing during class Morning Meetings

CASEL CORE COMPETENCY: *RELATIONSHIP SKILLS*

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- You can learn more about the CASEL framework [here](#)

SCOPE OF TASK:

Humor is a major part of childhood development. The types of jokes a child tells or laughs at can help indicate where they are developmentally (i.e., “toilet humor” versus play-on-words humor). Learning about humor—what is appropriate and what is 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?
What are the types?
- Why do people tell jokes?
- When are jokes appropriate or not appropriate?
- What is important about jokes?



Highlight why humor is important:

- It is good to laugh.
- Laughing is healthy.
- Laughing and smiling connects us 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 humor, 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 their developmental levels.)

4. Share the task with the students:

- Next week’s classes will include a “Joke of the Day” time during the Morning Meeting (or another appropriate time in the daily schedule).
- 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. These could include:

- Style of joke (riddle, knock-knock joke, etc.)
- Joke should be something that the student thinks others will find funny
- Joke must be appropriate to tell at school
- No mean-spirited jokes

6. Each student will have to research the joke—use joke books from the library or search the Internet (following guidelines about appropriate Internet usage). As this is a homework task, students can ask their parents or guardians 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 that made the joke funny?
- What made this an appropriate joke to tell at school?

8. At the end of the week, the class can vote for the funniest joke; make sure students explain why the joke 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 humor an important part of our day?
- What did the students like about “Joke of the Day”?

RESOURCES:

- Joke books
- Note to parents/guardians explaining the “Joke of the Day” task

<p>What did one pencil say to the other pencil?</p> <p>You're looking sharp!</p>	<p>Teacher: Didn't you hear me call you?</p> <p>Student: But you said not to talk back to you!</p>	<p>What is small, furry, and bright purple?</p> <p>A koala holding its breath</p>
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