

# Sense of humour – 40 activities – 8 from each partner

Activities may be overlapping or have similarities as each partner created them separately in the workgroup formed inside their organisation.

## PARTNER 1

### 1. Three Funny Things

At the end of each day, write down the three funniest things you experienced. Describe how they made you feel.

### 2. Count Funny Things

Throughout the day, keep track of all the funny things that happen. Jot them down briefly and tally them up at the end of the day.

### 3. Blind Chain Poem

Each student writes a line in a poem. The only thing they can see is the last word in a line that a person before them wrote. Each student has to write the so that it rhymes with the last word of the previous line. Students will read the poems.

### 4. Collect Funny Memories

Recall and write down one of the funniest experiences from your past in as much detail as possible.

### 5. Resolve Stress with Humor

Think about a stressful experience and write about how it could have been resolved in a humorous way.

### 6. Opposite Answers

Give the opposite answer to yes/no questions. This unexpected twist can often be funny.

### 7. Anecdote contest

Pupils have an anecdote contest. In groups of 3-4 they need to create an anecdote that they will present to the class.

### 8. Fill a blank with adjectives (or other words)

The teacher has prepared a text removing all adjectives. Pupils start naming random adjectives in a queue without context. The teacher fills the gaps in the text with the adjectives named by the pupils. At the end the text is read aloud to the whole class.

## PARTNER 2

### 1. The Compliment Game

The teacher starts by explaining the meaning of "quality". Ask the children and young people to first share a quality they possess. If anyone has difficulty identifying a quality, encourage their peers to help them. Then, ask each participant to give a compliment to the person next to them. At the end, gather the group to share how it felt to receive a compliment, what emotions they experienced, and how it impacted their mood. The objective is to help build confidence and a sense of well-being through mutual compliments.

## **2. Tell a Funny Story**

The teacher invites each participant to share a joke or a funny story that has happened to them. The rules are that the jokes must be positive and age-appropriate. After each joke or story, the group can discuss why they found it funny, highlighting how humour can facilitate communication and create a relaxed, enjoyable atmosphere.

## **3. Absurd Stories**

In a group, one participant starts telling a normal story, and the next person must add absurd and funny elements into the narrative. The goal is to keep the story flowing and improvise, promoting creativity and the use of humour as a communication tool.

## **4. Comic Charades**

The teacher creates a game of charades where participants act out a funny situation, like "walking on ice" or "trying to catch a flying balloon." The group tries to guess the scene. In addition to being enjoyable, it helps participants explore non-verbal communication and creative interpretation. Besides being fun, this activity helps explore non-verbal communication and creative interpretation.

## **5. The Funniest Sound**

Each participant should make a funny sound (using their voice or objects), and the group must imitate the sound. In addition to generating laughter, this activity helps show how sound and auditory communication can be sources of humour as well as encourages pupils to use their voice in different ways.

## **6. Game of Misunderstandings**

In a group, seated in a circle, one participant whispers a simple story to the person next to them, who then repeats the story as they heard it to the next person. This continues until the last person, who shares the story aloud, which will likely have humorous mistakes. This illustrates how misunderstandings can create funny situations. In this activity, attentive listening and communication are essential, as each participant hears the story only once and must communicate it to the next person. The idea is to observe how the story changes with each retelling, leading to amusing differences from the original version.

## **7. The Contained Laughter Challenge**

Each person tries to make the other laugh using only facial expressions or funny gestures, while the opponent tries to maintain a serious demeanour. The goal is to explore non-verbal communication and the power of visual humour.

## **8. Absurd Objects**

Each participant chooses a common object (e.g., a pen) and needs to present 5 absurd or funny uses for that object. The group discusses the most comical uses.

## **PARTNER 3**

### **1. Improvisation games**

Participants engage in various improvisation exercises where they must respond to situations humorously and spontaneously. This develops creativity and spontaneity.

### **2. Analysing jokes**

Participants choose a joke or humorous video and analyze its various elements. Then they attempt to create their jokes using the same elements. The exercise helps understand the structure of humor and create their own.

### **3. Writing a humorous story**

Each participant writes a short humorous story or anecdote from their life and shares it with the group. This develops self-expression and creative writing.

### **4. Humour in sculpture**

Participants create a sculpture from clay or other materials that represents a funny situation or character. This creative therapy exercise helps express humour visually and enhances imagination.

### **5. Role-play for conflict resolution**

Participants role-play a scenario where a conflict is resolved using humour. This exercise teaches how to use humour to diffuse tension and improve relationships.

### **6. Everyday humour**

Participants observe their daily life situations and find humour in them. They then share their observations with the group, creating connections through shared laughter and humour.

### **7. Humour in conflict resolution**

Role-playing situations where humour can be used to defuse tension and resolve conflicts.

### **8. Observing humour in daily life**

Participants record humorous situations they encounter over a week, then share and reflect. This builds mindfulness of humour.

## **PARTNER 4**

### **1. Mindful Posing**

One easy way for pupils to dip their toes into mindfulness is through body poses. To get kids excited, we tell them that doing fun poses can help them feel strong, brave, and happy. We go somewhere quiet and familiar, a place they feel safe. Next, we tell them to try one of the following poses: 1. The Superman: this pose is practiced by standing with the feet just wider than the hips, fists clenched, and

arms reached out to the sky, stretching the body as tall as possible. 2. The Wonder Woman: this pose is struck by standing tall with legs wider than hip-width apart and hands or fists placed on the hips . Then we ask them how they feel after a few rounds of trying either one of these poses.

## 2. The Mindful Jar

This activity can teach children how strong emotions can take hold, and how to find peace when these strong emotions feel overwhelming. • First, we get a clear jar and fill it almost all the way with water. Next, we add a big spoonful of glitter glue or glue and dried glitter to the jar. The lid put back on the jar and shaken makes the glitter swirl. • Finally, we use the following script or take inspiration from it to form own mini-lesson: “Imagine that the glitter is like your thoughts when you’re stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That’s why it’s so easy to make silly decisions when you’re upset – because you’re not thinking clearly. Don’t worry this is normal and it happens in all of us . [Later we put the jar down in front of them.]

## 3. Spidey-Senses

While on the subject of superheroes, there is a “next step” to teach kids how to stay present. We instruct the pupils to turn-on their “Spidey senses,” or the super-focused senses of smell, sight, hearing, taste, and touch that Spiderman uses to keep tabs on the world around him. This encourages them to pause and focus their attention on the present, opening their awareness to the information their senses bring in.

## 4. Safari

The Safari exercise is a great way to help kids learn mindfulness. This activity turns an average, everyday walk into an exciting new adventure. The teacher tells the pupils that they will be going on a safari: their goal is to notice as many birds, bugs, creepy-crawlies, and any other animals as they can. Anything that walks, crawls, swims, or flies is of interest, and they need to focus all of their senses to find them, especially the little ones.

## 5. Mindful Music Listening

Pupils sit in a circle and play a piece of music: (it can be classical music to a pop tune.) Then the same piece of music is played again but we ask the children before, to listen extra carefully, and to pay attention to every part of the song. Next, we ask them to listen out for the loud sections, the quiet parts, the lyrics, and the different instruments playing. Once the track had finished, the teacher goes around the circle and invites each child to describe something they noticed on the second listen that they didn’t hear on the first. There can be also funny things that pupils notice and it helps to bring lightness and humour.

## 6. Minute of Laughter

Just start laughing and ask people to join you. After a while, nobody will be able to resist laughing.

## 7. Right Now I...

The teacher gives each pupil a worksheet with the following printed on it and asks them to complete the sentences: Right now I see... Right now I am touching... Right now I hear... Right now I smell... Right now I feel... This is a simple but effective way for kids to be more present in the moment, and aware of

their surroundings, sensations, and feelings. At one point the pupils run out of logical things and the answers can turn absurd creating a funny effect.

### 8. Repeat after me but...

In pairs, one says a sentence and the other says exactly the same words but between the words must say another small word like : and, or, again. This creates a funny effect.

## PARTNER 5

### 1. Cherish every chuckle

By making pupils aware of the value of laughter they begin a lifelong habit of humour appreciation. Pupils keep a running list of all humorous happenings in school and at home throughout the year. Then pupils work in groups to illustrate incidents and compile drawings for a class "Fun Album".

### 2. Create an unusual animal

In pairs, pupils combine body parts of animals. Both partners draw separately 2-3 body parts, then create one animal using all the parts they drew, give their creation a name, write its description, then present it in front of their classmates.

### 3. Pantomime smiles

The teacher gives each pupils a certain type of smile. In front of class, pupils mime the smiles (polite, grimace, grin, beam, giggle, amused, merry, gleeful, jolly, sarcastic). Their peers have to guess it.

### 4. Fun Chart

Pupils make a chart of what makes people in their family laugh, after interviewing them (words/people/objects/events) and then they make a little presentation to the class.

### 5. My best/funniest joke

The teacher shares personal humorous anecdotes and allows students to do the same. Each pupil finds a funny story or anecdote to present either verbally or as a pantomime.

### 6. When and why I laughed last month?

Pupils are asked to note down things that make them laugh. Then they are invited to share this with the class.

### 7. Funniest thing that ever happened to me

This is a writing task that enables pupils to look back and record a funny event. This reinforces pleasant memories, speaking & writing skills; gets them thinking in terms of what's funny.

### 8. Baby talk

Pupils remember cute, clever, funny things they/ their siblings might have said when they were little kids. Pupils interview parents, grandparents, neighbours, teachers. Then they are invited to act out some little incidents using the baby voice and vocabulary.