KINDNESS CURRICULUM

The ‘Y chart’ — Humour

EXPLANATION:

‘Y-Charts’ are a type of three-part chart, a graphic organiser. In this activity students use ‘Y Charts’ to explore what humour looks like, sounds like and feels like. It provides an opportunity for students to think in depth about their perception of humour, laughter and what makes them happy.

YEAR LEVELS: Years 7–10

STUDENT GROUPING: Whole class discussion and individual engagement in activity

ACTIVITY LENGTH: 45mins approx.

LINK TO CURRICULUM:

Personal and Social Capability learning continuum

Self-management element

- Express emotions appropriately: Consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices

Social management element

- Communicate effectively: Analyse enablers of and barriers to effective verbal, nonverbal and digital communication

SCOPE OF TASK

1. There are many benefits associated with humour and laughter that can be explored with the students prior to beginning the activity. Some of these include:
    - Humour is as authentic as the need to communicate
    - Laughter enhances the intake of oxygen-rich air which stimulates the heart, lungs and muscles
    - When people smile the body releases different hormones: dopamine, endorphins, and serotonin
    - Humour known to improve blood circulation and respiration
    - Psychological benefits of humour include reduction in anxiety, tension and stress
    - Laughter reduces physical tension throughout your body

2. Ask students what they think humour is? Questions to prompt conversation could include:
   - What is humour?
   - What do you laugh at?
   - What don't you find funny?
   - Can you describe what humour looks like to you? Is it different to someone else – why?
   - Can you describe what humour feels like to you? Is it different to someone else – why?
   - Can you describe what humour sounds like to you? Is it different to someone else – why?

   Discuss with students that people's perception of humour can be different. Humour can be different depending on age, gender, culture, religious and social experiences.

3. Show the students the 'Y Chart' and explain what the aim of the activity is:
   - A 'Y Chart' is an analytical tool used to explore and unpack a topic
   - A 'Y Chart' brainstorms 3 dimensions of a topic:
     - What Does It Look Like?
     - What Does It Feel Like?
     - What Does It Sound Like?

4. Provide each student with a 'Y Chart' (template attached below) and ask them to complete the sections considering their understanding, knowledge, experience and feelings of humour. Provide the students with approx. 15 mins to complete the 'Y Chart'. Students can sit in groups and discuss their thoughts and ideas of humour.

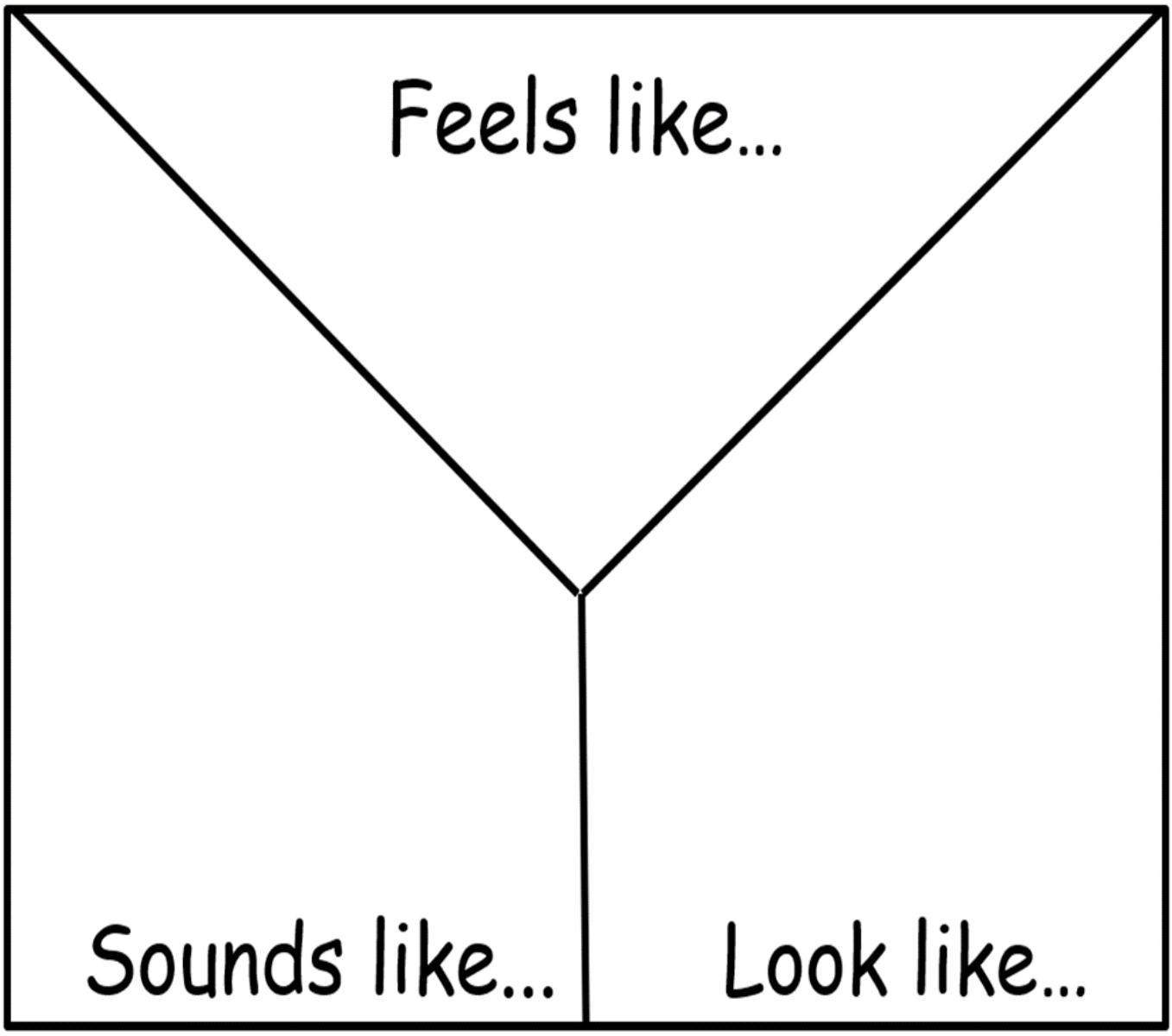
5. Once the students have completed the 'Y Charts' bring the class together to discuss. Reflective questions could include:
   - What did you think humour looks like? Do others think the same thing?
   - What did you think humour feels like? Do others think the same thing?
   - What did you think humour sounds like? Do others think the same thing?
   - Why do we have same or different perceptions of humour?
   - Why is humour and laughter important in our lives? What are its benefits?
   - How can we foster our own humour and engage in laughter more?

   Conclude the activity by reminding the participants about the importance of humour:

Humour is by far the most significant activity of the human brain.
~ Edward de Bono

RESOURCES

- 'Y Chart' template attached below



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