



## ACTIVITY: 'FUNNIER THAN I THOUGHT'

**TIME:** 10–15 minutes  
**SIZE:** Pairs  
**SPACE:** Room for pairs to sit opposite  
**RESOURCES:** Joke Sheets (pp. 75–76 or SenseAbility CD)

**The aim** is for students to monitor how amusement affects their mood.

**The result** should be practical understanding that pleasant events – laughing in particular – is a very important tool for reducing stress and improving moods.

1. Have students quickly write down their current mood. This might be a one-word description, or (better yet) rated on a scale of 1–10, where 1 is lousy and 10 fabulous.
2. Break the class into pairs, and have those pairs sit opposite one another.
3. Distribute the joke sheets to the students: give Joke Sheet 1 to one partner in each pair, Joke Sheet 2 to the other. Don't let students read each other's sheets!
4. Explain that the pairs are going to tell each other jokes from the sheets, alternating turns to tell and hear jokes.
5. After a few minutes, when the joke-telling is done, have students quickly rate their individual moods again.
6. Commence discussion.

## DISCUSSION SUGGESTIONS



- What did you, as teacher, note in the class as a whole?
- Did anyone note a change in your mood?
- What might have caused those changes?
- Discuss how giving amusement can be almost as pleasurable as receiving it, i.e. making someone else laugh is almost as gratifying as laughing yourself.
- Is laughter infectious? Are moods infectious? Why might that be?
- Why is putting in the effort to lift moods important in interpersonal relationships?
- How can you apply what you gained from this activity in your day-to-day life?
- Discuss the need to make time to de-stress and improve your own mood daily by listening to, reading, watching, or thinking about something funny or enjoyable.