

WHAT'S SO FUNNY? (LEVEL 3)

Description	Learners put together a comedy show for their friends and family. They explore different kinds of comedy to include in their performance and learn about different types of sentences to use in their jokes and riddles.
Leading question	How can we spread joy through laughter?
Subjects covered	English, Drama, Art and Design
Total time required	40-50 minutes a day for 4 days
Resources required	Paper, pen/ pencil, colour pens/ pencils, tape
Learning outcomes:	By the end of this project, learners will be able to: Knowledge-Based Outcomes: <ol style="list-style-type: none"> 1. Describe and use different types of humour. 2. Identify different types of sentences. 3. Observe the characteristics of language and literacy that make things funny. 4. Frames and asks basic questions. 21 st Century Skill Outcomes: <ol style="list-style-type: none"> 1. Critically think and determine what would people find funny. 2. Use creative thinking in their comedy segments and posters. 3. Collaborate with peers in putting together and performing their comedy segments. 4. Effectively communicate the jokes/ riddles in the comedy show.
Previous Learning	NA
Supervision required	Medium

Day 1 –

Today, you will explore what makes people laugh and think about different jokes and riddles to add to your comedy shows. You also will learn about types of sentences to understand how jokes and riddles are structured.

Time	Activity and Description
10 minutes	<p>Introduction</p> <p>Before we begin, let's think of the funniest thing you remember and laugh out loud! Do not suppress or reduce your laugh!</p> <p>Note: Ask some learners to share what they thought of.</p> <ul style="list-style-type: none"> - In this project, we will explore the leading question: How can we spread joy through laughter?

	<ul style="list-style-type: none"> - We will explore different things that make people laugh and use those ideas to put together a comedy show for our friends and family! - What emotions do you associate with laughter? (E.g. joy, happiness etc.) - When were the last 3 times you laughed out loud? (E.g. when my brother fell for a prank) - What are some ways to make someone laugh? (E.g. tell a joke, giggle etc.) - How would you define laughter (try observing people who are laughing)? (E.g. a rhythmic and audible noise that comes when people find things funny etc.) 				
5 minutes	<p>What are Jokes and Riddles?</p> <p>We will use all these ideas you have noted down to put together a comedy show to make our friends laugh! Let us explore two main tools to make people laugh - jokes and riddles!</p> <ul style="list-style-type: none"> - What is a joke? <ul style="list-style-type: none"> - A short funny story or set of sentences meant to make people laugh. Jokes usually have a punchline. A punchline is the final part of the joke that is usually clever and intended to make the audience laugh. - Can you share a joke that you know? What do you think makes it funny and makes people laugh? - What is a riddle? <ul style="list-style-type: none"> - A difficult question that you ask people for fun, which has a clever or amusing answer. - Can you share a joke that you know? What do you think makes it funny and makes people laugh? 				
15 minutes	<p>Declarative Sentences, Interrogative and Exclamatory Sentences</p> <p>We will explore jokes and riddles a little more by understanding what kind of sentences you use.</p> <p>Note: Write the following sentences on the board/ piece of paper:</p> <ol style="list-style-type: none"> 1. What is your name? 2. My name is Ramu. 3. You are the best! 4. Please stop talking. <p>What is the difference between these sentences?</p> <div data-bbox="954 1234 1458 1757" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">TYPES OF SENTENCES</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f8d7da; padding: 5px;"> <p style="text-align: center; margin: 0;">DECLARATIVE</p> <p style="font-size: small; margin: 0;">A declarative sentence makes a statement or expresses an opinion and ends with a period.</p> <p style="margin: 0;"><i>We have a dog. This book is interesting. This is my favorite movie.</i></p> </td> <td style="background-color: #fff3cd; padding: 5px;"> <p style="text-align: center; margin: 0;">INTERROGATIVE</p> <p style="font-size: small; margin: 0;">An interrogative sentence asks a question and ends with a question mark.</p> <p style="margin: 0;"><i>Where is the dog? What is the title of this book? Have you watched this movie?</i></p> </td> </tr> <tr> <td style="background-color: #d4edda; padding: 5px;"> <p style="text-align: center; margin: 0;">IMPERATIVE</p> <p style="font-size: small; margin: 0;">An imperative sentence gives a command or makes a request and ends with a period or an exclamation point.</p> <p style="margin: 0;"><i>Take the dog for a walk. Give me that book! Play the movie.</i></p> </td> <td style="background-color: #d4edda; padding: 5px;"> <p style="text-align: center; margin: 0;">EXCLAMATORY</p> <p style="font-size: small; margin: 0;">An exclamatory sentence expresses strong feeling and ends with an exclamation point.</p> <p style="margin: 0;"><i>This dog is huge! I can't find the book! I love this movie!</i></p> </td> </tr> </table> </div>	<p style="text-align: center; margin: 0;">DECLARATIVE</p> <p style="font-size: small; margin: 0;">A declarative sentence makes a statement or expresses an opinion and ends with a period.</p> <p style="margin: 0;"><i>We have a dog. This book is interesting. This is my favorite movie.</i></p>	<p style="text-align: center; margin: 0;">INTERROGATIVE</p> <p style="font-size: small; margin: 0;">An interrogative sentence asks a question and ends with a question mark.</p> <p style="margin: 0;"><i>Where is the dog? What is the title of this book? Have you watched this movie?</i></p>	<p style="text-align: center; margin: 0;">IMPERATIVE</p> <p style="font-size: small; margin: 0;">An imperative sentence gives a command or makes a request and ends with a period or an exclamation point.</p> <p style="margin: 0;"><i>Take the dog for a walk. Give me that book! Play the movie.</i></p>	<p style="text-align: center; margin: 0;">EXCLAMATORY</p> <p style="font-size: small; margin: 0;">An exclamatory sentence expresses strong feeling and ends with an exclamation point.</p> <p style="margin: 0;"><i>This dog is huge! I can't find the book! I love this movie!</i></p>
<p style="text-align: center; margin: 0;">DECLARATIVE</p> <p style="font-size: small; margin: 0;">A declarative sentence makes a statement or expresses an opinion and ends with a period.</p> <p style="margin: 0;"><i>We have a dog. This book is interesting. This is my favorite movie.</i></p>	<p style="text-align: center; margin: 0;">INTERROGATIVE</p> <p style="font-size: small; margin: 0;">An interrogative sentence asks a question and ends with a question mark.</p> <p style="margin: 0;"><i>Where is the dog? What is the title of this book? Have you watched this movie?</i></p>				
<p style="text-align: center; margin: 0;">IMPERATIVE</p> <p style="font-size: small; margin: 0;">An imperative sentence gives a command or makes a request and ends with a period or an exclamation point.</p> <p style="margin: 0;"><i>Take the dog for a walk. Give me that book! Play the movie.</i></p>	<p style="text-align: center; margin: 0;">EXCLAMATORY</p> <p style="font-size: small; margin: 0;">An exclamatory sentence expresses strong feeling and ends with an exclamation point.</p> <p style="margin: 0;"><i>This dog is huge! I can't find the book! I love this movie!</i></p>				

	<p>Note: Explain the 4 types of sentences as shown in the chart in Appendix 1.</p> <ul style="list-style-type: none"> - Which kinds of sentences would you use in a joke? (<i>Declarative and exclamatory</i>) - Which kinds would you use in a riddle? (<i>Interrogative in the riddle and declarative/exclamatory in the answer.</i>)
10 minutes	<p>Exploring and Analysing Riddles</p> <p>Let us look at some examples of riddles:</p> <ul style="list-style-type: none"> - Riddle: What goes up and does not come down? - Answer: <i>Your age</i> - Riddle: I'm tall when I'm young, and I'm short when I'm old. What am I? - Answer: <i>A candle</i> <p>Reflect on the examples above – are there some similar characteristics?</p> <p>Hint: They are all descriptive and often personify objects as people such as the last one about the candle.</p> <ul style="list-style-type: none"> - What month of the year has 28 days? - Answer: <i>All of them</i> - What is full of holes but still holds water? - Answer: <i>A sponge</i> <p>What additional characteristics of a riddle did you observe from these examples?</p> <p>Hint: The way they are written is often tricky or misleading i.e. it makes you assume that something with holes will not be able to hold water or that only February has 28 days.</p> <ul style="list-style-type: none"> - Now, remember these characteristics of jokes and riddles. We will come up with our own for the comedy show in the next class.

Day 2 –

Today, you will write your own jokes and riddles. You will then explore slapstick comedy and create a comedy skit using the features of slapstick comedy.

Time	Activity and Description
10 minutes	<p>Writing Jokes and Riddles</p> <p>Write down 4 best jokes and 4 best riddles that you can think of. Identify and underline the different types of sentences you are using in your jokes and riddles. Try and use synonyms, antonyms, metaphors and personification in their jokes and riddles. Refer to Appendix 2 to recall metaphors and personification.</p>
15 minutes	<p>Understanding Slapstick Comedy and its Features</p> <p>Think back to a time when you had a laugh-out-loud moment because you watched something funny. For example, a clown pretended to slip and fall or you watched a funny scene in a movie?</p>

	<p><i>Note: Ask learners to re-tell one such funny story.</i></p> <ul style="list-style-type: none"> - This kind of humour is called slapstick. It usually involved exaggerated physical activities. - Can you think of any TV shows or videos where you would have seen such comedy being used? (Share examples such as Jabardast, Drama Juniors etc) <p>Note: If possible, show the learners this video. Appendix 3: https://www.youtube.com/watch?v=mpjEyBKSfJQ&ab_channel=JoseMonkeys</p> <p>Share one such funny story and then think what features are common in these funny stories (such as someone falling, exaggerated expressions and movement, practical jokes etc.) You can even act out some of these scenes to think about what makes them funny.</p> <p>Some features of slapstick comedy are given below.</p> <ul style="list-style-type: none"> - Imagine a scene where one actor unknowingly pulls a chair while the other one is about to sit on it. The second actor falls. From this, we can understand some important features of slapstick comedy: <ul style="list-style-type: none"> - Timing: e.g. The actor should do something clumsy (like drop a steel vessel) just when someone is doing something serious (like starting an important speech) – if the actor does it before the scene would not be as funny. - Exaggerated physical movement: usually because it is not accompanied by dialogue as this style of comedy was used in silent movies. So expressions need to be very exaggerated. - Something should always go wrong or someone gets hurt: In this case, the scene is only funny because the actor interrupts a very serious moment!
15 minutes	<p>Creating a Slapstick Skit</p> <p>Based on what you have learnt about slapstick comedy, create a 2 to 3-minute long skit. You can think of:</p> <ul style="list-style-type: none"> - A setting for the skit - The different characters - What will go wrong in the skit? - How will you use props and exaggerated movements to make the skit funnier?
At-home activities	<p>Perform the skit for an adult and ask them to share their feedback on:</p> <ul style="list-style-type: none"> - Which parts of their skit are very funny - Which parts could be improved <p>Think about what changes you wish to make to your skit based on the feedback.</p>

Day 3 –

Today, you will explore mimicry as a form of comedy and practise your whole act. You will create posters to invite friends and family to come watch your comedy show.

Time	Activity and Description
------	--------------------------

10 minutes	<p>Understanding Mimicry</p> <ul style="list-style-type: none"> - We have already explored jokes and slapstick skits for our comedy acts. - We will now think of one last segment - mimicry. - Mimicry is the act of copying the sounds or behaviour of a particular person or animal, often to make people laugh - Have you ever seen or even performed any mimicry? <p>Why do you think mimicry makes people laugh? Note: <i>Have them think about times they have watched mimicry and what made them laugh.</i></p> <p>Mimicry usually involves observing the way people act and speak and using those observations to imitate them funnily.</p> <ul style="list-style-type: none"> - It is often funny when the person being imitated has some special mannerisms such as a typical way of speaking or behaving. - Mimicry can be hurtful if not performed sensitively.
15 minutes	<p>Preparing the Final Act</p> <p>Decide the format of your comedy show segment. You can choose to share jokes, riddles, slapstick comedy and mimicry for your show however you like. You can even combine all the elements into one act. There are some things you need to keep in mind:</p> <ul style="list-style-type: none"> - Your performance should be around 2 to 4 minutes long. - The performance should be in English - It should have funny incidents or punchlines to make people laugh - The most important guideline is that their act should not have any bullying, racism, or mean jokes that would hurt someone's feelings.
15 minutes	<p>Making Event Posters</p> <p>Decide upon the time and venue for the comedy show. Create posters to publicise your show.</p> <p>Think about:</p> <ul style="list-style-type: none"> - What information should be included on the poster (such as the time, venue, who is performing, what the show is about etc.) - What you can do to make the posters eye-catching - What would be the best places to put up the posters to ensure more people see it? <p>Create 1 or 2 posters to share with your family and friends.</p>
At-home activities	Put up the posters in different locations and invite people to watch the show.

Day 4 –

Today, you will perform your comedy show in front of an audience.

Time	Activity and Description
30 minutes	The Comedy Show Perform at the comedy show. Observe which parts of the acts get the most laughs!
10 minutes	Reflection Reflect on the following: <ul style="list-style-type: none"> - Which act did you find funniest and why? - Which scenes got the most laughter from the audience? Why do you think so? - What is one thing you enjoyed learning about through this project?

Additional enrichment activities:	<ul style="list-style-type: none"> - Learners add sound effects to their performances using their voices. - Learners can also explore concepts such as observational comedy where they use real life and stories from their own lives that make people laugh because they relate to the context.
Modifications for simplification	<ul style="list-style-type: none"> - Skip the section on mimicry and simply have learners create their comedy segments based on jokes, riddles and slapstick.

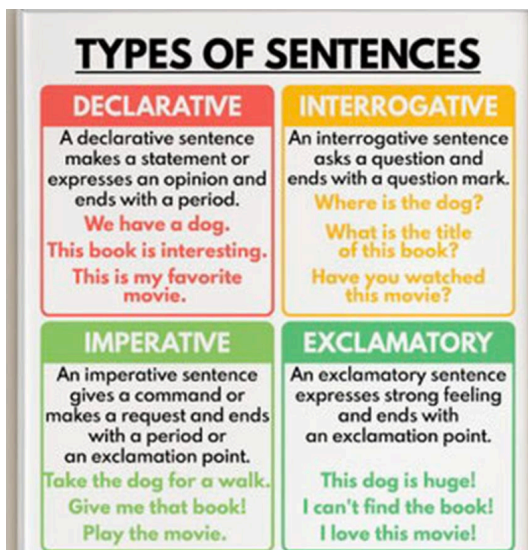
ASSESSMENT CRITERIA

A majority of my learners were able to:

- Come up with at least 8 of their jokes and riddles as a group
- Identify 4 types of sentences - interrogative, declarative, exclamatory and imperative.
- Create a poster with relevant information about the comedy show
- Perform a 2 to 4-minute comedy show in front of an audience that has some elements of jokes/riddles/slapstick comedy or mimicry that are not hurtful to others.

APPENDIX 1

Types of Sentences (Source: <https://m.media-amazon.com/images/I/71yHvOUN6wL.jpg>)



Note: 3 examples of each type are mentioned on the chart. Learners can be given these examples and asked to identify the type of sentence.

APPENDIX 2

Metaphor - A metaphor is a way of describing someone or something by showing their similarity with something else. For example, her voice is music to my ears (comparing someone's voice being pleasant and melodious)

Personification - When human qualities are given to objects. For example, the stars danced in the night sky, the angry waves crashed against the shore.

Below are a few more examples of each if needed.

Metaphor	Personification
He is a busy bee.	Time flies when you are having fun.
I am feeling blue.	The candle flame danced in the dark.
She is a shining star.	The stars blinked in the night sky.
My mother has a heart of gold.	The house looked lonely.

APPENDIX 3

Slapstick Humour Video:

https://www.youtube.com/watch?v=mpjEyBKSfJQ&ab_channel=JoseMonkeys