



the british
psychological society
developmental psychology section



**BPS-JSDP joint event at online pre-conference workshop
Friday 25 February 2022, 10:00 ~ 12:00 (GMT)**

You are invited to the workshop on
Let's talk about our practice of developmental support
"The cultural comparison of humour in Britain and Japan"

Description

This workshop will be chaired by Peter Mitchell to initiate talks about our practice of developmental support through the lens of "humour". The speakers from UK and Japan will present informal talks on humour research and practices from their perspectives. Each talk will be followed by Q&A to share new insights and ideas for linking research and practices in supporting people who are facing developmental difficulties. The aim of this workshop is to create opportunities to learn from one another who participate in this workshop in different backgrounds.

Participation to this event is free of charge. If you are interested in participating, please save the date. Registrations are not limited to BPS members. Please encourage your associate practitioners to participate this event. We will keep you informed of further details on this event.

Background and context

BPS Developmental section and the JSDP have been engaged in various forms of exchange since 2010. The active exchanges involved the latest developmental psychological findings in "research", but not much exchange on "practice". Developmental support is deeply rooted in the culture of each country. Therefore, it is difficult to disseminate information on practice internationally without a full contextualization of that culture. In view of such difficulties, knowing the practices of developmental support in different countries may lead to a deeper understanding of how research is implemented within the values of different cultures. This will further give us new insights and ideas to think about better practices within a culture.

In this workshop, we focus on the theme of humour. The importance of humor in developmental support has been receiving attention in recent years, and it is also an area where cultural differences are large. Talking on the possibilities of developmental support with humour, we hope to deepen our understanding of commonalities and differences in each culture and how these are related to practices in helping people who need developmental support.

We are delighted to have the following speakers who share their research and practices:

Title: Is Humour in Childhood a Window to Understanding of Minds?

Dr. Amy L. Paine (Lecturer at Cardiff University)

Abstract:

Humour is a form of playful, intimate, and warm interaction that is an integral part of children's close relationships. Humour is characterised by incongruity, or *wrongness* (Hoicka & Akhtar, 2012; McGhee, 1979), and involves an intentional violation of some expectation about reality, or, "mental play" (Martin, 2007, p. 1). Drawing on multiple studies of children's social development from UK, US, and Canadian samples (Paine et al., 2019; 2020; 2021), in this presentation I will explore the possibility that a child's tendency to share humour reveals a great deal about their developing understanding of minds (Dunn, 1994). Our findings contribute to knowledge regarding the types of humorous acts children produce, and draw attention to the individual patterns, correlates, and dyadic nature of humour during play in childhood.

Title: Teachers' Perspectives of Humour in the Classroom

Dr. Charlotte Robinson (Postdoctoral Researcher at Cardiff University and Primary School Teacher)

Abstract:

Previous studies have shown that humour can be an effective tool in the classroom context (Bergen, 2019), helping teachers to create positive relationships with students, maintain students' attention and reduce stress in the classroom (Jeder, 2015). Children's sharing of humour is also considered one of the building blocks of warm and playful relationships with other children (Paine et al., 2021). However, for children growing up in the COVID-19 pandemic, their social experiences have been drastically transformed. Lockdowns have resulted in limited opportunities for socialisation outside of the family, for example, with friends and extended family (e.g., ONS, 2020) and therefore children have had reduced opportunities to engage in play and share humour with children outside of the family home. In this presentation, I will explore ways that myself and other educators have used humour effectively within the classroom context. I will also introduce our Innovation for All 'Giggle Games' Civic Mission project, that aims to promote awareness of the importance of humour and to provide children with more opportunities to create humour in the classroom.

Title: Experiencing "Shin-Kigeki"(New comedy) : Laughter born from improvisations will change awareness of self-esteem

Mr. Kazushige Sunagawa (TV writer)

Abstract:

New comedy is often based on well-established comedy scripts/schemas with additional essence of maximizing the personality of the actor/actresses. The context of the story often draws on everyday lives such as restaurants, hotels, offices so that the audience can follow the storyline easily. Because of the simple story line, actors/actresses' spontaneous improvisation brings about audience surprise and hence laughter. In this moment, they come to the realisation that they made the audience laugh rather than they are laughed at by the audience. This awareness will boost the actors/actresses' confidence, thereby enhancing their self-esteem. In this talk, I will illustrate the essence of new comedy experiences using example videos.

Title: Merits of experiencing new comedy for children with ASD in drawing out a sense of humoristic improvisation

Dr. Kazushige Akagi, Kobe University

Abstract:

It is generally assumed that children with a developmental disorder such as ASD are not good at improvisation because this disability makes it difficult to perform unpredictable behaviors. Similarly, it is often pointed out that this disability gives rise to difficulties in expressing and understanding things related with humour. Experiencing new comedy practiced by Mr Sunagawa, the children with ASD have shown different behaviours and insights from our predictions. They often exhibit improvisation in new comedy, which made the audience laugh. At the end of the show, they tend to display improved communication skills. I will talk about the merit of experiencing new comedy, which brings about the positive effect on the development of children with ASD.