

WEEK 10 DAY 5-6



BE PREPARED

1. Slides 30-32. Verify slides are ready to play.
(Video Clip 11: Note from 16-Year-Old)
(Video Clip 12: Humor, Part 2)
(Video Clip 13: Fluffed Up Rabbit)
2. "Funny Jokes" handout

ATTENTION GETTER

A person without a sense of humor is like a wagon without springs. It's jolted by every pebble on the road.

-- Henry Ward Beecher

OPENING ACTIVITY

1. Watch this clip: Brian Regan "I Walked on the Moon."

<https://www.youtube.com/watch?v=U0cHlFHBhCU>

This is an example of using exaggeration to describe a person who always thinks they have a better story than everyone else. After watching the clip ask students, "What was Brian's point?" (Answer: Don't be that kind of person.)

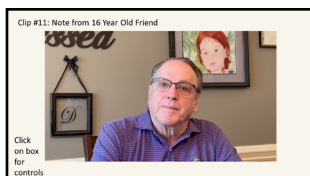
HOMEWORK FOLLOW-UP

You may or may not decide to collect students' homework for Speech #4. This will be determined by whether you believe they need the accountability of working on their speech in the time allocated or not.

LESSON

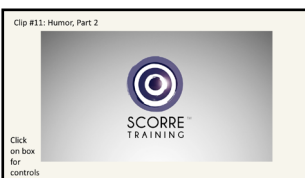
1. Watch Slides 30-32

Before playing this slide, ask students if they believe humor belongs in sermons or talks about God and other spiritual or serious matters.



Slide 30: Video Clip 11, "Note From 16 Year-old Friend"

(After watching the video, you may want to point out to students the artwork in the background is one of Ken's original paintings of one of his granddaughters.)

**Slide 31:** Video Clip 12, “Humor Part 2”

Have students finish completing workbook page 31 as they watch the video.

**Slide 32:** Video Clip 13, “Fluffed Up Rabbit”

This clip is an example of “surprise” and reinforces the idea that humor and serious points, such as living fully alive, can go hand in hand. Ask students if they think Ken’s point about wanting to really live would have had the same impact on the audience if it hadn’t been preceded by the dog comments or followed by the “Fluffed Up Rabbit” story.

Help students realize his point became stronger and much more memorable to the audience because people remember funny stories. Since Ken linked a significant point to the dogs and the rabbit story, people would also recall the point alongside the humor.

2. Discuss the following questions students can use to evaluate how they can incorporate humor in their talks. (You may wish to have these available in a handout or as a digital download.)

- Am I just going to be simply entertaining my audience? (Remind students there’s nothing wrong with this objective!)
- Am I using the humor to engage the audience before the main speech?
- Can I choose humor that will lead to the focus of my talk?
- Does the humor chosen drive home a rationale or point in my speech?
- Is it appropriate for the audience? (Remember: If in doubt, don’t.)

3. Have students practice using humor.

Pass out the “Funny Jokes” handout.

- Provide some jokes and humorous stories. Ask students if there is a point that can be driven home with the joke or story.
- Have students stand and tell a favorite joke as if it were part of a presentation.
- Have individuals or small teams come up with riddles or word plays.



HOMEWORK ASSIGNMENT

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1. Look up these Bible verses and copy them in your workbook.
Genesis 21:6 Job 8:21 Psalm 126:2
2. Select the resources for Speech #4. Complete an outline of your speech. Bring a copy to hand in at the next class.
3. Watch the remaining 25 minutes of Ken's message, "Good News." Write at least one example of how he used each of the three elements of what makes something funny: truth, exaggeration, surprise.

https://www.youtube.com/watch?v=r89pmpOm_9I&t=10s

FOR PREVIEW ONLY