

Lesson 2:

FIND YOUR VOICE

Overview:

Now that kids have explored what makes a story funny and started identifying personal stories, this lesson focuses on how to break a story down into its key parts. Kids will analyze a comedic example, learn to spot descriptive language and comedic elements, and begin thinking about how these tools apply to their own stories.

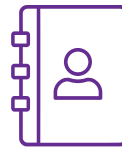
Objectives:

- Identify the beginning, middle, and end (key plot points) of a comedic story.
- Recognize, describe, and use comedic elements such as exaggeration, surprise, and timing.
- Analyze the use of descriptive language and how it enhances storytelling.
- Respectfully discuss and reflect on your own work and others' work.
- Evaluate how comedic choices (wording, details, structure) contribute to audience engagement.
- Select a personal story to use for the comedic storytelling performance.
- Use the Comedic Storytelling Rubric to evaluate story development.

Materials Needed:



Student Notebooks
or Seed Notebooks



Story Development
Graphic Organizer

Video clips [Links below]:



**KEVIN FLYNN – 1ST
HAIR CUT REPEAT
AFTER ME**



**KEVIN/KIDS - BEG/MID/END-
STORY DEVELOPMENT**



**BODY LANGUAGE
ON STAGE**



**VIDEO FOR KIDS: BEG/
MID/END ("STORY TIME")**



**VIDEO FOR KID: NCF
COMIC TELLING A STORY**



**VIDEO FOR EDUCATORS:
FOR INSPIRATION AND
INFORMATION**



Comedic Storytelling
Rubric (1 per student)

MINI-LESSON - BEGINNING, MIDDLES & END

Video for Educators

1. Kick-off Discussion



- Why do we like funny stories?
 - What makes a story "work" or stick with an audience?
- Record kids' responses on the board. Look for early mentions of structure (beginning, middle, end), funny wording, unexpected twists, or vivid descriptions.

2. Watch & Observe & Break Down

We're going to watch a short comedic story by Kevin Flynn. While watching, pay attention to what happens at the beginning, middle, and end. Also listen for funny moments or vivid descriptions that help you picture what's happening.

- Watch: Kevin Flynn – 1st Hair Cut: Repeat After Me
- Distribute the Story Development Graphic Organizer
- Have kids work in pairs to complete the Story Organizer
- Class Discussion/Reflection
 - What happened in the beginning?
 - What was the conflict or main event in the middle?
 - How did the story end?
 - What made this story funny?
 - One funny detail from the story
 - What descriptive language helped you imagine the characters or events?
 - One strong piece of descriptive language
 - Examples: "Hair rocketing out of his ears," "Looked like a Q-tip")
 - One takeaway about what makes a story effective



Possible Answers: Responses should include:

Kevin has big hair. --> Beginning
 Kevin's dad hates his long hair. --> Beginning
 Kevin needs a haircut. --> Beginning
 Kevin's dad sends Kevin to his barber, Tony. --> Middle
 Tony gives Kevin a bad haircut. --> Middle
 Tony asks Kevin when he will be back for another haircut. --> End

What descriptive language does Kevin use to create strong visual images?

[He was] in his late 100s.

Hair was rocketing out of his ears.

I don't know Tony, maybe when the side of my head heals.

What makes Kevin's story funny?

Kevin uses a funny voice for his father.

Kevin uses funny facial expressions and sounds for Tony.

Kevin describes things in a funny way (e.g., Bundt cake on my head, look like a Q-tip, hair rocketing out of his ears, maybe when the side of my head heals).

3. Watch & Discuss

- Video Clip for Kids: Beg/Mid/End (Story Time)
 - Beginning- Introduce what the character is going to do
 - Middle - Character encounters conflict
 - End - Characters either solves the onflict



Notes for Educators:

BEGINNING - KEVIN'S DAD WANTS HIM TO GET A HAIR CUT

MIDDLE - THE CONFLICT IS THAT THE BARBER IS NOT GOOD

END - KEVIN HAS GOTTEN HIS HAIR CUT - BUT WILL NEVER GO BACK TO THIS GUY

Part 2:

PRACTICE



1. Partner Practice: Try It Out

Kids work in pairs. One kid retells Kevin Flynn's story in their own words, using the organizer or their notes. Then switch.

Partners should listen for:

- Clear beginning, middle, and end
- Use of vivid or funny language
- What made the story funny



2. Volunteer(s) to share their "Kevin" story with the small or the whole group

- Handout Peer Feedback worksheet
- When the volunteer finishes their routine, encourage audience members to give the volunteer a round of applause.
- Offer a piece of positive feedback to serve as an example to the rest of the group. Then elicit positive feedback from other kids.
 - "I liked ... about your performance."
 - "It was really fun when..."
 - "My favorite part of your performance was..."
 - "I could really see/hear/feel what you were describing when..."
 - "You really helped me picture it when you said..."
 - "It was funny when you..."
 - "Your ending was clear because..."

Part 3:

MINI-LESSON 2- BODY LANGUAGE

1. Provide an open space, or "stage," for movement.

2. Introduce the concept of body language on stage:

Explain that body language helps communicate emotion, story, and humor to an audience, even without words. Let students know they will practice using their faces, bodies, and movement to make their performances clearer and funnier.

3. Educator Instruction:

Now we are going to try out a few different facial and physical expressions. I will count to three, then call out an emotion or event. I want you to strike a pose to express that emotion using your face and your body. Hold your pose for a count of three. Are there any questions?

- Anger
- Joy
- Fear
- Someone just gave you the worst present ever.
- You have just fallen onto a bench after running a mile.
- You are trying to hide from an annoying neighbor.

4. Now, have the kids walk around the stage without touching or speaking to anyone.

Explain to them that when you call "freeze," they will act out different actions.

- Freeze! Imagine that it is showtime. Walk onto the stage as if it is slippery. Feel free to exaggerate.
- Freeze! Now walk as if your back hurts.
- Freeze! Now think about the story you might use for your performance. Walk as if you are in that story.
- Freeze! Now let's warm up our voices. Repeat the phrase, "Watermelon applesauce" (or any other silly word combination) ten times. Go! Now say, "Watermelon applesauce" a few more times, but make sure you are speaking slowly, clearly, and loud enough that your voice will reach the corners of the room. Go!

Part 4:

PRACTICE: APPLY WHAT YOU LEARNED

**STAND UP
& LEARN**

Video for Teachers

Watch Kevin work on what is funny and story idea development with some kids



1. Pick a story from your seed notebook list that you are excited about or think has funny potential.

Write a sentence explaining why you chose it:

- "I picked this story because..."

Complete the Story Organizer

- Fill in the Beginning, Middle, and End of the story.
- Identify the conflict or main event.
- Think about your point of view and tone—how are you telling it?

Use the Story Development section of the rubric to self-assess

- What would make this story engaging to an audience?
- What parts could be more vivid or funny?

Add Descriptive or Comedic Details

- Use 2–3 of the following techniques: Exaggeration, Funny comparisons (similes, metaphors), Specific dialogue or internal thoughts, A funny twist at the end

Write Down 1–2 Questions for the Educators

- "Is this story funny enough?"
- "Does this part make sense?"
- "Should I add more exaggeration here?"

2. The educator will meet with individuals during this time to help them begin developing their stories.

Part 5:

REFLECTION

Watch Video:

NCF Comic Telling a Story



In their seed notebook, ask kids to respond to:

- What's one thing I learned today about how to make a story more engaging?
- What's one idea I'd like to try in my own story?

