

Student Talks Leader Guidebook



TEDEd



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TEDEd

Name

Return Here If Found

Introduction



Welcome!

Welcome to the TED-Ed community! You are now part of a network of thousands of groups in schools and educational organizations around the world, all working to spark and celebrate the ideas of students. Your group will engage in a series of Explorations designed to help each participant present an amazing Student Talk on an idea that inspires them. Along the way, students will develop skills in:

- *Identifying the elements of a great idea*
- *Researching, developing and presenting an idea*
- *Telling a compelling story*
- *Giving and receiving feedback effectively*

We hope by the end of this course, all student participants will film a TED-Ed Student Talk, which may be featured on TED-Ed platforms, or possibly on the TED stage!

We've assembled this guidebook to help you get started. But what happens before, during and after each Exploration is completely up to you! Feel free to use this guidebook as a reference for how you want to organize your group and plan your Explorations. We're thrilled to have you involved! If you have any questions, please don't hesitate to contact us at tededstudents@ted.com.

Good luck!
The TED-Ed Team

ABOUT THIS GUIDEBOOK

Explorations at a Glance

We've designed this Guidebook to help your group develop and share ideas in the form of TED-style Talks. The process is broken up into three sections: Discover, Develop and Share. Each section contains a set of Explorations. Each Exploration contains a set of thought, discussion and activity prompts designed to help participants build presentation literacy skills. The following is a brief description of each Exploration. How much time you spend focusing on each one is up to you.

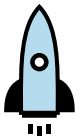
P. 13

DISCOVER: What are your ideas?



EXPLORATION 1 TELL US WHO YOU ARE

This Exploration is all about getting to know each other and identifying and articulating the ideas that motivate and inspire one another.



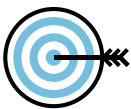
EXPLORATION 2 DISCOVER GREAT IDEAS

What makes a great idea? Is it the solution to a problem? Is it the way the community reacts? Is it the passion we feel from the speaker? In this Exploration, students will discuss, consider and define the important qualities of an "idea worth spreading".



EXPLORATION 3 LEARN THE ART OF FEEDBACK

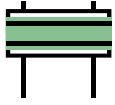
Feedback is an integral part of the process, and learning how to give and receive feedback effectively is an invaluable skill in life. This Exploration provides a feedback framework your group can use throughout the following Explorations.



EXPLORATION 4 IDENTIFY YOUR IDEAS

In this Exploration, students will explore their possible topics more deeply and practice giving and receiving feedback.

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**EXPLORATION 5 BUILD YOUR THROUGHLINE**

A throughline is the main connecting theme or anchoring idea in a story. Every Talk should have a throughline that is clearly identifiable throughout. This Exploration will help establish that anchor.

**EXPLORATION 6 PLAN YOUR TALK ARC**

During this Exploration, we take time to identify the key elements of a great story and map out the path from beginning to middle to end.

**EXPLORATION 7 RESEARCH AND SUPPORT YOUR IDEA**

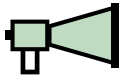
The purpose of this Exploration is to give students dedicated time to outline their idea in greater detail. In this Exploration, students will think about what they have learned about story arc, and will decide how to support their idea with evidence.

**EXPLORATION 8 WRITE YOUR SCRIPT**

In this Exploration, students will bring together a draft of their throughline, storyboard, and research and will have time to develop their script.

**EXPLORATION 9 MAKE IT VISUAL**

Visuals can help you tell your story more powerfully and effectively. In this Exploration, students will learn how to identify when and how to use visuals and how to create truly powerful visuals.

**EXPLORATION 10 SAY YOUR TALK OUT LOUD**

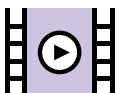
In this Exploration, students will become comfortable sharing out loud what they've developed.

**EXPLORATION 11 PRACTICE, EDIT, PRACTICE**

In this Exploration, students will rehearse their Talk, receive and incorporate feedback and then rehearse some more! Students will practice building a connection with the audience.

**EXPLORATION 12 PRESENT YOUR FINAL REHEARSAL**

In this Exploration, students will use the dress rehearsal framework to help work out last-minute kinks in their scripts and performances.

**EXPLORATION 13 RECORD THE TALK**

Speakers will use their visuals, public speaking skills and research to present their idea worth spreading. This is the big day for your group!



Pro Tips For Great Group Work

CREATING SPACE FOR BEING REAL:

Any great Talk relies on the speaker’s ability to be authentic. Authenticity often means being vulnerable enough to speak about personal experiences of all kinds, including: failure, conflict, obstacles and triumphs. To create space for authenticity, it’s important for these sessions to be a space where all participants feel empowered to freely discuss the things they care about most. Some pro tips for crafting this kind of space include:

- **Make space for all:** the louder and quieter voices, the introverts and extroverts, the confidence and insecurity each participant may be carrying.
- **Check your assumptions:** be “curious first” about a student’s motivations; ask why they made a certain choice before suggesting a different one.
- **Acknowledge emotions:** ideas and opinions may differ, but everyone’s emotions deserve to be acknowledged and explored.
- **Practice active listening:** work with students to identify the ways they feel most comfortable conveying their message — some may like writing, drawing, or 1:1 interactions instead of group sharing. That’s ok! Just be sure to encourage everyone to practice sharing out loud!

ENCOURAGING LEADERSHIP AMONG THE GROUP:

Your group will have many opportunities to share responsibilities and showcase students skills. How you structure your group is up to you! Here are some optional roles you might explore:

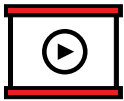
- **Social Media Expert:** person(s) who share your group’s experience with the rest of the world. As students prepare their Talks, the Social Media Expert highlights moments from Explorations and activities to share via Instagram, Snapchat, Facebook, Twitter and other platforms. They may also pitch stories to publish in the TED-Ed Student Talks newsletter!
- **Photographer:** person(s) who capture the visual essence of your group. The Photographer works closely with the Social Media Expert to share your groups’ TED-Ed experience through social media.
- **Video Production Coordinator:** person(s) who help your group record Student Talks. These students might have an interest in audio/visual design, and they can help make sure recorded Talks have high quality sound and video (which means that Student Talks are more likely to be featured on TED-Ed platforms!).
- **Exploration Leader:** person(s) who assist with the Exploration set up for your group. Students could rotate and be responsible for one Exploration, or you could delegate one student to help lead all the Explorations. It could be helpful for the Exploration Leader keep students on track and know what is the expected outcome of the Exploration.

ABOUT THIS GUIDEBOOK

Exploration Building Blocks

Within each Exploration you'll see a set of suggested instructions and activities for the group, called Exploration Building Blocks. Think of these as something you can experiment with in your meetings. Again, we have suggested 60-90 minutes per Exploration, but actual timing will vary from group to group, and you may need more than one meeting to cover certain explorations. Do what works for you!

Below are the descriptions of each building block and the icons that will be used throughout the rest of the guidebook to let you know what type of exercise your group will be doing.



VIDEOS

Some Explorations will have suggested TED Talks, Student Talks and TED-Ed Lessons for your group to watch either together, or on your own, in preparation for the Exploration.



EXPLORATION ACTIVITIES

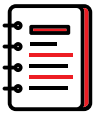
These are the main instructions for what you can do in each Exploration. They are separated into at least two parts, so you have a good pause-point if you need to break activities up over multiple meetings.



GUIDING IDEAS

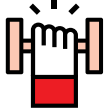
These are questions, thought prompts or important things for your group to consider as you move through each Exploration.

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IDEA JOURNAL ENTRIES

This journal will be students' space to brainstorm, doodle, reflect, and track the development of their ideas.



STRETCH YOUR FEEDBACK MUSCLES

Several activities will include opportunities for your group to practice giving and receiving valuable feedback.



PRACTICE PUBLIC SPEAKING

The more you speak in front of others, the less intimidating it becomes. These activities will give your group opportunities to practice public speaking.



TIME TO WRITE

This indicates time reserved for reflecting, thinking and writing.



LOOK OUT

This symbol will point out common pitfalls and challenges that may come up for your group and help you navigate through them.

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Discover

To give a truly powerful Talk, it helps to start with a topic that excites you, in some way defines you, or about which you care deeply. These first sessions will help you begin uncovering what those topics might be for you.



EXPLORATION 1

Tell us who you are

This Exploration is all about getting to know each other and identifying and articulating the ideas that motivate and inspire one another.



EXPLORATION OUTCOMES

- An open, accepting tone established for the group.
- A #passionbadge that lists 3 things students care deeply about — participants will use this as a reference for their ideas in future Explorations.



TOTAL SUGGESTED EXPLORATION TIME

60 minutes

Reminder: Feel free to adjust as needed



MATERIALS TO USE

- A camera or a mobile device that records (optional)
- Index cards/Paper
- Pens
- TED-Ed Idea Journal (one for each member)



WHAT TO PREPARE

- For this exploration and the following explorations, you'll find all possible Talks and resources linked at ed.ted.com/student_talks/explorations.
- You'll find two video suggestions linked under Exploration 1. Your group can decide to watch these before or during the exploration meeting.

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EXPLORATION ACTIVITIES

This is a time for you and your group members to start building rapport with one another and learn more about TED Talks.

ACTIVITY 1:

- Welcome students to the group. Share your motivation for starting the group and what you personally want to get out of this experience.
- Have your group turn to Exploration 1, Activity 1 in their Idea Journal. Group members may write or doodle their responses. After giving them 30-60 seconds to think/write, have them turn to somebody they don't know (well) and share three words that describe themselves and why they chose those 3 words.
- Create your own group expectations. Consider highlighting how important it is to have safe spaces when we are sharing our stories. Establish your own guidelines for making sure everyone feels respected.



Suggested group expectations to include:

Assume the best	We are all here because we have a unique story to share. Be curious about each other's experiences, especially when they differ from our own.
Listen without interrupting	Before you can be an awesome speaker, you have to be an awesome listener.
Feedback is a gift	When we share feedback, it is because we care about one another and collectively want to build the best version of our stories.

...and anything you want to agree upon as a group!

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ACTIVITY 2:

- Introduce Idea Journals and explain their purpose as well as any housekeeping considerations for where they'll be kept, how/when they'll be used, etc.
- Post the following list of questions somewhere group members can see them. Explain that these questions will help get students thinking about what's unique or special about them and may help them identify things that matter most to them. Give students time to think about and write down answers to the list of questions in their Idea Journals.



Guiding questions for students:

**Keep these questions listed somewhere so you can come back to them later.*

- What are small things that bring you joy?
 - What is a pet peeve of yours?
 - What's something unique/interesting about your childhood?
 - How would the people who know you best describe you to a stranger?
 - What is something you're proud of?
 - Complete the sentence: People don't know I'm good at....
 - What is something you could talk about for hours?
 - What's a quality you wish to be known for?
 - What is a meaningful experience you've had? What was meaningful about it?
 - If you had 30 seconds to share one message on YouTube, what would you share?
- Students can now take the passions they drew in their Idea Journal and create a "passion badge" on an index card. On this badge, they will write or draw three things they are passionate about — things that excite them or inspire them or make their heart beat a little faster. Let them know this will be their #passionbadge. Before they select their top three, students should generate as big a list as they can in their Idea Journal, answering some guiding questions for inspiration.

A pro tip from other Leaders: look through the UN Sustainability Goals to see what areas students may be passionate about. See more here: sustainabledevelopment.un.org/sdgs.



PRACTICE PUBLIC SPEAKING:

Give students 1 minute to think of why they are excited (or nervous!) about creating and giving a Talk. Then ask each student to share with the group. If you don't have time for everyone to share, and if students are able to record themselves on a mobile device or computer, you can offer that option as well.



EXPLORATION CHECKPOINT

These checkpoints are to help the whole group check in and understand what should be completed before moving on.

- #passionbadge completed.
- Students have answered at least 3 of the guiding questions.



AFTER THE EXPLORATION

- Share a photo of your badges on social media using #TEEdStudents and #passionbadges.
- Find a place where students can store their Idea Journals for future meetings.



EXPLORATION 2

Discover great ideas

What makes a great idea? Is it the solution to a problem? Is it the way the community reacts? Is it the passion we feel from the speaker? In this Exploration, students will discuss, consider and define the important qualities of great ideas.



EXPLORATION OUTCOMES

- A list of qualities that make an idea worth spreading.
- A visual that outlines and connects those qualities.



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Poster paper to draw a concept
- Pens, markers, tape
- Video player on a computer, screen and projector, etc. (optional)



WHAT TO PREPARE

- Feel free to select your own and invite your group to recommend their favorites.
- Visit ed.ted.com/student_talks/explorations for Talk examples to use, or feel free to select your own.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Share the 1-3 Talks that you have pre-selected with the group. After each Talk, have students pair up with one another to discuss them.



Guiding questions for students:

- How did you feel watching the Talk? Why did it make you feel that way?
 - Why were these ideas “worth spreading”?
 - What are the qualities of good ideas?
- Come together as a group. Ask each student to share out loud which TED Talks they thought were worth spreading and explain how and why the Talks inspired them. Write down responses somewhere that can be seen by the whole group.

(Be mindful of the students who are not sharing as much to ensure the group hears from them too.)

ACTIVITY 2:

- Ask the group to answer the question “What are the qualities of a great idea?” Circle the top 5 qualities the group comes up with for what makes an “idea worth spreading,” and put them into visual form (i.e. an infographic, a picture, a concept map) that conveys your group’s shared definition of an “idea worth spreading.” This visual will serve as a guiding document for your group.



Suggested Qualities include:

- Something that sticks with you long after you’ve heard it.
- Something that sparks curiosity.
- Something you connect with.
- Something new you’ve never heard, but that seems obvious once you’ve heard it.
- A story that is unique/personal but has a universal message.

- Revisit the #passionbadge. Students can take time to self reflect and circle the passions they feel may contain the qualities of “an idea worth spreading.” Have students practice transforming their passions into idea statements that illustrate WHY they are passionate about that thing. *(Ex. if “animals” is one of your passions, then your idea sentence may be, “I believe animals have the power to teach us about ourselves.”)*



Guiding questions for students:

- WHY am I passionate about these things? Where does my passion come from?
- What ideas or beliefs do I have about my passions?
- Can I recall a specific moment or story about my passions?

EXPLORATION CHECKPOINT

- Your group has created a visual, to be used in the next Exploration, displaying their decided upon top qualities of a great idea.
- #passionbadge passions made into idea statements.

AFTER THE EXPLORATION

- Send a photo of your visual to us at tedestudents@ted.com. Feel free to share it on social media, and don’t forget to include #TEDEdStudents!



EXPLORATION 3

Learn the art of feedback

Even though creating a Talk is incredibly personal, creating the best version of your Talk requires input from others. Feedback is an integral part of the process, and learning how to give and receive feedback effectively is an invaluable skill in life, not just in creating a Talk.



EXPLORATION OUTCOMES

- Students will be able to identify and deliver concrete, actionable feedback to their peers.
- Students will be able to define what a safe space is.



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Markers
- Poster paper
- Idea Journals for students to write notes



WHAT TO PREPARE

- Prepare a visual poster to share with your group. This should include a grid with the symbols of the 4 suits from a deck of playing cards: club, heart, spade, and diamond. You can also prepare your drawing of a bunny to reference.
- Extra resource: [TED-Ed Blog: How to give effective feedback on a Talk.](#)



LOOK OUT

Be aware of: Feedback that does not fit the model of specific & actionable.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Give everyone in the group 2 minutes to independently draw a bunny.
Using your bunny as an example, ask students to give you feedback on your bunny. Ask what's "good" about your bunny and "what's not so great" about your bunny. (Notice what students say in response, especially any vague/non-specific answers and/or answers that give you little insight as to what you as the artist might replicate or change in future bunny drawings. You'll come back to this later.)
- Break the group into partner groups. Have them take 5 minutes each to share their bunny drawing with their partner and ask for feedback. Encourage them to write their partner's feedback on the back of their drawing.
- Refer back to your group's previous answers and introduce the playing card trick for identifying helpful versus unhelpful feedback.



Qualities might include:





UNHELPFUL Vague or fluffy, hard to measure or figure out what the fix is, reflects personal preference of the giver instead of the intention of the receiver.	HELPFUL Clear, specific, makes it easy to identify what to keep doing or what to change, focuses on overall impact instead of personal preference.
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- Explain to the group that when done well, feedback can be a valuable gift you can give someone. So how do we do it well? Refer back to your group's previous answers and introduce the playing card trick for identifying helpful very unhelpful feedback.



The 4 Suits Method:

A trick for developing an effective feedback practice is to think of the 4 Suits in a deck of cards: hearts, clubs, spades and diamonds. Most feedback falls into one of the following four categories:

 HEARTS: Warm and fuzzy, heart feedback may feel nice because it's positive but is usually unspecific and not actually very helpful. (Ex. "Sam's cat intro is great!")	 DIAMONDS: Both positive AND specific, diamond comments are actionable and valuable... like a diamond. \$\$ (Ex. "Sam's opening story about the pizza-eating cat caught my attention right away and built up suspense.")
 CLUBS: Negative and unspecific, this kind of feedback "clubs" someone over the head and just hurts. (Ex. "I didn't like the opening about Sam's cat because I'm a dog person.")	 SPADES: Specific and actionable, spades dig you out of a hole you might have missed, just like the little shovels they're named after! (Ex. "I was confused by how Sam's cat story connected to his next point and think a transition would help.")







STRETCH YOUR FEEDBACK MUSCLES:

- Have 2-3 students share the feedback they received on their bunnies. As a group, identify which suit each example piece of feedback is.

For this Exploration, provide feedback on: Bunnies

Descriptor / criteria for strong feedback:

We are looking for “spades” and “diamonds”. See descriptors below.

Ex) “Your bunny is cute!” 	Ex) “The button-shape of your bunny’s nose and its one floppy ear make it look cute and innocent” 
Ex) “That doesn’t look like a bunny.” 	Ex) “The short ears made me think it was a bear at first – I wonder if making them longer would make it more bunny-like?” 

ACTIVITY 2:



- After going through the tables, have students revisit the feedback from their partners about their bunny drawings. Which pieces of feedback are hearts, clubs, spades or diamonds?
- Which pieces of feedback that are hearts and clubs can be tuned into spades or diamonds?



PRACTICE PUBLIC SPEAKING:

- Have 2-3 students share their spade or diamond piece of feedback.
- Have these sentence starters available for students to reference.

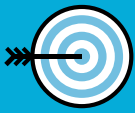
Sentence starter for diamond and spade feedback. If possible place these somewhere for the group to see in future meetings.

 DIAMOND Ex) It was effective when... It was helpful when... The way you [xxx] worked well because...	 SPADE Ex) What if you try... I might suggest... You could consider...
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EXPLORATION CHECKPOINT

- Students can identify different types of feedback.
- Students are able to change non-specific feedback into feedback that is specific and actionable.

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EXPLORATION 4

Identify your ideas

At this point, you and your group have identified what makes an “idea worth spreading” by watching other Talks. Students may have already started to think of an irresistible idea — or they might have dozens of possible ideas. Regardless, it is always helpful to get feedback in the early stages of idea development. In this Exploration, students will explore their possible topics more deeply, practice giving and receiving feedback, and start to narrow down their ideas.



EXPLORATION OUTCOMES

- Students will define a specific idea that they want to develop into something more.



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Idea Journals
- Stopwatch or phone



WHAT TO PREPARE

- Have the poster from previous Explorations with the groups’ definition of ideas worth spreading.
- Make sure the students have their passion badges.
- Have your group’s qualities of an “idea worth spreading” visible to be used as the basis for feedback.



LOOK OUT

Be aware of: Cliché ideas — encourage students to go deeper!

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Review the group’s definition of an “idea worth spreading” with your group, and discuss how they should look for these qualities in the own ideas.
- Have students revisit their brainstorm list, their #passionbadges and the idea statements they formed from their passions.



Guiding questions for students:

- Which of these ideas can you tell personal stories about?
- If everyone on earth listened to your idea, how would it change the world?
- Which would you be most comfortable or excited speaking about?
- Which is an idea you are uniquely positioned to talk about (i.e. an environmental scientist may be a better person to give a Talk on climate change, but only you could give a Talk on how your experience hiking in the mountains with your grandmother shaped your thoughts on the environment)?

ACTIVITY 2:

- Have your group re-write or rearrange their list so that their favorite ideas or most interesting topics are positioned towards the top. Final lists should include at least 2-5 ideas/topics.



Guiding questions for students:

- What do you want to do with your Talk? Explain? Persuade? Share? Which idea lets you do that most comfortably?
- Who would benefit from hearing your idea?

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STRETCH YOUR FEEDBACK MUSCLES:

- Have 2-3 students share their spade or diamond piece of feedback.
- Have sentence starters available for students to reference.

For this Exploration, provide feedback on: Which idea(s) have the qualities of an “ideas worth spreading”

Descriptor / criteria for strong feedback:

Using your visual from Exploration 2 as a reminder of the qualities of an “idea worth spreading,” have group members give each other feedback on their top ideas.

Ex) “That’s a great idea—I’m passionate about that too!”



Ex) “You seemed to light up when you talked about this idea: your voice got more animated and your eyes got wide and happy, which really drew me in and made me want to listen more!”



Ex) “Your idea is not specific.”



Ex) “I’d love to hear more about your personal connection to this idea. It could be even stronger if you’re more specific about WHY you’re passionate about this.”



TIME TO WRITE

- After sharing feedback, have students take 5–10 minutes of silent reflection to narrow down their 3 ideas to one. They may choose to start outlining or writing a bit about each idea to see what feels most promising.
- Encourage the group to use what they know about great ideas and the feedback they’ve already received.
- Close this time by asking students to share out their ideas one at a time.



EXPLORATION CHECKPOINT

- Students have at least 1 solid idea to start their Talk in the Develop phase.
- Students have practiced giving/receiving feedback with a peer.



AFTER THE EXPLORATION

- Encourage students to share their ideas with people outside of the group. They can present to a friend, parent, sibling or teacher.
- Participate in #SelfieSunday! Students can post a photo of themselves posing with their idea(s) to Twitter, Facebook or Instagram. Don’t forget to use #TEDEdStudents, too!

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Wrapping up the Discover section:



TIME NEEDED

15 minutes



WHAT WE HAVE DONE TOGETHER:

Go through the following items as a group to acknowledge what you have accomplished.

- Shared who we are; learned about each other.
- Discovered what we value.
- Identified qualities of strong ideas.
- Brainstormed our own ideas to share.



INDEPENDENT REFLECTION CHECKPOINT:

Students take time to reflect and answer the following questions in their Idea Journal.

- What were some of the most impactful ideas I heard from Talks and from my peers?
- What did I learn about my fellow group members that surprised or inspired me?
- How do I feel about my own ideas?
- What feedback did I receive that is helping me think more about my Talk?

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Develop

A great Talk can have a huge impact — maybe on millions of people, maybe on just one. But no Talk can be great without a lot of thought and hard work. The best presenters go through a process to transform their idea into something others want to share.



EXPLORATION 5

Build your throughline

A throughline is the main connecting theme or anchoring idea in a story. It's a helpful framing tool used in plays, movies, novels, speeches and TED Talks! Every Talk should have a throughline that is clearly identifiable throughout the entire Talk. As your group starts to dig into developing their ideas, participants should think of their throughline as an anchor. All parts of their Talk should directly connect to and be supported by the throughline. This Exploration will help establish that anchor.



EXPLORATION OUTCOMES

- Students will have a first draft of the throughline of their Talk. This is a working draft that will evolve as each person refines their idea.



TOTAL SUGGESTED EXPLORATION TIME

90 minutes



MATERIALS TO USE

- Video player on a computer, screen and projector, etc. (optional)
- Pen and paper
- Idea Journals



WHAT TO PREPARE

- Visit ed.ted.com/student_talks/explorations to find Talk links for Activity 2 under Exploration 5.



LOOK OUT

Be aware of: vague, superficial and especially cliché throughlines. “Live life to the fullest” is a cliché, not a throughline!

Talk topics may be generic and overused. Push the group to connect to their personal reason for choosing their topic and including that reason in their throughline.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Post two examples of throughlines for students to read. Have students discuss the differences between the two.

Weak throughline example	Strong throughline example
Football is a great sport because you learn a lot about teamwork.	Losing a series of football games motivated my team to come together and recognize each other's strengths. Now I use this important skill with my family too!



Guiding questions for students:

- What do you notice about these two options? Which Talk are you more interested in hearing, and why?
 - What makes a throughline special or interesting?
 - How might you turn a broad Talk topic or idea into a compelling throughline?
- Discuss and record the group's criteria for a strong throughline. These will be checked against the throughline criteria that you provide next.



The strongest throughlines convey:

- Something only you can give a Talk about; it's a unique learning that you believe should be shared with the world.
- A new way to look at something; you're sharing with the audience a connection they may not have made or an idea they may not have heard before.
- An answers to the question, "Why is this an important idea for me to share right now?"
- A short summary of your Talk; picture someone reciting this as they describe your Talk to a friend.

ACTIVITY 2:

- Watch at least one of the Talks listed below as a group.
- Go around the group and have each student share what the Talk was about in 30 seconds or less. Use this exercise to identify the throughline for each Talk.
- Ask students to revisit their idea and create a throughline. Draft up 3-4 examples.
- Ask students to pair up and share their throughlines with one another.

Talks and their throughlines:

India Hawkins	<u>Facing the real me: looking into the mirror with natural hair</u>	<i>I learned to love myself by embracing a part of me I used to hide: my natural hair.</i>
Haaziq Kazi	<u>Cleaning our oceans: A big plan for a big problem</u>	<i>Everyday objects inspired me to help solve ocean pollution.</i>
Darlene Gitta Hamida	<u>Superhero Training: What you can do right now</u>	<i>A suicide bombing that targeted my city introduced me to real heroes who led me to imagine what a real-life "super-hero training" might look like.</i>
Ashton Cofer	<u>A young inventor's plan to recycle styrofoam</u>	<i>Doing something impossible, like trying to recycle styrofoam, inevitably leads to failure...until it doesn't.</i>



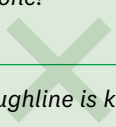


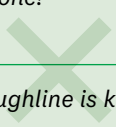

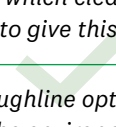

STRETCH YOUR FEEDBACK MUSCLES:

- Have 2-3 students share their spade or diamond piece of feedback.
- Have sentence starters available for students to reference.

For this Exploration, provide feedback on: Throughline options

Descriptor / criteria for strong feedback:

Partners should discuss each other's throughline options, focusing on which ones have the most potential and on ways to make them even stronger.

<p>Ex) "Your second throughline option is so good; you should use that one!"</p>  	<p>Ex) "Your second option refers to your personal experience with [X], which clearly shows why you are the best person to give this Talk!"</p> 
<p>Ex) "That third throughline is kind of boring."</p>  	<p>Ex) "Your third throughline option, 'why everyone should care about the environment,' doesn't show me what is new or different about your idea. What if you add in that great story you were telling? Maybe something like, 'A nature walk with my grandmother opened my eyes to the dangers of pollution?'"</p>  



PRACTICE PUBLIC SPEAKING:

Ask a few students to share out loud their before and after throughlines with the whole group.

Guiding Questions for students:

- How did it feel to get feedback on your throughline?
- How might you adjust your throughline to make it more authentic to your personal story?



EXPLORATION CHECKPOINT

- Students have created a throughline, received feedback on it, and edited accordingly.



AFTER THE EXPLORATION

- Students begin to think about the framework or outline of their Talks.
- Share updated Idea Journals with TED-Ed at tededstudents@ted.com and via social media with #TEDEdStudents.

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EXPLORATION 6

Plan your Talk arc

Every great Talk is in some ways a great story. You can think of creating a great story like following a recipe: you have some key ingredients to include, and you build on those with your own personal taste and experience. At this point, students have thought about their personal passions, developed them into “ideas worth sharing,” and drafted a throughline that will serve as the anchor for the rest of their Talk. During this exploration, we take time to identify the key ingredients of a great story and map out the path from beginning to middle to end.



EXPLORATION OUTCOMES

- Students will create a storyboard visual that will help organize the beginning, middle and end of their Talk.
- The storyboard should include details of what will happen at different parts of the Talk in sequential order.
- Students can articulate the key elements of what to include in an arc of a Talk.



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Sticky notes (i.e. post-its or index cards)



WHAT TO PREPARE

- Choose sample TED Talks that you will share with your group to highlight storytelling. Visit ed.ted.com/student_talks/explorations to talk link and resources under Exploration 6.



LOOK OUT

Be aware of:

- Speakers who lack creative ideas to hook the audience.
- Speakers who do not explain their personal connection to their topic.
- Speakers who end their Talk without a closing that ties back to their throughline.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Introduce the concept of storyboarding as a tool to create a visual picture of the journey you want to take your audience on. Share with your group: “Artists, writers, and movie directors sometimes organize the path of their work using storyboards. It’s a way to put story events in order using illustrations or notes so you can get a clear picture of the path ahead. This process can help you make sure that each section of your Talk serves a critical purpose and that you’re including just the right amount of information: no more, no less. You can use sketches to visually organize your Talk arc.”
- Ask students to draw on 6–8 sticky notes (i.e. post-its or index cards) to show different parts of their Talk. Watch the selected Talk together as a group and then discuss how the Talk has all three elements.
- Have students think about some possible paths that will get the audience to understand their main idea. Students will move their sticky notes around into beginning, middle and end categories.
- Students can then transfer what is on their sticky notes into the storyboard section of their Idea Journal so they can refer back to it.



Guiding questions for students:

- What is the one idea I want people to walk away with?
- How do I want to start and end my Talk to make sure people are on the journey with me?
- What is a logical sequence of events to get from the beginning to the end of my Talk?

ACTIVITY 2:

TEDEd Student Talks

- Identify and discuss key elements from stories: hook, perspective, and closing. Write down on a poster the key elements of a Talk.
- Watch the selected talk together as a group and then to discuss how the Talk has all three elements.



Key element descriptions could include:

Hook	You have to engage the listener from the very beginning! After watching the first 2 minutes of this Talk, ask: How did it begin? How did it draw you in?
Perspective	Audiences connect to ideas when they feel connected to the speaker. How does this speaker connect us to who they are and what their perspective is?
Tension	Great Talks tell us a story of something you learned or discovered or experienced. But first we need to know the build-up that led to that discovery. Did you run into a problem you couldn’t solve? Have an encounter you couldn’t make sense of? Tell us about it so we feel the tension you felt!
Closing	This is where you recap for your audience the journey you’ve taken them on and connect the dots for them so they fully understand your main idea.

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



STRETCH YOUR FEEDBACK MUSCLES:

Have students partner up and share their storyboards with one another.

For this Exploration, provide feedback on: Storyboards

Descriptor / criteria for strong feedback:

Partners should be sharing feedback on the flow of the story as well as whether the storyboard takes into account the elements of a good story:

<p>Ex) “Your opening was great! You’re really good at finding a hook, and I like your topic.”</p>  	<p>Ex) “The funny story you used to open your Talk made me laugh, so you had my attention. Then you used that story to lead in to your throughline, so I immediately knew what your Talk was about and was excited to hear more.”</p>  
<p>Ex) “I think you did a great job with the hook, but weren’t as strong on the perspective.”</p> 	<p>Ex) “I wonder if adding in a few details about how you came to be passionate about this topic would help me connect to your perspective more?”</p> 



PRACTICE PUBLIC SPEAKING:

Since this task is longer than the other Exploration activities, have a couple of students share out their storyboards and describe the arc of their Talk to the whole group.



EXPLORATION CHECKPOINT

- Students have a storyboard that outlines their main points and maps out the journey they plan to take the audience on.
- Students can identify the key elements of a Talk in their own storyboard.



AFTER THE EXPLORATION

- Share updated Idea Journals with TED-Ed at tededstudents@ted.com and via social media with #TEEdStudents.
- Share your group’s progress with your fellow Leaders in the “Group photos” Topic in your Learning Journey!

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EXPLORATION 7

Research and support your idea

The purpose of this Exploration is to give students dedicated time to outline their idea in greater detail. Thinking about what they have learned about story arc, speakers should now decide how they will support their idea with evidence. Speakers can share their outlines with each other for feedback.



EXPLORATION OUTCOMES

- A prioritized list of the key points you hope to communicate
- A list of facts or resources that will help you relay your key points
- An in-depth outline of your idea that draws from both lists



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Idea Journals
- Extra Resource: [Fact-checking your script](#)



WHAT TO PREPARE

- Choose sample TED Talks that you will share with your group as strong research examples. Visit ed.ted.com/student_talks/explorations for suggested talks under Exploration 7.



LOOK OUT

Be aware of:

- Students using someone else's ideas/words without citing them properly!
- Students making generalized statements or drawing sweeping conclusions (*If you say something that sounds like you're stating a fact, you should back it up with research!*)

Words/wording to look out for:

- "All" vs "Many": Be on the lookout for statements that claim "all" members of a certain group do/ believe something when really you mean "many" or "some". Ex) "Women believe that" vs "Many women feel that."
- Specificity: Take care not to overgeneralize groups or locations when you can be more precise. Ex) "When I visited kids in Africa" vs "When I visited students in Kenya".

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Review with students the key elements of their arc.



Guiding questions for students:

- Who is your audience? What is the message you are trying to share with them?
- What are the major points you want your audience to understand about your idea?
- What facts and examples have you gathered to support those points?
- What is your throughline? Has it changed as you've continued mapping out your Talk?

- Watch the sample TED Talk and have students jot down the types of details the speaker uses to address the main points.



Guiding questions for students:

- What are some of the research or data points mentioned in the Talk?
- How did the research enhance the Talk?

ACTIVITY 2:

- Students bring out their storyboards and make a list of any topics that might benefit from outside research or support. Have them underline all the facts like names, dates, quotes, locations, research findings, historical events, statistics, etc.
- Have students identify and write down how they will collect the information they need i.e. library, textbook, internet, scholar/ teacher, etc.

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STRETCH YOUR FEEDBACK MUSCLES:

Divide into partners or small groups to talk through the parts of their Talk that need supporting research and what they have found so far.

For this Exploration, provide feedback on: Research and supporting details

Descriptor / criteria for strong feedback:

Students partner up and share their research-based narrative with their partner to give/receive feedback.

Ex) "I like the quote you used!"



Ex) "That Beyonce quote helped me understand the point you were making and why it's important to you."



Ex) "I think you used too many statistics."



Ex) "I got a little lost in all the statistics you shared. I wonder if you could pick one that you think is the most important and cut the others?"



PRACTICE PUBLIC SPEAKING:

Have a few speakers share their research plan with the group: What will they look for? Where will they look for it?



EXPLORATION CHECKPOINT

- Speakers have a research plan for their Talks to be completed before the next Exploration.



AFTER THE EXPLORATION

- Students should spend time researching the facts that they need to include in their Talk before the next Exploration.

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EXPLORATION 8

Write your script

Your group has done a lot of prep work and now it's time to actually draft your script! In this Exploration, students will look at the hard work they have done and bring together their throughline, storyboard, and research to develop a first draft of their script.



EXPLORATION OUTCOMES

- An outline of which, if any, parts of your Talk might need visual support.
- Draft visuals (if you decide you need them)



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Paper and pens
- Camera
- Computers for students to write their scripts, or extra paper



WHAT TO PREPARE

- Choose sample TED Talks that you will share with your group for writing inspiration. Visit ed.ted.com/student_talks/explorations for suggested talks for Exploration 8.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

Ask students to spend 10 minutes reviewing the following items in their Idea Journal:

- Their throughline; does it still feel the same as it did in Exploration 5?
- Their story arc with their sticky notes or the story board section.
- The supporting research they have gathered.



Guiding questions for students:

- What feedback have you received so far that you want to incorporate into your script?
- Does the supporting research you have fit in your beginning, middle, or end?



TIME TO WRITE:

After students assess the progress they have made so far, ask Students to spend 30-40 minutes (or as much time as you have) to just write. They will have time to edit in the following explorations, but it's important to just write for a certain period of time and see what they develop!

EXPLORATION CHECKPOINT

- Each student should have the rough draft of a full script.

AFTER THE EXPLORATION

- Homework (the good kind!): have students read their drafts out loud to themselves. This can help with identifying where they can edit or substitute words, and they can start to envision how this idea will come alive in front of an audience.
- Have the students type up their script if possible, or at least write it again. In the upcoming explorations, they'll be editing it quite a bit, and will want more than one place to put notes.
- Share your progress on social media using #TEDEdStudents.

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EXPLORATION 9

Make it visual

Visuals can help you tell your story powerfully and effectively if used properly, though they can also be distracting. Your Talk is the main event and should be what your audience is paying most attention to. Slides should be used only when they are necessary in helping your audience understand an idea. In this Exploration, speakers will learn how to identify when and how to use effective, memorable visuals. When used properly, visuals can be helpful for both planning and sharing a Talk: they can help the audience understand, remember and develop a stronger sense of the speaker’s experience (that whole “picture says 1,000 words” thing).



EXPLORATION OUTCOMES

- An outline of which, if any, parts of your Talk might need visual support
- Draft visuals (if you decide you need them)



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Paper and pens
- Camera
- Computer(s), if available, with Google Slides, Keynote, or other presentation programs. Use what you have available, but don’t worry if you do not have access to computers or other resources. Part of the challenge is figuring out ways to creatively solve problems!



WHAT TO PREPARE

- Visit ed.ted.com/student_talks/explorations to find talk links, resources and a helpful guide to make sure each student has cited and checked the use of their visuals properly.



LOOK OUT

Be aware of: Overuse of visuals; less is more when visuals are involved and if it doesn't seem clear or necessary, talk to the student about what they are hoping to accomplish with the visual.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Students should watch up to 3 selected Talks as a group or in small groups.
- Ask students to revisit their script and circle/note any parts of their Talk that may need visuals.
- Students should spend 5 minutes sketching 30 visuals for the sections of their Talk (quantity matters, not quality).



Guiding questions for students:

- What were the visuals?
 - What was the statement the Speaker said when they used a visual?
 - How did the visual contribute to the Talk?
 - What would happen if the visuals weren't present?
- Then have each student give their script to 2-3 other students. Ask the reviewers to circle or note on each others' scripts where they might understand something better with a visual.
(Hint: less is more, and if there are no parts that would be better explained with a visual, that's ok!)

ACTIVITY 2:

- Students should share the 3 they picked and discuss what makes those visual most useful with their small group. Students should share their plans to use one of the visuals with a partner and note their plans in their Idea Journal with any feedback. *(Hint: speakers should select only visuals that are absolutely necessary to communicate their message)*
- Students share the three they picked and what makes the visual most useful with their small group. Students should share their plans to use one of the visuals with a partner and note their plan in their Idea Journal with any feedback.



Guiding questions for students:

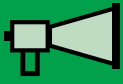
- Do the slides have a lot of text? Text-heavy slides will only distract the listener from the words of the speaker.
- Do the slides have too much information? No slide should support more than one point.
- Is each slide necessary? Too many slides can be distracting. Make sure every slide has a purpose — cut the ones that don't!

EXPLORATION CHECKPOINT

- Each student has decided what visuals, if any, they will use in their Talk.

AFTER THE EXPLORATION

- Reference this guide about creating slides to make sure each student has cited and checked the use of their visuals properly. Each Talk must adhere to YouTube's Terms of Service and Community Guidelines and confirm that all images, music and video clips are cleared for YouTube distribution. Making sure students have secured the rights to copyrighted material is the responsibility of the TED-Ed Leader.
- Share your progress on social media using #TEEdStudents.



EXPLORATION 10

Say your Talk out loud

Speakers should be practicing saying their idea out loud as it develops. This will help speakers become more comfortable both with the idea and with speaking to people about it. This Exploration will focus on creating space for everyone to share what they've developed so far out loud. Speakers will listen, noting strong examples of presentations and identifying what makes them great. As the group prepares for the SHARE phase, students will start to plan out the times they will be able to practice.



EXPLORATION OUTCOMES

- Updated edits to each student's Talk based on the feedback they receive.



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Idea Journals
- Visuals
- Students' Talk scripts

TEDEd Student Talks



WHAT TO PREPARE

- Visit ed.ted.com/student_talks/explorations to find talk suggestions under Exploration 10.



LOOK OUT

Be aware of:

- Ensure listeners are providing feedback that's aligned with the speaker's intentions for his/her Talk, otherwise speakers may get distracted by feedback that may not be totally relevant.
Speakers are often hesitant to provide constructive feedback on presentation styles.
- Remind speakers that the goal of the group is to work together to help everyone deliver the very best version of their Talks, and honest feedback is a gift!

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Explain to the students that they are going to work with each other to share their entire Talk along with any visuals they may have. Students should know that speakers on stage make mistakes, and since this is the first time through their entire Talk, it will probably be a little uncomfortable and rough. But everyone gets better with practice!
- Review the group norms you all established from Exploration 1 to ensure students are feeling comfortable and using the feedback tools from previous meetings.
- During this presentation, students will focus on getting feedback on the content of their Talk during this first practice round: Are there any relevant stories or details missing? Is there another fact or quote that could help the Talk? (Use the Feedback table on the next page for guidance!)



PRACTICE PUBLIC SPEAKING:

- Organize students into small groups (ideally groups of 3)
- Each student will have 8 minutes total. Have each student present for at least 5 minutes, and spend 3 minutes getting feedback from their group and writing it down. Then rotate so every member of the group gets the same opportunity.

ACTIVITY 2:

- Each speaker has many tools to help connect them with the audience. Watch Julian Treasures Talk [How to speak so that people want to listen](#) as a group and create a list of the tools Julian mentions.



TIME TO WRITE:

- During this next presentation, students will focus on getting feedback on their presentation. What are their strong presentation habits? What tools from Julian's list could they use? What will make their Talk sound as authentic as possible?
- Set up this round of group work the same way you did for Activity 1. You can also use the Feedback table on the next page for guidance.

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STRETCH YOUR FEEDBACK MUSCLES:

Divide into partners or small groups so that students can present their full Talk and receive multiple rounds of feedback.

For this Exploration, provide feedback on: Content

Descriptor / criteria for strong feedback: Round 1.

Peers will give feedback on content.

Guiding questions to consider:

- Can you identify the speaker's throughline or is there more than one main idea in the Talk?
- Was there a clear beginning, middle and end?
- How did the speaker engage you? Were there moments of the Talk that felt out of place or unnecessary?

Ex) "I love your Talk — I think the structure is really strong!"



Ex) "You laid out your plan for the Talk to your audience at the beginning by saying, 'I want to tell you a story about X and how it helped me realize Y,' which helped me know right away what your throughline was."



Ex) "I couldn't tell why you chose this topic."



Ex) "You talked a lot about your passion for the environment but not about where that passion came from. I'd love to learn more about HOW you came to care about this."



For this Exploration, provide feedback on: Presentation

Descriptor / criteria for strong feedback: Round 2.

Peers will give feedback on content.

Guiding questions to consider:

- Was the speaker speaking loudly and clearly enough?
- How was their body position during the Talk?
- Did the speaker connect with the audience?

Ex) "You spoke way too fast."



Ex) "Next time, you could try turning your body to fully face the audience. You were turning left and right a lot, which made it harder to hear you well."



EXPLORATION CHECKPOINT

- Speakers should have practiced the majority of their Talk out loud.
- They should have a list of diamonds and spades of edits to make to the script



AFTER THE EXPLORATION

- Work on script edits and rehearsing your edited script out loud to as many people as you can.

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Wrapping up the Develop section:



TIME NEEDED

15 minutes



WHAT WE HAVE DONE TOGETHER:

Go through the following items as a group to acknowledge what you have accomplished.

- Created a throughline from our ideas.
- Planned out the arc of our Talks.
- Planned/researched what we will include in the Talk.
- Drafted a script for our Talks!
- Decided which visuals to include in the Talk.



INDEPENDENT REFLECTION CHECKPOINT:

Students take time to reflect and answer the following questions in their Idea Journal.

- Is there anywhere you can dive deeper into your idea? Are there any unanswered questions?
- Look for spaces where things can feel generic and make sure it is fully authentic. This is something you care about, and we want to know why!
- How does practicing help us get to our final product/project? What are the baby steps we can take to get there?

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Share

Great Talks are about giving a gift to your audience. Once you have a great script, it's time to bring it to life on stage! A few key steps can help make sure your audience connects with what you have to say.



EXPLORATION 11

Practice, edit, practice

As your group has started to refine their ideas and build their throughlines, they have likely realized several places where they may want to go back to the drawing board (which is OK!). In this Exploration, with the Group Leader's guidance, students will rehearse their Talk, receive and incorporate feedback and then rehearse some more. This Exploration will also help students get comfortable and build a connection with the audience, which will in turn help them navigate any unhelpful speaking habits they may have.



EXPLORATION OUTCOMES

- An opportunity for rehearsal and feedback cycle
- An edited script
- A recording students can use to rehearse



TOTAL SUGGESTED EXPLORATION TIME

60 minutes



MATERIALS TO USE

- Idea Journals
- A recording device (or multiple)
- Talk scripts



WHAT TO PREPARE

- Review any notes you have related to the feedback you hope to hear students give to one another so you can fill in the blanks where necessary.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Similar to the Exploration before, students will have the opportunity to get on their feet and practice. You will set them up with a few warm-up activities.



Warm-up activities could include:

- Lion face: make your face real big .
- Raisin face: scrunch your face together.
- Say “unique New York” 3 times fast.
- Say “yellow leather, red leather” 3 times fast.
- Say “jingle, jungle, jangle, joker” 3 times fast.

ACTIVITY 2:

- Have the students review the do’s and don’ts of presenting:

DON'T	DO
<ul style="list-style-type: none">• Sway back and forth on your feet.• Move your notes around if you are holding them• Ask a question if there is no audience. If there is an audience, don't ask a question and speed right through it.• Worry if you miss something! No one knows your Talk better than you do and they won't know if a sentence or word changes etc.• Try to be someone else! This is where practicing in front of people you know well will help. They will let you know if you are not being you!	<ul style="list-style-type: none">• Make eye contact. Nothing helps your audience feel more connected to what you're saying than you looking right at them!• Know your script well enough that you're COMFORTABLE with it.• Add a little movement if it works with your story — move with intention.• Pause for added effect.• Stand up straight and tall.



PRACTICE PUBLIC SPEAKING:

- Break students up into even numbered groups.
- Each member of the group will get 5 minutes to share as much of their Talk as they can.
- Have one person record the speaker and share the recording with them.
- For 3 minutes, partners will give feedback specifically on content. The next person goes and the same pattern continues until all speakers have presented.

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STRETCH YOUR FEEDBACK MUSCLES:

During the feedback section of each presentation, students should identify if the Talks have any of the following qualities:

- The idea is too big.
- The Talk is too long.
- There is more than one main idea.

For this Exploration, provide feedback on: Content

Descriptor / criteria for strong feedback:

- Idea is too big: When can we get more specific?
Ex) “You mention public transportation being something important for us to use to help with pollution. I think you could add more of your own experience using the subway to get places. Maybe focus more on why it matters to you and how you as a kid can help with pollution.”
- Only what you need: Your Talk should probably get **shorter** as you edit. Every word should be purposeful and needed. If it’s not critical, delete it!
Ex) “You don’t need the second story about XYZ since you already mentioned it in the beginning of the Talk, and the second story doesn’t provide anything new/critical.”
- One idea, not more: Is this one idea clear? Sometimes we see multiple ideas packed into one Talk—but that’s not good for audiences! Save your additional ideas for your next Talk: clarity is key!
Ex) “You shared 2 ideas in this Talk. One was about how important it is to save pandas from endangerment, and the other was about how to help the environment as a regular citizen. I would stick to just one idea. The one about your personal impact can connect more with people so it may be the best option this time”.



TIME TO WRITE:

After rehearsal and feedback rounds, give speakers 5 minutes of silent reflection.

Guiding Questions for students:

- How will you approach the next round of edits to your Talk?
- How will these edits impact your Talk?
- Do you notice any habits while you speak (e.g., saying um, shifting your weight)?



EXPLORATION CHECKPOINT

- Speakers have practiced and are now a bit more comfortable sharing their whole Talk with an audience.
- Speakers have a recorded video of their Talk to use for reflection and rehearsal.



AFTER THE EXPLORATION

- Encourage students to share their Talk with family members, practice in front of the mirror and record themselves on their phone if they can. The more they practice, the more comfortable and natural the delivery will be.



EXPLORATION 12

Present your final rehearsal

Most professional productions (in theater, film, music, television) use a “dress rehearsal” to practice the full event, exactly the way it will go on the big day. This exploration will use the dress rehearsal framework to help your speakers work out those last-minute kinks in their scripts and performances.



EXPLORATION OUTCOMES

- An inside-and-out familiarity with their Talk and their idea worth spreading.
- Production considerations for the day of recording.



TOTAL SUGGESTED EXPLORATION TIME

90 minutes



MATERIALS TO USE

- Guiding questions posted that students can use during silent reflections.
- A device that records video, and any other production equipment available. We encourage you to use what’s available to you, whether it is a camera phone or a traditional video camera and microphones. Be creative!



WHAT TO PREPARE

- Visit ed.ted.com/student_talks/explorations and spend time reading over the “TED-Ed Production Guidebook” for tips on how to prepare your recording space.
- In the resources at ed.ted.com/student_talks/explorations you can also find a guide on how to record a direct to camera, for students who may want to record themselves on their own devices.

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- You can break speakers into groups or have them present one at a time, depending on your group size. Each speaker should be able to present their full Talk.
- After each speaker has presented at least once, gather the group for reflections, shout-outs and commitments for what they plan to work on between now and the final presentation.

ACTIVITY 2:

- Ask students to think through the following items for their Talk and write them in their Idea Journal.
 - Talk Title
 - Talk throughline
 - A short paragraph description of the Talk



TIME TO WRITE:

Give speakers 5 minutes to write out anything they observed (either in their own or others' presentations) that might help them feel more confident going into the big day.

Guiding Questions for students:

- How do you recover if you forget something on stage?
- How did the Talk feel?
- Were you nervous? Confident?
- What parts did you forget?
- Were certain portions harder to share than others?
- What could be better for next time?
- What went well?



EXPLORATION CHECKPOINT

- Speakers have a Talk that is ready to be presented in front of an audience and/or video camera.



AFTER THE EXPLORATION

- Speakers should make time to rehearse on their own in front of friends, family or anyone else not in the group.
- Divvy up any last-minute tasks that might need to be done to prepare for your showcase.
- Take a fun, goofy or silly photo of students (bloopers reel, anyone?). Share it with tededstudents@ted.com or post it to #TEEdStudents.

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EXPLORATION 13

Record the Talk!

It's showtime! Your effort, practice and hard work pays off today when your speakers will record their Talks to be uploaded and shared with the world. Speakers will use their public speaking skills and research to present their idea worth spreading. This is the big moment for your group! Take time to celebrate how far you have come!



EXPLORATION OUTCOMES

- A recorded version of all students' final TED-Ed Student Talks.



TOTAL SUGGESTED EXPLORATION TIME

It depends on how many students you have and how long their Talks are! If necessary, you can break this into two recording sessions.



MATERIALS TO USE

- A device that records video. This can be any type of recording device, from a camera phone to a traditional video camera.
- Tripod or something to hold the video recorder in place
- Headphones to listen closely to the sound being captured in the room
- Any additional lighting or props you want to use
- A simple black or white backdrop without any logos



WHAT TO PREPARE

- Make sure to complete a test of the video/audio capture right before you start. Small things can change your recording in a big way, so it's always helpful to test on your actual recording day. Reminder: adhere to YouTube's Terms of Service and Community Guidelines. Confirm that all images, music and video clips are cleared for YouTube distribution. Securing rights to copyrighted material is the responsibility of the TED-Ed Leader.
- Schedule your space ahead of time and check for nearby distractions (e.g., *band practice next door*).



Guiding questions for students:

- Is your room set up the way you want it?
 - Can everyone in the room hear and see, and if not, how can you fix it?
 - What time should you arrive to make sure everything is ready?
 - What can you do to make each speaker feel more comfortable?
- There is also a [Production Guidebook](#) to look through more suggestions on recording materials, lighting, sounds, editing and a helpful checklist too!

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EXPLORATION ACTIVITIES

ACTIVITY 1:

- Have each speaker share their Talk! This may be split between different sessions with your speakers or take place during a special day/time and include invited guests. This can include invited guests like family members or other school staff.
- Speakers will present and record their final Talk one at a time. (Reminder: all visuals should be visible in the camera shot.)



Audience norms could include:

- Phones and ringers off.
- Encouragement for all students. All students have worked tremendously to share their idea.

ACTIVITY 2

- Make sure you save, back-up and appropriately label the files for each separately recorded TED-Ed Talk and then incorporate any edits needed.
- Submit each video to the TED-Ed team via the “Upload student videos” stage in your Learning Journey.. You'll upload each video in the Media Uploader, and fill out information for each video.



AFTER THE EXPLORATION

- Don't forget to reflect and celebrate!

TED-Ed Student Talks

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Wrapping up the Share section:



TIME NEEDED

15 minutes



WHAT WE HAVE DONE TOGETHER:

Go through the following items as a group to acknowledge what you have accomplished.

- Rehearsed our Talk and received feedback from our peers.
- Considered the technical needs for recording the Talk.
- Learned about the do's and don'ts of presenting.
- Presented and recorded our Talk with an audience!



INDEPENDENT REFLECTION CHECKPOINT:

Students take time to reflect and answer the following questions in their Idea Journal.

- You've done it! How do you feel about your Talk?
- What skills did you gain?
- What did you learn about others?
- Are there any action steps you can take right now?
- What was your proudest moment during your TED-Ed Talk?
- What might you do differently next time? What resonated with you about your fellow classmates' Talks?

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