

HOW TO DELIVER A TED STYLE TALK

A Masterclass ... DAY 1



THIS IS ME!



- Hey there!
- My name is and
I am a !
- I like to .. :)



What is Ted-Ed Student Talks Program?



Ted-Ed Student Talks Program

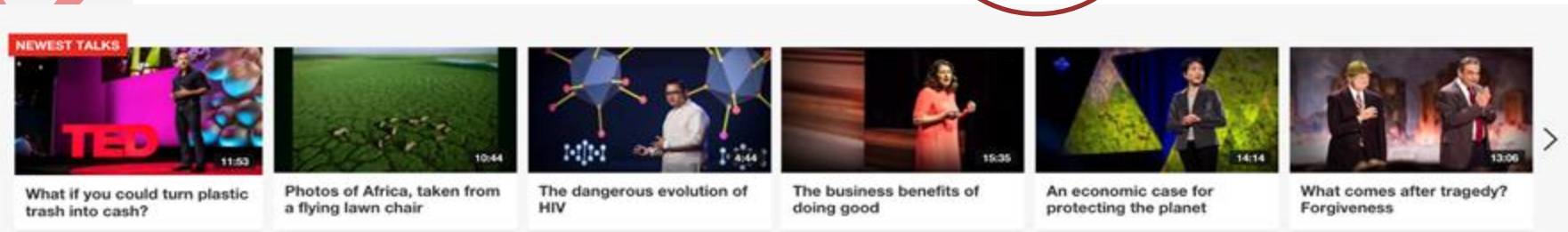


You may have seen people talk on a variety of topics and experiences on TED.com, or heard about one of the thousands of TEDx events that happen around the world.

TED's Programs & Initiatives

TEDx
TED Fellows
TED-Ed
TED Translators
TED Institute

Youth & Education Initiative
Ted-Ed Student Talks Program
Learn Presentation Literacy



■ STRUCTURE OF THE PROGRAM

PHASE 01.

DISCOVER

What are your
ideas?

PHASE 02.


DEVELOP

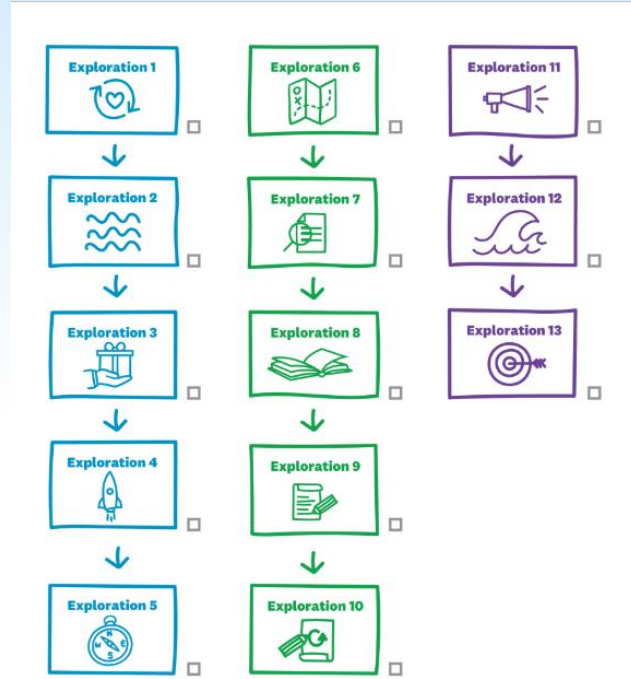
Researching and
designing your Talk,
writing your script

PHASE 03.

SHARE

Rehearsing,
practicing and
delivering your
Talks





Unit 1: Discover - Facilitation Planner

Exploration	Objective	Dates + timing
Exploration 1	Students understand the purpose of TED-Ed Student Talks, where they will keep track of their work, and group norms. Students identify different types of feedback and change non-specific feedback into specific and actionable feedback.	
Exploration 2	Students watch, discuss and analyze a talk in which a student speaker connects their experience to an idea to give to an audience. Students explore their own cultures and personal histories. Students practice public speaking.	
Exploration 3	Students understand that an idea is like a gift that great speakers give their audiences to apply to their life and their perspective. Students practice public speaking and make observations from a partner's feedback. They identify relevant changes needed.	
Exploration 4	Students review main idea statements from the TED Talks they have watched so far, refine their list of ideas and pick one main idea statement to develop into a talk script.	
Exploration 5	Students refine their main idea statements. Students listen to, discuss and analyze a TED Talk to identify how the speaker takes their audience on a journey. Students are introduced to the concept of their talk roadmap, which will help them plan what to include in their talk to support their idea.	
Unit Checkpoint	Students submit their main idea, why they should be the one speaking about this idea, and why the talk is worth their time to create, rehearse, and share.	



Unit 2: Develop - Facilitation planner

Exploration	Objectives	Dates + timing
Exploration 6	Students understand how to help the audience follow them on a journey and connect the aspects of a talk roadmap to their own idea. Students share their planning out loud, and identify how the feedback they receive is applicable.	
Exploration 7	Students identify where they can use research to build their credibility as a speaker. Students identify the difference between fact, opinion and informed opinion and between primary and secondary sources. Students conduct research and identify sources to use.	
Exploration 8	Students understand how detailed and well-organized stories help speakers connect with their audiences. Students identify an organizational pattern for their talk roadmap and present information that will help their audience follow their line of reasoning.	
Exploration 9	Students write their imperfect first draft and say their imperfect draft out loud. Students identify how language functions in different contexts, to make effective choices for meaning or style, when details can be helpful, and how to write well-structured event sequences.	
Exploration 10	Students edit their script to include relevant arguments, evidence and perspectives in a clear and well-structured way. They strengthen their writing skills by revising, editing, rewriting, and sometimes trying a new approach. Students understand the importance of presenting factual information.	
Unit Checkpoint	Students complete Talk Script_Draft 2, a fact-checking checklist and a works cited draft.	



TEDEd
Student
Talks



Unit 3: Share - Facilitation planner

Exploration	Objectives	Dates + timing
Exploration 11	Students understand how they can use their voice and body on stage to elicit a response/connection with their audience. Students indicate how they will present their talk in front of the audience, noting the differences between written word and the spoken word (what feels natural to say out loud).	
Exploration 12	Students identify the emotions they feel when presenting in front of other people and how to acknowledge them. Students utilize delivery techniques and understand the importance of practice and rehearsal.	
Exploration 13	Students reflect on final edits, how it felt to present their talk in rehearsal, and how much they have grown since the beginning of this talk-development journey. Students summarize their main idea in a succinct way and provide a talk title and description.	
Unit Checkpoint	Talk title and description, Talk Script_Final including their works cited.	
Presentation/ Event	Use the Talk Rubric and production guidance for recording (optional)	

■ SOME NORMS TO BE FOLLOWED...

BEFORE WE GET TO THE MAIN TOPICS LET'S SEE WHAT ALL WE NEED TO FOLLOW AND GET...

ASSUME THE BEST
LISTEN WITHOUT INTERRUPTING
FEEDBACK IS A GIFT

MATERIALS TO USE:

Paper to write

Paper to draw

Pens/Markers

TED-Ed Idea Journal

PHASE 01.

DISCOVER



Discover Your Ideas



“Your number one mission as a speaker is to take something that matters deeply to you and to rebuild it inside the minds of your listeners. We’ll call that something an idea.”

- CHRIS J. ANDERSON



WHY ARE YOU HERE?

1.1 Why are you here?

One hope I have for my talk is _____

I want to challenge myself to _____





Our group expectations
of each other are:



TYPES OF FEEDBACK

Exploration 1

Types of feedback

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

1.3 Give and receive feedback

Get feedback on your drawing and write it down.

Hearts	Diamonds	Clubs	Spades

Clubs and Hearts (unhelpful feedback) → Diamonds and spades (helpful feedback)

_____ → _____

◆ Diamonds

It was effective when _____

It was helpful when _____

The way you said or did worked well because

♠ Spades

What if you try _____

I might suggest _____

You should consider _____

WHY ARE FEEDBACKS IMPORTANT?

- Feedbacks are really important and should be taken sportingly.
- They help us to make our work better and hence the feedback must be cross-checked and incorporated to the body of work.
- Feedbacks from seniors, teachers and parents are always something to look forward to. Feedbacks from peers and siblings should also be paid heed to.



WHAT IS IN THE WATER YOU SWIM IN?

Exploration 2



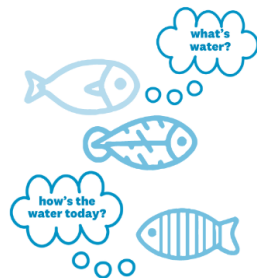
When we understand ourselves more clearly, we can better identify the ideas we may have.

2.1 What is water?

The young fish don't know they are swimming in water because

One way I connect with the story is

To me, the meaning of the story is



Exploration 2

2.3 What is the water you swim in?

Small things that bring me joy are _____

Something that annoys me is _____

I know a lot about _____ for hours.

I could talk about _____

It's hard for me to _____

People who know me describe me as _____

I'm proud of _____

I've failed at _____ and recovered by _____

A time I showed leadership was _____



I wish I could improve _____

If we stopped doing _____,

we could change _____

The impact I could have on others on a local, national, or global level is

A time or event that changed my life or the way I think about something is

My community could teach other communities about

WHAT MAKES AN IDEA GREAT?

98th
PERCENTILE

TEDEd
Student
Talks



IDENTIFY YOUR STRONGEST IDEAS

4.2 Your strongest ideas

In the table on the next page, write the ideas you are thinking about developing into a talk. Then, use the checklist below and add stars to help you decide which idea to focus on.

- Put a star next to ideas you can tell personal stories about.
- Put a star next to ideas that could change an audience's perspective in a surprising way.
- Put a star next to the ideas you are most excited to speak about.
- Put a star next to ideas that make sense for *you* to talk about (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 shaped your thoughts on the environment).
- Put a star next to ideas that feel the most important to talk about now.

Idea	Stars

MAIN IDEA STATEMENT

Exploration 5



5.1 Your main statement

Think through the following as you re-write your main idea:

- The challenge: A good idea is often a response to a difficult problem or issue; is there a problem or issue your idea address?
- The solution: What does your idea provide for people? What is the gift?
- Clarity: What needs to be clear for the audience

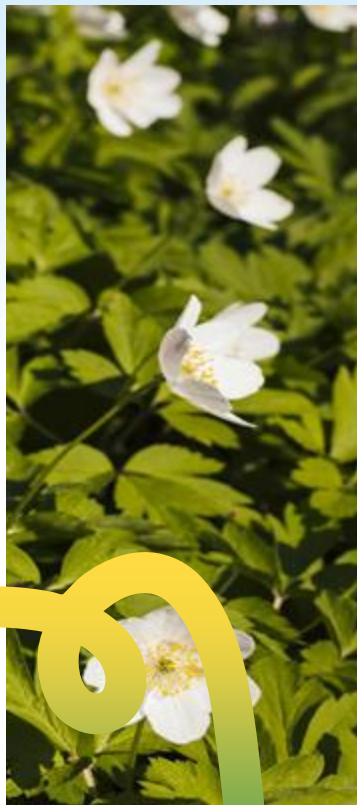
My main idea is...

With that we come to the end of our first phase- **DISCOVER**. Just for a minute, reiterate in your mind what all we learnt.

And I am sure by now, you all should have 1 solid idea to start your TED Talk in the next phase, which is **DEVELOP**.

END OF PHASE 01 - **DISCOVER**





PHASE 02.



DEVELOP

Transforming your idea into a Talk worth sharing

BUILD YOUR TALK ROADMAP

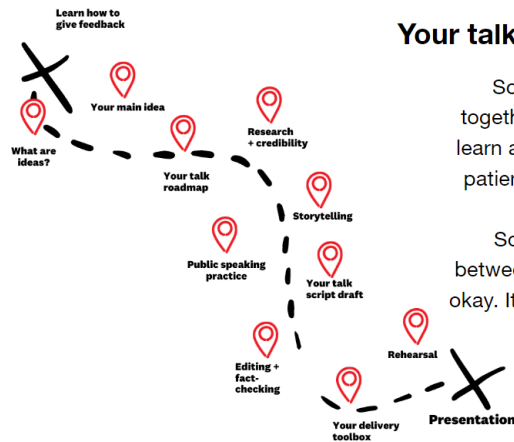
6.1 The talk roadmap

The talk roadmap helps you think of possible stops or destinations you want to take your audience to. First, we'll look at how other speakers have used different types of "roadmap stops" in their TED Talks. Then, you will come up with your own "roadmap stops" to help identify content that could be included in your talk. Remember, you are leading your audience on a journey and channeling your inner tour guide — we don't want anyone getting lost along the way!

How can I persuade my audience to come with me on a journey and listen to my talk?

The challenge: A good idea is often a response to a difficult problem or issue. Is there a problem or issue your idea addresses?

The solution: What does your idea provide for people? What is the gift you give them?



Your talk development roadmap

So, we are about to go on a journey together. It's going to be fun, and you'll learn a lot. It will take perseverance and patience at times. Here's a roadmap to help you follow this TED journey.

Sometimes you'll go back and forth between the "stops" on the map. That's okay. It will be worth it! Let's get started.

The Solution

Shreya says “We’ve all likely felt this tendency to gravitate towards people who look, think and act like us. It’s comfortable, but it can also be harmful because this polarization that we face today isn’t just about believing that the other side is factually wrong.”

Shreya says “I think the reason we were able to have that civil discourse was because we recognized that we were a part of a greater cause. And it’s because my peers knew me, not just as an opposing voice, but as Shreya, their peer, their fellow teen activist and their friend. And when we are able to recognize what unites us, it becomes so much easier to have conversations about what divides us.”

The Challenge

Ethan says “There is not a lot of information out there on what an autistic life actually looks like, so people often resort to stereotypes. And the lack of knowledge on autism doesn’t stop there either. Did you know that some people are trying to find a cure for autism? That’s because they see it as a negative thing, as a disease.”

Ethan says “If autism was seen as part of a natural human spectrum, then the world could be designed to work better for autistic people.”

Audience knowledge gaps

Ethan says, “Some people think that autistic people are fair-skinned males that speak in monotone and constantly go on and on about the same topic. Some people think that autistic people do not know right from wrong, avoid attention and usually say the wrong thing at the wrong time. Some people think that autistic people are socially awkward and lack humor and empathy”

Ethan says, “So in those situations, we do something called stimming, which is like a repetitive motion or a noise or some other random fidgeting that may or may not seem normal.”

Idea impact/Idea in action

Ethan says “Emotional expression, however much or however little, is difficult for me. And that is because I am bursting inside with every single emotion one feels at all times. Though of course, I cannot express it that way. Otherwise, let’s say, happiness, for example, would come out as a huge burst of gleeful wheezing, hand flapping and loud vocal “woohoos.”

Shreya says “There was a boy and a girl who were debating the merit of the Black Lives Matter movement. And I remember being afraid that their conversation would evolve into an argument. But it didn’t. “

Analogies/ Metaphors

Ethan says, “Our brains function differently from most people’s brains. Think of it like comparing an Xbox and a PlayStation. They’re both highly capable consoles with different programming. But if you put your Xbox game on a PlayStation, it won’t work, because the PlayStation communicates differently.”

Why is the idea important now?

Shreya says, “As a teenager, it’s a lot. And I know that many of my fellow Gen Zers feel the exact same way. And this is precisely why addressing this polarization crisis is so urgent and demands action from all of us.”

Questions for audience

Ethan says “But the question is, am I really diseased if I just think differently?”

Shreya says “So I think the question remains. How can we create space for this kind of bipartisan discourse?”

Credibility and research

Ethan says, “In his book ‘NeuroTribes,’ author Steve Silberman states that autism and other mental conditions should be seen as naturally human, naturally part of a human spectrum and not as defects.”

Shreya says, “I took it upon myself to learn more. I pored over articles and data from sources ranging from the more liberal, like the Brennan Center for Justice, to the more conservative, like The Heritage Foundation”

Shreya says, “While 77 percent of American voters polled before the 2020 presidential election said that they had just a few or no close friends who supported the other side’s candidate, 79 percent of Americans agree that creating opportunities for bipartisan civil discourse would be effective in reducing divisions.”

Story: Stories are a powerful learning tool. How can you share a story that connects with the audience and explains more about your idea?

Story

Ashton says, “It was just an ordinary Saturday. My dad was outside mowing the lawn, my mom was upstairs folding laundry, my sister was in her room doing homework and I was in the basement playing video games. And as I came upstairs to get something to drink, I looked out the window and realized that there was something that I was supposed to be doing, and this is what I saw. [shows photo on slide]. No, this wasn't my family's dinner on fire. This was my science project. Flames were pouring out, smoke was in the air and it looked like our wooden deck was about to catch fire. I immediately started yelling. My mom was freaking out, my dad ran around to put out the fire and of course my sister started recording a Snapchat video.

Demonstration

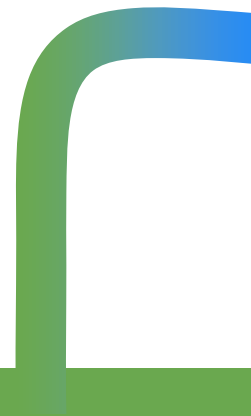
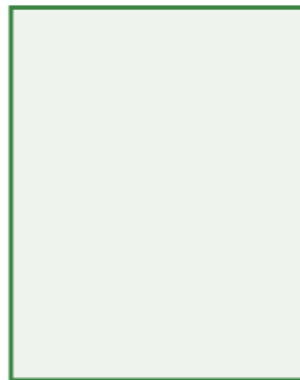
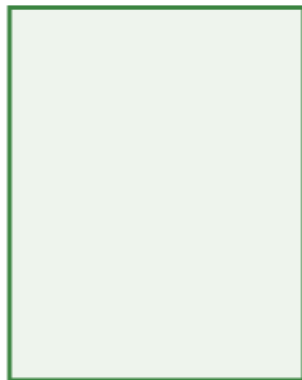
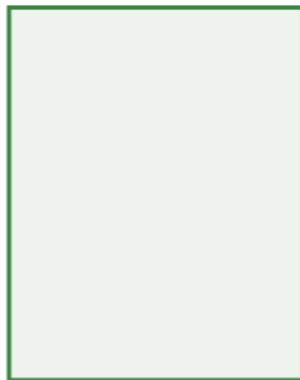
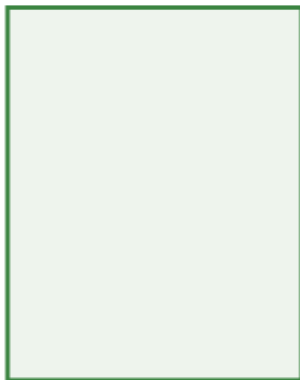
Ethan says “Think about all of the social gatherings you've been to in the past. Was there loud music playing? Were there really bright lights? Were there lots of different food smells going on at the same time? Were there lots of conversations happening all at once? Those things may not have bothered you guys, but for someone with autism, they can be quite overwhelming.”

Shreya says “Does anyone remember that feeling of walking into the school cafeteria with your tray in your hand and not knowing where to sit? Yeah, I see some people nodding. OK, cool. You might have sat alone, or perhaps more likely, you looked for someone who felt familiar. You sat with a group of people that reminded you of you.”

BUILD YOUR TALK ROADMAP

6.2 Your talk roadmap

Create your own roadmap stops by imagining your audience and considering how you can guide them on a journey through your idea. What are the most effective things you can use to backup your idea? Will you include a story, a statistic, an image, a quote from an author? Will you share what a critic's counterargument to your idea might be and your response to that counterargument?



THINGS TO BE AWARE OF WHILE RESEARCH

- Using someone else's ideas/words without citing them properly!
- 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!)



Exploration 7

Main Idea

Supporting data A



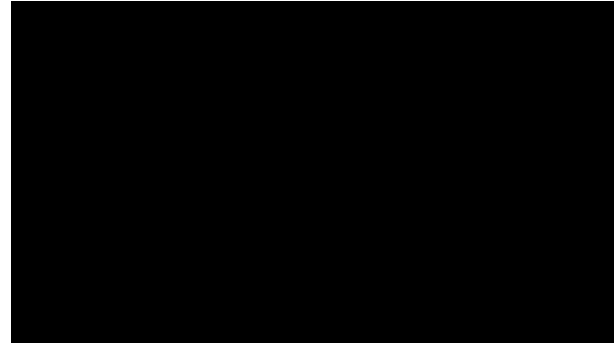
Following points

Supporting data B

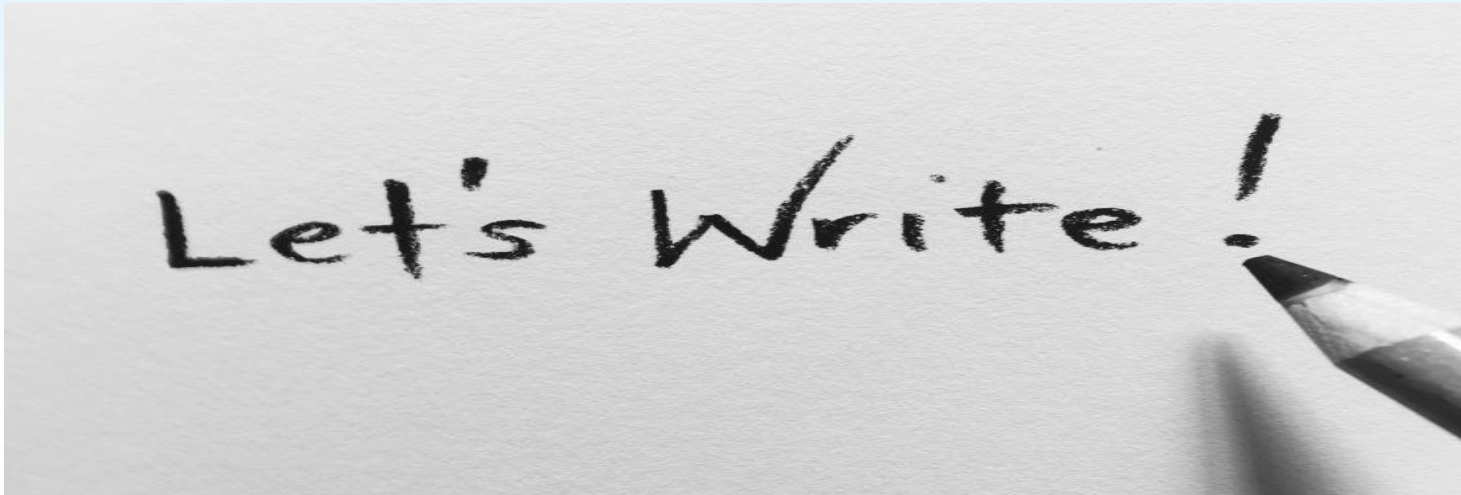


Following points

Let's see some videos...



WRITE YOUR SCRIPT



- ❑ Review your **Idea, Roadmap** and **Research work**
- ❑ Prepare the final draft and develop you talk!

REFLECT & IMPROVE

- 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 no 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”.

FACT CHECK

Fact-checking task	Completed?
Are you including numbers, statistics, or percentages in your talk/slides? When it comes to describing the data, are you extrapolating or overstating? I.e. if you use "most" or "every," can you check if the data only supports "some" or "many"?	
Do you have the most recent year's statistics or can you check if they've been updated? If numbers are more than a year or two old, we recommend checking if new data has been made available.	
Did you make sure you have presented a fact or an informed opinion and removed bias? Look for direct interviews, and avoid social media posts from one individual or non-independent news sources controlled by foreign governments.	
Are you using reputable and primary or secondary sources? Primary sources are always preferable to secondhand sources such as Wikipedia summaries or news articles, which can sometimes insert errors.	
Are you using scientific research? Make sure research has been published and peer-reviewed. And if research is in a preliminary stage, say "initial research findings indicate" or "preliminary findings suggest."	
Are you including a story about someone other than yourself? Get consent from any participants who may be identifiable by name or by details. If you don't have permission, you can use a pseudonym to describe them.	
Are you using any music or images? These need to be appropriately cited and used according to copyright laws.	

■ WHAT WE LEARNT SO FAR?

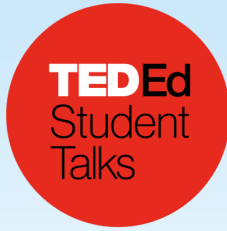
DISCOVER

1. Why we are here and why feedback is important. The types of feedback we focus on.
2. What is in the water you swim in? How daily things we pay no attention to are actually important. Identify them.
3. How a great idea should be (Eg. Talking about a global problem and providing a solution, relevant to society etc.). Identify your idea.
4. Identify main idea among strongest ideas.
5. Main idea statement

DEVELOP

6. How to follow the talk roadmap and follow each checkpoints.
7. Credibility and research. Finalize talk script.

■ HOMEWORK



1. Work on your **Idea**.
2. **Research** and cross-check.
3. Write a **rough draft** of your speech based on a great idea, a good Talk roadmap and research.
4. Keep it handy for **tomorrow!!**

STORYTELLING

Exploration 8

8.2 Practice: Write your stories

A good story is specific, vivid, and can help an audience connect *emotionally*. Can you tell a story to set up how you identified a problem? Or how a solution came together? Or to explain why your idea is important to you?

Exploration 9



9.1 Organize your talk roadmap

Use the map below to plan the basic logical sequence of points that get you from the beginning to the end of your talk.

- Hook: How do I want to start my talk to make sure people are on the journey with me?
- Perspective: How can I feature one or more characters that my audience can empathize with?
- Tension: How can I build tension?
- Closing: How can I end with a great resolution? It can be funny, moving, revealing, etc.



■ NOW BEFORE WE MOVE FORWARD...

Let's hear some of the drafts you all have written...

After that, all of you must focus on the feedbacks and if you have any questions write them down. We will hear them at the end of the session and provide answers.



FEEDBACK AND EDITING

- Provide feedback
- Help children edit script accordingly
- Tell the importance of fact-checking

- The idea feels too broad (not specific enough). It feels hard to define what their main idea is because it needs to be clarified.
 - 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.”
- There is something that should be removed. If you find your mind wandering and it’s hard to pay attention, or it’s hard to see how something the speaker is saying connects to their idea, then it might not need to be in their talk.
 - Ex) “You don’t need the second story about XYZ since you already mentioned it in the beginning of the talk. The second story doesn’t provide anything new/critical.”
- There is more than one main idea. If you find it hard to determine the main message/idea the speaker is trying to share, there may be more than one main idea present.
 - 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. People can connect more with the one about your personal impact, so that may be the best option this time”.

With that we come to the end
of Phase 2 – **DEVELOP.**

Next we will begin Phase 3-
SHARE.

END OF PHASE 02 - DEVELOP

PHASE 03.

SHARE

Practice, Rehearse & Record!



TOOLBOX

Use body language as voice as tools to reach audience

How can you use your voice to get the reaction you want from the audience?

How can you use your body to get the reaction you want from your audience?



Eyes



Smile



Shoulders



Hands



Feet

11.1 You have a toolbox

You can use your voice and body to encourage your audience to react in the following ways:

- Connection: "I trust this person."
- Engagement: "Every sentence sounds so interesting."
- Curiosity: "I hear it in your voice and see it in your face."
- Understanding: "The emphasis on that word/that hand gesture...now I get it."
- Empathy: "I can tell how much that hurt you."
- Excitement: "Wow. That passion is infectious."
- Conviction: "There's determination in your eyes."
- Action: "I want to be on your team. Sign me up."

■ MAKE IT VISUAL

1. Visuals such as image slides, videos, pie charts and graphs can be used to make your video more interesting.
2. Before using visuals, you must understand that less is more. We don't need to forcefully insert a visual if it is not needed.



PRO-TIP FOR USING VISUALS

Before adding any visual make sure-

1. It's not text heavy.
2. It's relevant
3. One slide should support only one point.
4. One slide should not have too many different information.
5. Every slide/visual must have a purpose.
6. Cut out visuals that don't serve any purpose and are distracting.



WAVE OF DELIVERY TIPS

12.1 Ride the wave delivery tips

Have you ever looked out at the ocean and noticed how the waves come in to the shore and then leave and pull back out? How sometimes the waves are big and sometimes small? Our emotions are like the waves. Let's overcome our fear of the approaching wave, and actually get up and ride the wave instead.



- Tip 1: Does anyone in the audience know what you are going to say better than you do? No. You're the expert on what you are going to say. You know what you need to say better than anyone. Let that empower you! That means that if you forget a word or mess up a sentence, no one will know. The important thing is to connect with the audience. Don't sweat the small stuff.
- Tip 2: Imagine you really want to share something with your best friend - something they don't know yet that you get to teach them. How are you feeling? Probably excited, right? Channel that excitement: "Hey, guess what?! This is so cool...!" Get excited about teaching someone something new.
- Tip 3: What do sports, concerts, plays, performances and tests all have in common? Practices and rehearsals. Public speaking is no different. The more you practice and get feedback from different friends, teammates, family members, etc., the more you'll see how an audience reacts. Your comfort will grow and your talk will become more and more a part of you.
- Tip 4: When we are talking, do you think we notice our speed or volume? Not really. Be mindful of your pace and projection (oftentimes we can be quieter and faster than we think!).
- Tip 5: What is something we can do with our bodies when we want to calm down? It's used in yoga and exercise? Breathing. Actively focusing on your breath can do wonders for your nerves, your memory, and the sound of your voice. BREATHE.

KEEP REHEARSING

12.3 Rehearse, rehearse, rehearse (and when you think you're done, rehearses some more)

Rehearse by yourself

Auditory

- Make two audio recordings of your script
- Pick whichever recording felt best, then play it. Speak alongside the recording. Do this until you can say your script without looking at your script.

Rehearse with others

It's helpful to share your script with someone who doesn't know a lot about your idea. They can help you identify any audience knowledge gaps you might want to adjust.

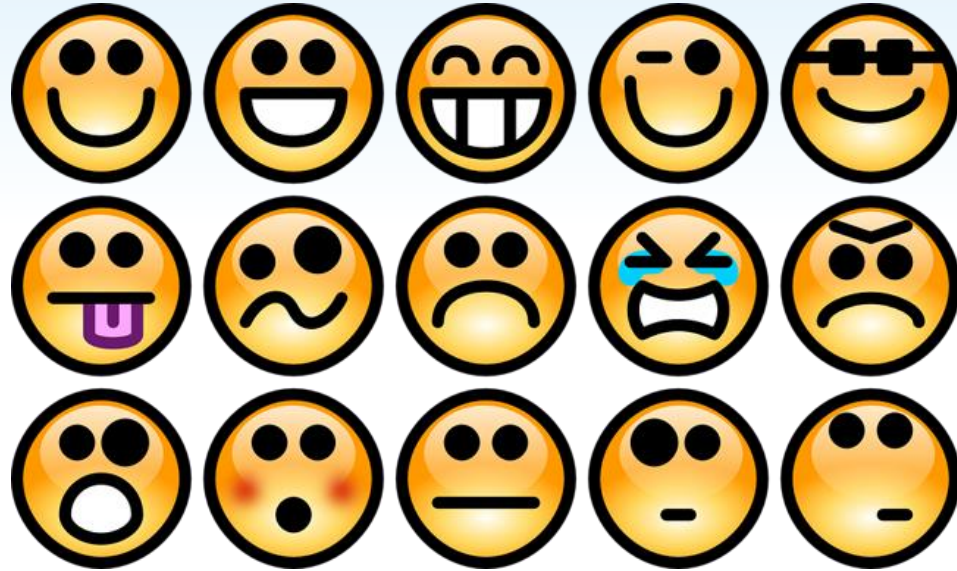
Visual

- Print a clean copy of your script.
- Divide your script into a couple of sections.
- Take a colored pen. In the margins of your script, write keywords that capture what each section is about (use keywords that help YOU remember what it's about).
- Talk through section 1 out loud. Do this until you can say that section without looking at your script.
- Do this for every section of your talk.

- ❑ The final presentation set-up is going to vary from group to group. In your rehearsals, try to mimic the presentation day as much as possible. This may take up more than one meeting.
- ❑ Do a group warm-up! You could rewatch the warm-ups Julian Treasure does with the audience in his talk or try some of the following:
 - Scrunch your face together then open your face up by widening your eyes and opening your jaw.
 - Say “Unique New York” 3 times fast.
 - Say “Red leather, yellow leather” 3 times fast.
 - Say “Jingle, jungle, jangle, joker” 3 times fast.
- ❑ Remind students of the delivery tips they have selected to work on and then give them this final tip: Take a deep breath before you start.
- ❑ Listen for two final pieces of feedback to give to your students: one piece of feedback on content (something they are saying) and one piece of feedback on delivery (how they are saying it), so they can take that into their final presentation.

- ❑ Looking for a way to keep all the students engaged as they sit through rehearsals? Think about using “feedback hats”: Have different students watch for specific types of feedback as the speaker presents. We’ve given examples of different “hats” they can wear in the Exploration Extras section.
- ❑ Either during meeting time or after the Exploration, ask students to reflect on how their rehearsal went and take on your final pieces of feedback. Most importantly, they should take time to identify how much they’ve grown!
 - How did you feel sharing your talk?
 - How do you recover if you forget something on stage?
 - Were certain sections of the talk harder to share than others? Maybe edit those!
 - What delivery tip are you going to remember to work on?
- ❑ *Optional:* Rehearsal production. Depending on whether you record the talks or not, you can use the production resources in the Exploration Extras section to help think through how to set up for good audio and visuals! Here are some general guiding questions to think about:
 - Is your room set up the way you want it?
 - Can everyone in the room see and hear? If not, how can you fix that?
 - Are there any changes that could make each speaker feel more comfortable?

■ HOW DO YOU FEEL ABOUT YOUR TALK?



FINAL TALK DETAILS AND TALK RUBRIC TO FOLLOW

13.1 How was your rehearsal?

- How do you recover if you forget something on stage?
- Were certain portions of your talk harder to share than others? Maybe edit those!
- What delivery tip are you going to work on?

13.2 Your final talk details!

- Your talk title: Make sure this title is specific and every word is deliberate.
- What is your gift to the audience? Write your main idea statement here.
- Explain why someone would want to listen to this talk in 3-5 sentences.

Your Talk Rubric

Clarity	The idea is generally audience-centered, specific, and solution-oriented. It provides the audience with a new perspective. Audience members can clearly repeat the main idea to someone who hasn't listened to the talk.
Credibility	The speaker establishes credibility with their background and experience. They are the right messenger for this idea and have done direct research to support their idea. (Example: they reference an intensive data set, large survey, social reach stats, etc.)
Impact	The idea has a clear impact and can inspire deep, meaningful change. The idea just needs a platform so it can be shared more widely. The idea has been tested, applied, and/or found viable with success metrics that prove its impact.
Adaptability	The speaker has taken a global audience into account and has indicated many ways the idea is applicable in different places, with different people. It is easy for the audience to understand how this idea can be applied in many different spaces. The speaker offers practical steps, and metaphors, analogies or examples to help the audience understand how the idea can be applied.
Organization	The talk is very organized and easy to follow. The speaker has a strong command of the language used and the structure is clear. There is an obvious through line that helps the audience understand the idea.
Delivery	The speaker's delivery is masterful and magnetic. Their energy is authentic and they connect with the audience. The audience feels the speaker has taken them on a journey.



PRACTICE, EDIT, PRACTICE

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.

PRESENT YOUR FINAL REHEARSAL



Take it from me,



Always be confident and
remember you can do it!!



■ **BUT WAIT... HOW DO WE RECORD AND
UPLOAD?**

Recording QUESTIONS



RECORD THE TALK (AFTER THE MASTERCLASS)

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

■ STEP 3 : RECORD THE TALK (AFTER THE MASTERCLASS)

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

WHICH DEVICES CAN BE USED FOR RECORDING?



CAMERA
AND
MICROPHONE



MOBILE
PHONE



STANDEE
OR
TRIPOD



Before recording checklist

You should always record a test video or two before recording the real deal. Try to check off all these boxes before you start recording your final video.

- Did the speaker practice in front of the camera?
- Have you told the speaker to avoid wearing solid white or solid black clothing?
- Have you collected the speaker's powerpoint, keynote, and/or video file?
- Is the camera on a tripod, or does your cameraperson know where to stand?
- Does the speaker have a microphone, voice recorder, or device to record their voice?
- Does the audio device pick up sound clearly from the position it is placed?
- If using a microphone, can you hear the speaker from the back of the room?
- Do you know how to safely use all equipment you have chosen to use?
- Is your camera(s) charged? Do you have extra batteries or a back up(s)?
- Does the lighting work? Watch your test video to see if you need to adjust.

Recording checklist

Now that you're ready to film, keep these questions in mind just before and as you are recording.

- Have you told your audience that you will be recording?
- Are you recording in portrait or landscape? Always record in landscape mode.
- Are you too far to see the speaker clearly? Are you too close to see their slides in full?
- Is there enough light to see the speaker? Is your light setting correct so that you can see both the speaker and slides?
- Are you making sure that doors are closed and any background noise in your area is minimal? This may help improve sound quality and the speaker's focus.

Editing dos and don'ts

Getting your videos ready for submission is important. Follow these dos and don'ts to make sure talks are ready to share.

DO: Name everything accurately.

Name your files! Being organized from the start will allow you to easily find videos, clips, audio, slides, etc. when you start editing. Give the talk a title! Make sure every word is deliberate. If someone read just the title, would they know what to expect from the talk?

DO NOT: Add a title slide.

There's a chance that our TED-Ed team will modify the title of a talk if we decide to feature it on YouTube, so we ask that you not add a title slide to the video.

DO: Amplify the audio if it is not loud enough.

Levels should be between -12dB and -6dB. Make sure that background noise isn't too loud either. Sound is all about striking a delicate balance.

DO NOT: Add any extra sounds.

Do not add applause, music, or other sound effects. These distract from the audio of the speaker and can make the talk hard to understand.

DO: Cut out intros, waiting time, and applause.

It's best to just start right at the beginning of the talk (with a little breathing room before and after).

DO NOT: Cut off the speaker.

Don't cut too close to someone's words. Minor slips or pauses are natural, so don't go crazy cutting out every little mistake.

■ HOW TO UPLOAD/SHARE VIDEO WITH US?

1. Record your final video.
2. Go to the google form link shared via email.
3. Fill out parents and student's details.
4. Fill the Title (might be used as YouTube video name) and write a small description of your talk.
5. Upload the video in the space provided
6. Video should be between 5-10 minutes and within 1 GB.

WHICH TALKS GET CONSIDERED BY TED TEAM?

- The talk (speech) must be relevant.
- It must be centered around a global issue and a solution must be provided.
- The idea should resonate with the people and consider their feelings.
- The talk must clearly indicate why the idea is important.
- The presenter must have perfect body language and tonal variation. Proper presentation of the talk is extremely important.

The talk must be-

- ❖ Clear
- ❖ Credible
- ❖ Applicable
- ❖ Impactful
- ❖ Organizational and
- ❖ Have a good delivery (by the student).

END OF PHASE 03 - SHARE

That's all dear students!!

Thank You! Good Luck!!

Thank You!

If you have any queries please feel free to contact
us at support@98thpercentile.com

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Visit www.98thpercentile.com