

A young man with short hair, wearing a dark suit jacket, a light-colored collared shirt, and a dark tie, is speaking into a small lapel microphone. He is looking upwards and to the right with an expressive, open-mouthed smile. His right hand is raised, palm facing forward, in a gesture of emphasis. The background is bright and out of focus, showing the silhouettes of other people. The entire image is overlaid with a semi-transparent red filter.

Information packet: About TED-Ed Student Talks

TED-Ed Student Talks

The world is waiting to be redefined by the biggest, smallest, boldest, quirkiest, bravest, most inspiring and most brilliant ideas from young people around the world. Thanks for taking the first steps to sharing the next generation of ideas worth spreading. We can't wait to see what you do next!

At TED, we firmly believe that great ideas can come from any person, in any place, at any time. We invite you to think about how students you know can discover and communicate their ideas in a clear and engaging way, the way thousands of schools and educational organizations around the world are all working to spark and celebrate student ideas currently.

We provide facilitators with a Guidebook that contains 13 Explorations (modules with activity blocks) to engage students in discovering, developing and sharing their TED-Ed Student Talks, while students have a corresponding Student Idea Journal. We've designed those resources to be flexible, and how much time groups spend on the 13 foundational modules is up to the facilitator.

In this packet, our goals are to:

- help you understand what TED-Ed Student Talks is,
- how TED-Ed Student Talks can impact students,
- how facilitators engage with the resources,
- and provide examples of what the resources look like.

Through the activities in our TED-Ed Student Talks materials, we hope students can confidently present their talks to an audience, and we help facilitators think through ways to share students' with audiences in their communities and with TED. By imagining how to engage facilitators and students you know, you're championing our belief that student ideas can bring people together, help celebrate diverse values, and create an inclusive future.

The TED-Ed Team

TED-Ed Student Talks: Who, where, when and how?

Who is able to access the TED-Ed Student Talks resources?

Facilitators are educators and adults working in youth programs with students who fall between the ages of 6-18,

- In an extracurricular club: as a group of students in an after-school setting, led by an adult educator, teacher or youth program staff member.
- In a classroom: as a group of students in a class, led by a teacher.
- As part of another youth/educational organization: as a plug-in to an existing program—for groups of students who are part of programs run by our collaborative partners.

Since the TED-Ed Student Talks resources are free, from a reputable brand like TED and champion student ideas, facilitators should not use the TED-Ed Student Talks resources to profit or promote a company, product or organization (this includes not charging a fee for students to participate) or to indicate that they are employed or affiliated with TED outside other than as a volunteer facilitator. Please also note that TED-Ed Student Talks are not currently available for college/university level students.

How much time does the process take to develop TED-style talks?

Completing the 13 Explorations and staging the Presentations can take anywhere from 10-20 hours (15 hours is the average). This varies depending on the pace of instruction and how many Explorations the group completes. In the following pages, we've provided a facilitation planner for facilitators to create their potential lesson breakdown.

How will students engage with the resources? A sample approach to student engagement is what one district calls “all -> some -> few”. In this model, *all* students do the first two Units. Then, *some* students with strong ideas and the ability to spend extra time working then move onto the last Unit and then a *few* students present on the TEDx stage. We think exposure to the material can be beneficial no matter how many activities students experience so facilitators can design different ways students will engage.

How can you celebrate student ideas when they are complete? We provide more details about the TED-Ed Student Talks Showcase, hosting a TEDx event, and submitting strong student talks to the TED-Ed team for review in our Exploration Extras section once you're a part of our community. We also encourage you to dream up different ways to highlight students within your community!

What is the recommended group size?

Our current average group size is around 20-30 students. If you'd like to have a larger group of students (more than 30 students) meeting at once, we recommend you have a co-leader as someone who can help support you during the meetings and share responsibilities.

How can districts, larger organizations and networks of schools get involved?

If you work in an administrative role of a school or organization and want to have multiple groups of educators and students involved, you can indicate that in your application and can also email us with your interest in a large group adoption and scalability at tededstudents@ted.com.

Student learning objectives

The activities students participate in can enhance students' presentation literacy and help them build important social, emotional, and academic skills. Students who learn to develop their ideas and communicate effectively can improve their:

- **Speaking skills:** Students' ability to present information, findings, and supporting evidence in a way that listeners can follow. The organization, development, and style are appropriate to the task, purpose, and audience.
- **Listening skills:** Students' ability to use language in different contexts, make effective choices for meaning or style, and comprehend ideas more fully when reading or listening. They can make observations about audience response and/or feedback, and propose relevant changes to communication choices.
- **Writing skills:** Students' ability to develop real or imagined narratives using effective technique, detail, and event sequencing. Students ability to plan, revise, edit, rewrite, and try new approaches.
- **Critical thinking skills:** Students' ability to evaluate information critically and construct their own arguments based on data and reason. The ability to examine issues from multiple viewpoints.
- **Research skills:** Students' ability to conduct independent inquiry and research, and provide summaries of evidence from relevant sources to support their claims, arguments and perspectives.
- **Perspective and empathy skills:** Students' capacity to understand their cultures and personal histories, and to employ empathy while engaging with the perspectives, values and traditions of other individuals and communities.
- **Cultural and global awareness skills:** Students' ability to explore real-world issues, develop ideas and theories, and consider important issues from personal, local and/or national and global perspectives, while exploring the links between these perspectives.
- **Digital literacy skills:** Students' ability to use technology and media to communicate with individuals from different backgrounds and recognize the rights, responsibilities and opportunities of living and learning in an interconnected, digital world. Students' ability to use digital tools to analyze relevant data sets.

We also provide a Talk Rubric to further assess how well students have attained these skills and communicated their ideas.

The Facilitator Guidebook

The guidebook is the main resource the facilitator will use to lead students through the process of developing their TED-style talks. Through 3 Units, with 13 total Explorations (4-5 Explorations within each Unit), it provides foundational activities in creating a TED-style talk. We've designed this to be flexible and iterative. We tried to provide rich content so that facilitators have a lot to choose from, but encourage them to pick what works best for their students and their timeline as group needs vary depending on meeting times, student ages, and level of English proficiency, among other factors.

Explorations

Each Exploration serves as a building block of the talk development process. It includes an estimated time allotment, a list of student learning objectives, some pro tips, materials needed, and activity directions that correspond with the Student Idea Journal.

Activities

Each Exploration has 3-4 activities with full instructions for the facilitator. Some repeating activity types include: listen and discuss talks, new concept, practice concept, provide feedback and practice public speaking. The After the Exploration section provides some optional activities for asynchronous practice after the meeting.

Unit Submissions

At the end of each Unit, we provide guidance on the main student output from that Unit, and what feedback facilitators can give during the submission review.

Feedback

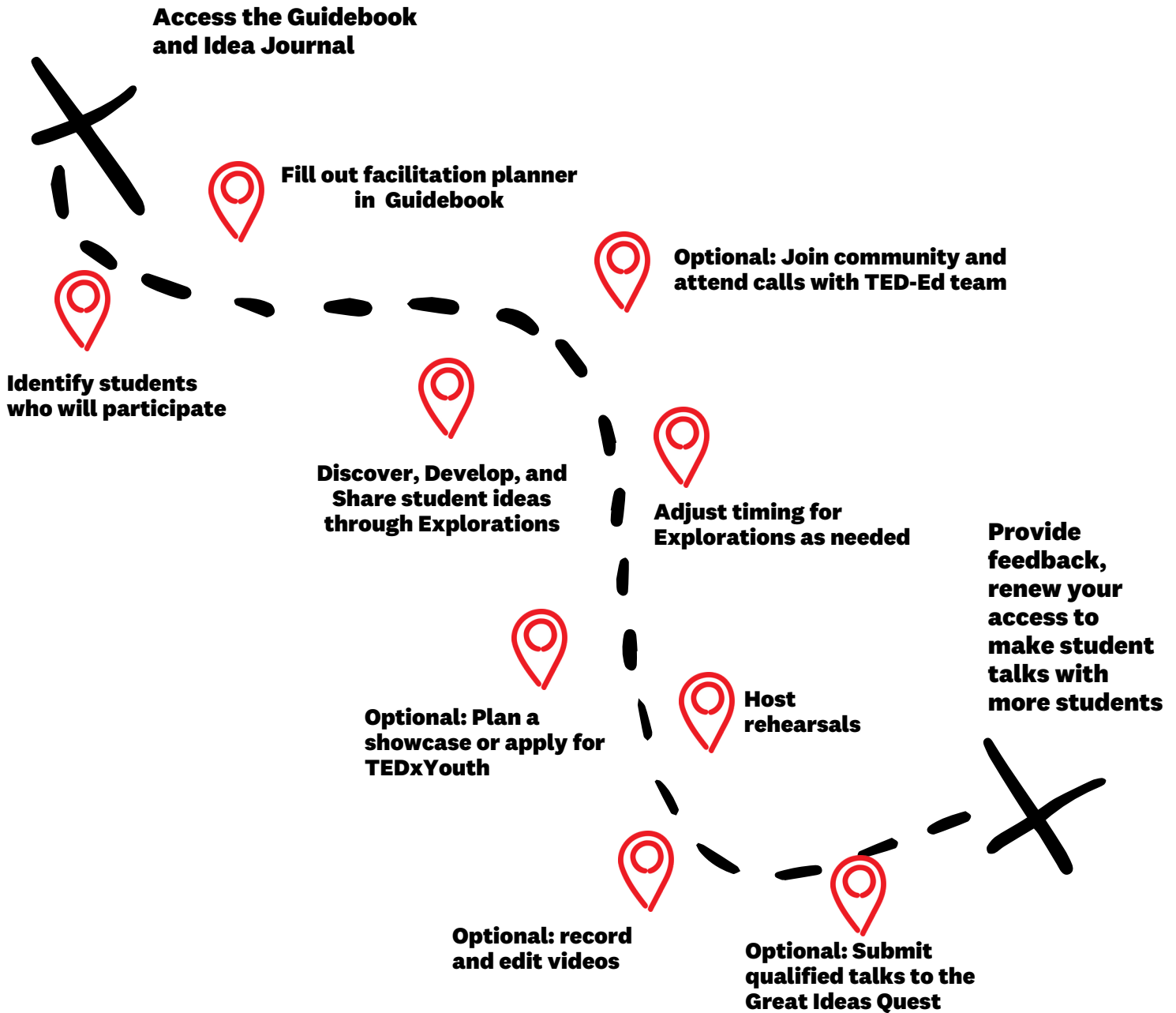
We believe that a well-developed presentation utilizes communication in a clear and engaging way that puts an audience first. Therefore, receiving feedback is a key component to developing a talk. We encourage students to practice giving and receiving feedback and to build active listening skills by listening to TED Talks and considering the feedback of others.

Pro Tips

Our team and experienced facilitators provides Pro Tips at the beginning of most Explorations. Here's an example of one: *Use any YouTube video link to create your own TED-Ed Lesson for your students to answer questions asynchronously. Learn about how to create a TED-Ed Lesson [here](#).*

The Facilitator roadmap

This is a sample roadmap for the main stops you might consider making as a facilitator. This provide you with a overview of your experience, and the Activity Overview layout on the next page provides you with more detailed activity order.



Activity Overview

New activities added in 2024 are highlighted!

The process of developing a TED Talk is broken up into three Units: Discover, Develop and Share. Each Unit contains a set of Explorations and each Exploration contains a set of Activities. The following Explorations-at-a-glance provide a brief syllabus for the guidebook.

Unit 1: Discover

Exploration 1

- 1.1 Group discussion: Why are we here?
- 1.2 New concept: Feedback
- 1.3 Practice: Feedback

Exploration 2

- 2.1 Listen and discuss
- 2.2 New concept: What is the water you swim in?

2.3 New concept: Public speaking

Exploration 3

- 3.1 Listen and discuss
- 3.2 New concept: What is an idea?
- 3.3 Practice: Identify your ideas
- 3.4 Practice: Feedback

Exploration 4

- 4.1 Listen and discuss
- 4.2 Identify your strongest ideas
- 4.3 Define your main idea

Exploration 5

- 5.1 Declare your main idea statement
- 5.2 Listen and discuss
- 5.3 New concept: A speaker guides their audience

Unit Checkpoint and Submission

Unit 2: Develop

Exploration 6

- 6.1 New concept: The talk roadmap
- 6.2 Practice: Develop your talk roadmap

Exploration 7

- 7.1 Read talk script and discuss
- 7.2 New concept: Credibility

7.3 Practice: Research supporting data

Exploration 8

- 8.1 New concept: Storytelling
- 8.2 Practice: Write a story
- 8.3 Practice: Organize your talk roadmap

Exploration 9

- 9.1 Practice: Organize Your talk roadmap
- 9.2 Practice: Write your imperfect first draft
- 9.3 Practice: Read your imperfect draft out loud

Exploration 10

- 10.1 New concept: Editing
- 10.2 Practice: Feedback and public speaking
- 10.3 New concept: Fact-checking and works cited

Unit Checkpoint and Submission

Unit 3: Share

Exploration 11

- 11.1 New concept: You have a toolbox
- 11.2 Practice: Take the written word to spoken word
- 11.3 New concept: When to use visuals (optional)

Exploration 12

- 12.1 New concept: Ride the wave delivery tips
- 12.2 Practice: Feedback and public speaking
- 12.3 New concept: How to rehearse

Exploration 13

- 13.1 Practice: Student rehearsals
- 13.2 Final talk script

Final Presentation

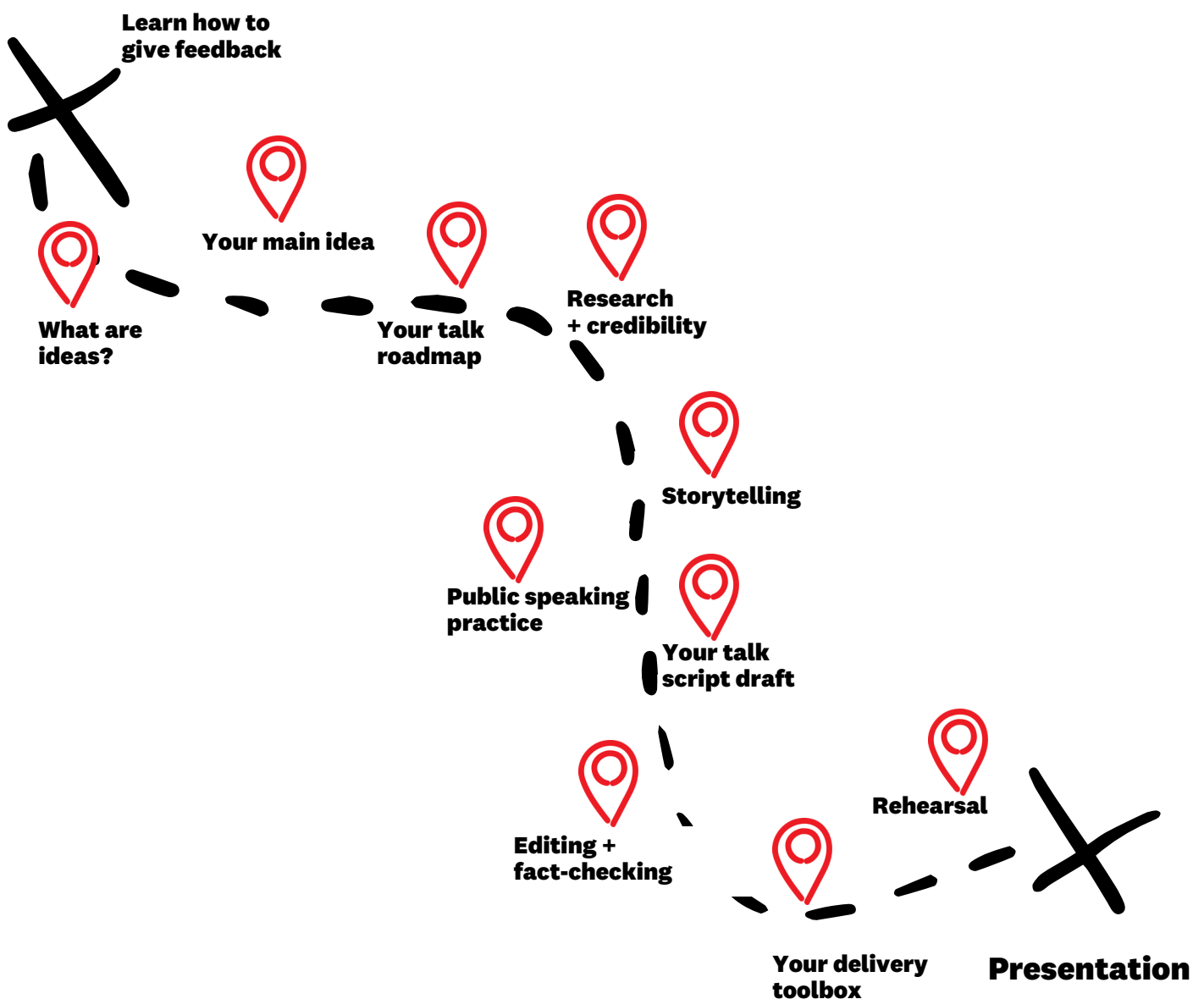
Unit Checkpoint and Submission

Exploration Extras

- Resource links
- Extra activities
- Extra activity formats
- Extra TED Talks and TED-Ed Animations
- Event and Production resources.

The Student Idea Journal

Students are provided with an Idea Journal that follows the same Exploration and Activity structure in the guidebook. At the start of each Exploration, we've indicated the corresponding Idea Journal pages and provide a link to them. Facilitators can utilize the Idea Journal in a variety of ways, either printed or digitally via their own platform (e.g. Digital options include Google Slides (in Google classroom), Notability, Goodnotes, Canva, or Microsoft Sway or students can upload photos of written work). Below is the talk development roadmap that welcomes students to their Idea Journal that facilitators and students will experience together.





How to get involved

Interested in getting involved, or activating a group of facilitators working with young people? Great! There are a couple next steps you can take.

- Download this packet and share this packet with others.
- Register your organization at the [TED-Ed Student Talks website](#) to gain access to the free resources for yourself. Or send the website link to others.
- Present at a school event or conference, using this [presentation template](#), and email our team at tededstudents@ted.com to let us know.
- Reach out to our team at tededstudents@ted.com if you have ideas about how these resources could benefit groups of students at scale.
- Find us on [Instagram](#) and repost/share our content with your community there.
- Use the following blurb in your newsletter if your audience is facilitators/educators working with students ages 6-18 (primary - upper school):

“Use TED-Ed’s free resources to bring engaging, flexible activities to your classrooms or extracurriculars. With TED-Ed Student Talks, students learn the importance of what they say and how they say it while developing their 21st century skills like public speaking and confidence, writing, and global perspective taking. Learn more about their resources, and how to register for them, on TED-Ed’s website.”





Resources preview: Unit 1 | Exploration 1



Unit 1: Discover ideas

In this Unit, students learn about themselves, discover what their ideas are, and generate their main idea statements. Students explore real-world issues and problems, develop ideas and theories, and pursue answers and solutions. They dive into their own cultures and personal histories, and employ empathy while engaging with the perspectives, values and traditions of other individuals.

At the end of this Unit, students will submit their main idea statement and rationale for choosing their main idea.

Exploration 1

- 1.1** Why are we here?
- 1.2** New concept: Feedback
- 1.3** Feedback practice

Exploration 2

- 2.1** Listen to and discuss Ethan's talk
- 2.2** New concept: What is the water you swim in?
- 2.3** New concept: Public speaking

Exploration 3

- 3.1** Listen to and discuss Shreya's talk
- 3.2** New concept: What is an idea?
- 3.3** Practice: Identify your ideas
- 3.4** Practice: Feedback

Exploration 4

- 4.1** Listen to and discuss Anika's talk
- 4.2** Identify your strongest ideas
- 4.3** Define your main idea

Exploration 5

- 5.1** Declare your main idea statement
- 5.2** Listen and discuss
- 5.3** New concept: Speakers guide their audience

Unit Checkpoint

Student reflection and submission to leader



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 to their audiences to apply to their lives and expand their perspectives. Students practice public speaking and make observations about their partner's feedback and relevant changes needed.	
Exploration 4	Students review main idea statements from the 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.	

Facilitator Guide: Exploration 1



Exploration overview: *We estimate this session to take around 60–90 minutes - fill in how you would allocate the time.*

Activity	Estimated time allotment
1.1 Group discussion: Why are we here?	
1.2 New concept: Feedback	
1.3 Practice: Feedback	



Exploration learning objectives

- Students understand the project’s purpose and the context of TED-Ed Student Talks.
- Students have their TED-Ed Student Talks Idea Journals or have another dedicated space for their TED-Ed Student Talks work.
- Students create group norms together.
- Students identify different types of feedback and change non-specific feedback into specific and actionable feedback.



Pro tips

- Think about a platform students can use to record themselves throughout this process. The sooner students practice speaking out loud and see themselves speak, the better. We have suggestions for this in the Explorations Extras section.
- Identify where students' Idea Journals will be shared and organized (printed or digital), and where future iterations of their talk scripts can be saved and organized. Or use a google form to see which option for Idea Journals students prefer.
- Think about making space for the louder and quieter voices-- the introverts and the extroverts. Consider the confidence and/or insecurity each participant may be carrying.



Materials

- Idea Journal pages (link + page numbers)
- Device to play video

1.1 Group discussion: Why are we here?

- Welcome students to the TED-Ed Student Talks journey. Share your motivation for starting this TED-Ed Student Talks project and what you hope the group will experience. You can use [this presentation template](#) to create a short presentation for students.
- Make sure all students are set up with their Idea Journals and a place they can write notes each meeting
- Watch one of the compilation videos of TED-Ed Student Talks. Ask students to reflect: How did that video make you feel? What are your thoughts about joining a community of students who have shared their ideas?
 - [What students taught TED-Ed this year](#)
 - [Creating space for student ideas](#)
 - [Student reflections on 2020](#)
 - [When students imagine “What if?”](#)
- Create group expectations for this talk development process. It’s important for all participants to feel safe and respected while being vulnerable with their ideas and their stories (or you can reiterate group expectations you may already have). Suggested group expectations include:



Assume the best	We all have a unique story to share. Be curious about other people’s experiences, especially when they are different from your 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.

1.2 New concept: The art of feedback

Key takeaway: Feedback is a key part of developing a talk. To create a supported way for students to consciously provide helpful feedback, they can use “diamond feedback” and “spade feedback.” We hope this feedback model will create a shared language and a safe space for students to give and receive feedback in the following Explorations.

Student Idea Journal: Exploration 1



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:



1.2 The art of feedback

Draw here:

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 next 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