Science TED Talks
Communicating Learning from Your Independent Research Project

Hello, scientists. The time has come to begin planning your TED Talk, in which you will share your learning from your deep dive in Term Two, where you chose a topic, formulated a question, and recorded your findings.

Note: your research is not over. Don't be afraid to dip back in when you realize you are struggling to communicate an idea clearly. Research doesn't need to stop until the day you share your learning with us—and even then, I am hoping you will continue to follow your curiosity about your topic well beyond the due date. Who knows, you may be the one who unlocks new thinking in this area in the future!

Recall the impulse that led you to your topic and your question. Keep that in your heart as you begin this work. Try to share that sense of curiosity with us. If you do that—while keeping the criteria firmly in mind—you will do very well with this task.

Step One—Gaining Inspiration

Spend time watching some TED Talks given by people your age, to gain some inspiration of how you might structure your talk: *www.ted.com/playlists/129/ted_under_20*

Before you watch, set up a **web** in your comp book.

The *Big Idea* is **TED Talks**.

The *Sub-topic* bubbles are **Content** (what they are saying), **Voice** (how they say it), **Body** (what they are doing with their body and face), and **Visuals** (the visual slides that they use to help communicate their ideas).

Off of each sub-topic bubble, make two *sub-bubbles* labelled **Effective** and **Ineffective**.

Now, watch at least two videos and record your thoughts as *details* coming off of each sub-bubble for each subtopic.

Step Two—Drafting the Script

Create a rough draft of your speech. Share the journey of your question with us, explaining why and how you followed the path that you did, focusing on the following:

- What was your **original question**?
- What is the **Language of the Discipline** associated with your topic? This means, what are some of the scientific words or concepts your audience will need to have explained to them in order to understand your talk?

- What did you discover about **how** and/or **why** things work the way that they do, in regard to your question and your findings? The is the meat of your talk: put most of your time here.

- What **subsequent questions** emerged as you engaged in research? What did you discover?

- What questions do you have now?

Who is your audience? Your peers. Keep that in mind as you create your draft. Trying to "sound smart" can lead students to plagiarize. You *are* smart. You don't have to pretend to be a 45-year-old PhD student; **just be you**. Talk to us like *you*. If you do, we will be engaged.

(And remember, we know who you are, so you don't need to introduce yourself.)

You are aiming to have a talk that lasts **between three and five minutes**.

Step Three—Experimenting with Visuals

You will create your visuals in PowerPoint.

You are allowed to have up to four slides; however, you will be limited in the amount of text you can use.

Each slide may contain either:

- Only **one visual**, with **one or two key words**, to help focus the audience's listening (recall Brené Brown's TED Talk about vulnerability: she used key words like "Courage" and "Numbing" to draw the audience's attention to those Big Ideas)

or

- A **labelled diagram** or a table or chart with a **title**

Think: where would a visual help my audience understand my content more clearly? What key words do I want them to remember after my talk?

Notice: **you may not use text beyond key words, titles, or labels**. This is so that we can focus on what you are saying and not have to read while we listen (which would cause us to have to choose between reading and listening because we can't do both at the same time…).

Beware of overcrowding each visual—an effective visual is simple and enhances the spoken content of a talk without competing with it for the audience's attention.

Step Four—Editing and Proofreading

Now that you have a general understanding of your written and visual content, you will spend time making adjustments to both, focusing on clarity of communication:

- How can you help the audience clearly understand what you are sharing?
- Where might context help?
- Have you addressed all the bullet points in Step Two?
- Are you focused on how and why?
- Think: okay, these are one set of options for my visuals—what might others be?
- Does your talk last between three and five minutes? Do you need to add some content, or do you need to make some cuts?

In addition to Oral Language skills (see below), **you will be assessed on**:

- How clearly your written content shares your scientific learning
- An attempt at depth, through focusing on the how and why of your topic
- The clarity of your visual communication—do your visuals enhance our understanding of your content?

Step Five—Practice

You will receive a rubric outlining how your oral delivery of your speech will be assessed.

We will also explore vocal techniques as a class. You are strongly encouraged to use those techniques and the rubric to help guide your practice.

Remember: you are aiming to sound just like you (not a fancy presenter), talking to us (not an imaginary audience), while at the same time speaking clearly.

You will also want to practice with your visuals—with either you or a partner controlling the advancement of each slide.

Step Six—Presentation

On presentation day(s), please make sure you have your script with you and that you know how to quickly access the final version of your PowerPoint on the One Drive.

After you have given your talk, you will submit the written version of your talk into the In-box.