



TED TALKS



I WATCHED A TALK BY : _____ ENTITLED: _____

DIRECTIONS:

WHILE watching your chosen TED talk...

1.) Jot down the speaker's ideas/comments that you think are worth sharing...those that impact, intrigue or inspire you.

(This is required whether you're giving a TED talk commentary speech this week, or not. If you ARE giving a speech this week, these things that have impacted, intrigued, or inspired you can become the brainstorm for your speech.)

AFTER watching your chosen TED talk...

2.) Summarize the speaker's talk (below) by writing a one-sentence "pitch" for your audience...one that would make them want to watch the speech. [Think "hook"...NOT summary!] Be specific, short, and engaging. Be ready to share your "pitch" with the class.

IDEAS:

WHAT DID YOU LEARN?

WORTH:

WHAT COULD YOU SHARE?

SPREADING:

WHAT COULD YOU SHOW?
(CLIP FROM _____:_____ TO
_____: _____)

IF SPEAKING, DETERMINE YOUR
TRANSITION INTO & OUT OF THIS
CLIP!

TED Talk Speech Requirements:

Every student is required to give TWO commentary speeches on a TED talk this semester.

Therefore, each week EVERYONE will turn in side one of this handout, but only a handful of people speak about their TED talks. (You'll know your speaking dates at the beginning of the semester...and are responsible to be prepared to speak on those dates!)

Guidelines: If it is your week to prepare a speech, remember, that this speech is a commentary speech (where you are commenting on someone else's ideas). You are NOT commenting on what you liked or didn't like, or even how the speaker spoke (voice, body, nonverbals). **You are instead commenting on IDEAS shared by the speaker.**

Note: This is not a summary speech (simply summarizing what the speaker said). That's what I call a "book-report-speech" and although you *do* need to summarize for an audience the ideas of the speech (since they have not seen the TEDtalk), you must also provide your own commentary or ideas. In other words you have to think, process, arrange, and ultimately share *your* ideas *about* the speaker's ideas.

Purpose: Your speech should make us 1.) THINK (inform), OR 2.) make us want to RESPOND (persuade), OR even 3.) ENTERTAIN us. Your choice. But you should have a clear purpose when preparing it.

Time Limit: The time limit for this speech is 2-4 minutes. (This does not include the time used to share the clip.)

Use of Visual Aids: The speech can not use visual aids (except for the clip you share). Focus on ideas.

Speaking Notes: You do not need to turn in an outline. However, you must PREPARE for this speech, so organization of ideas is required. ("Winging it" is not acceptable.) Whatever speaking notes you use must be submitted after you speak.

Do NOT use a manuscript. (A manuscript is "speech" written word-for-word...and is usually the death of speakers because most end up reading it, and there is no greater "sin" in this class than reading at an audience! Let us hear YOU, not your reading abilities. You have been warned...)

PREPARING FOR YOUR SPEECH:

1. LOOK AT **IDEAS** THAT IMPACTED/INTRIGUED/INSPIRED YOU (YOU MUST START HERE!)
2. FIND **CONNECTIONS**.
3. **ARRANGE** IDEAS AROUND ONE BIG IDEA.
4. **ADD YOUR OWN COMMENTARY**.
5. **CHECK:** BE SURE SPEECH HAS HOOK, SET-UP, THESIS, ONE BIG IDEA, STRONG TRANSITIONS, & MEMORABLE CONCLUSION

Speech Grading:

(IB Rubric attached)

Speaker's Time: _____

Speaker's Grade: _____

Speaker has developed and shared a strong central driving idea that is worth sharing with an audience.

A A- B B- C C- D

YOUR speech's thesis is:

Clear & specific. Present but not specific. Confusing/Unclear. Misplaced. Missing.

Speaker has arranged and shared meaningful support (TED speaker) & commentary/original thought (student speaker) for central idea:

A A- B B- C C- D

Speaker has demonstrated strong speech WRITING skills required for creating an audience-worthy speech. (hook, set-up, thesis, central idea, strong transitions, memorable conclusion)

A A- B B- C C- D

Speaker has demonstrated strong SPEAKING skills needed for engaging an audience. (voice, body, nonverbals, meaningful eye contact, etc.)

A A- B B- C C- D

Name: _____

Assessment Assignment/Task: _____

IB Assessment (Criterion D) : RESPONDING

Oxford High School Speech

Maximum: 8

Students should be able to:

- Identify connections between communication forms, communication and context, or communication and prior learning
- recognize that the world contains inspiration or influence for speeches
- evaluate certain elements or principles of speech-giving

IB Score	MYP Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: <ul style="list-style-type: none">• identifies limited connections between communication forms, communication and context, or communication and prior learning• demonstrates limited recognition that the world contains inspiration or influence for speeches• presents a limited evaluation of certain elements or principles of speech-giving
3 - 4	The student: <ul style="list-style-type: none">• identifies adequate connections between communication forms, communication and context, or communication and prior learning• demonstrates adequate recognition that the world contains inspiration or influence for speeches• presents a adequate evaluation of certain elements or principles of speech-giving
5 - 6	The student: <ul style="list-style-type: none">• identifies substantial connections between communication forms, communication and context, or communication and prior learning• demonstrates substantial recognition that the world contains inspiration or influence for speeches• presents a substantial evaluation of certain elements or principles of speech-giving
7 - 8	The student: <ul style="list-style-type: none">• identifies excellent connections between communication forms, communication and context, or communication and prior learning• demonstrates excellent recognition that the world contains inspiration or influence for speeches• presents a excellent evaluation of certain elements or principles of speech-giving