

**GROUP CLASS**

|  |  |
| --- | --- |
| Class Name: | TED TALK |
|  |  |
| Class Format: | SMALL GROUP CLASS |
|  |  |
| Class Level: | 301+ and up |
|  |  |
| Class Duration: | 4 - 16 WEEKS |
|  |  |
| Open to: | ESL, IPS, BUSINESS, TOEIC, IELTS (elective) |
|  |  |

|  |  |
| --- | --- |
| Teacher in charge: |  |
| **TEACHER FEODDA** |  |
|  |  |

**SHORT CLASS DESCRIPTION:**

This class develops core academic language skills and incorporates 21st-century themes and skills such as global awareness, information literacy, and critical thinking. The main objective is to enable learners to understand and respond to ideas and content in English, by reading articles adapted for level and viewing related TED Talks.

**NOTE:**

**This Group class already exists.**

If you wish to partake in this class, kindly visit and consult the scheduler located on the first floor (admin office).

**STUDY PLAN**

**Subject: TED Talk Class Type: Small Group Class**

**Class level: 301+ Class duration: 4 - 16 Weeks**

**CLASS DESCRIPTION:**

|  |
| --- |
| 21st Century Reading develops core academic language skills and incorporates 21st Century Themes and skills such as global awareness, information literacy, and critical thinking. |
| The main objective of 21st Century Reading is to enable learners to understand and respond to ideas and content in English, by reading articles adapted for level and viewing related TED Talks. The focus is on the key ideas of each text and talk - and the language that the writer or speaker uses to convey those ideas. In most cases, the TED Talk has been abridged to focus on two or three segments that best represent the speaker's key ideas. |
| As learners progress through the series, they develop essential reading and vocabulary skills, such as scanning for specific information, making connections between main and supporting ideas, and inferring meaning from context. In addition, learners are encouraged to think critically about each text and TED talk, for example by: |
|  |  |  |
| \* **Analyzing** an article or excerpt in detail to identify key points and arguments. |
| \* **Evaluating** evidence to decide how credible, relevant, or sufficient the information is. |
| \* **Reasoning** and justifying solutions to a problem, based on logical conclusions. |
| \* **Inferring** what a writer or speaker is saying indirectly, and interpreting figurative language. |
| \* **Synthesizing** ideas from more than one source to make a judgment or conclusion. |
| \* **Predicting** what will happen, either later in the text or at a future time. |
| \* **Reflecting** on a writer's speaker's ideas and applying those ideas to other contexts. |

|  |  |  |
| --- | --- | --- |
| Week  | Scope and Sequence | Focussed Skills  |
|  |  |  |
| 1 | Theme:**Life Changes**InterdisciplinaryLesson A:**The Power to Change**Biographical articleLesson B:**Try Something New for** **30 Days**(Matt Cutts) | * Learn what TED is and how the organization is spreading ideas around the world
* Read and comprehend an article about a woman who changed her life using TED Talks
* Target Vocabulary: attitudes, experiences, goals, impact, individual, inspired, positive, project
* Watch and understand a talk about enriching your life by trying something new for 30 days
* Project: Planning a 30-day Challenge
* Students work individually to plan a 30-day challenge and give 2-3 mins. presentation
 |
| 2 | Theme:**Team Power**Business/LeadershipLesson A:**The Marshmallow Challenge**Research articleLesson B:**Build a Tower, Build a Team**(Tom Wujec) | * Read and comprehend an article about a simple game that teaches important lessons
* Identify main and supporting ideas in paragraphs
* Target Vocabulary: designer, experts, plan, products, stable, structures, successful, tower
* Watch and understand a talk about insights learned from the Marshmallow Challenge
* Do the Marshmallow Challenge
* Project: Designing a team-building task
* Students should design a team building challenge and give 2-3 mins. presentation
 |
| 3 | Theme:**Ocean Wonders**Life ScienceLesson A:**Message from the Sea**Scientific articleLesson B:**Underwater Astonishments**(David Gallo) | * Read and comprehend an article about sea animals that change colors and patterns
* Identify the main ideas, purpose, and referents in a passage.
* Target Vocabulary: amazing, attractive, blend in, fierce, liquid, pattern, searching, skin
* Watch and understand a talk about the unique abilities of sea creatures living in shallow waters.
* Project: Researching and presenting examples of adaptation
* Students should collect information about an unusual animal and give 2-3 mins. presentation
 |
| 4 | Theme:**What We Wear**Sociology / FashionLesson A:**The Science of Style**Research reportLesson B:**We Nothing New** (Jessi Arrington) | * Read and comprehend an article about the science behind how fashion affects our attitudes and behaviours
* Connect statements in a text to the people who made them
* Target Vocabulary: behaviour, creative, luck, pay attention, perform, point out, style, uniform
* Watch and understand a talk about the life lessons one woman has learned through shopping second-hand
* Project: Researching for a poster session on clothing
* Students should research a uniform or other "symbolic" clothing and give 2-3 mins. presentation
 |
| 5 | Theme:**Moments and Memories**Psychology / HistoryLesson A:**Preserving the Past**Biographical articleLesson B:**One Second Every Day**(Cesar Kuriyama) | * Read and comprehend an article about how photographs connect us to the past
* Identify approximate numbers
* Target Vocabulary: cameras, equipment, image, looked after, precious, preserve, record, responsible
* Watch and understand a talk about a project that aims to preserve personal history
* Project: Planning a media show about memories
* Students should make a video or photo collage and give 2-3 mins. presentation
 |
| 6 | Theme:**Building Solutions**Architecture and DesignLesson A:**Living Spaces**Magazine-style articleLesson B:**Ingenious Homes in Unexpected Places**(Iwan Baan) | * Read and comprehend an article about unusual homes across the world
* Understand reasons
* Target Vocabulary: communities, construction, encourage, materials, professionals, residents, techniques, unique
* Watch and understand a talk about unique housing developments across the world
* Project: Researching for a talk about an unusual structure
* Students should research about a building that is unusual and give 2-3 mins. presentation
 |
| 7 | Theme:**Roads to Fame**Communication / SociologyLesson A:**Going Viral**Magazine-style articleLesson B:**Why Videos Go Viral**(Kevin Allocca) | * Read and comprehend an article about a viral video and how fame is changing in the twenty-first century
* Identify transition words
* Target Vocabulary: definition, expect, make sense, post, predict, sensation, suddenly, talent
* Watch and understand a talk that highlights three reasons why videos go viral
* Project: Researching and presenting a viral video
* Students should research a viral video then find out why it went viral and give 2-3 mins. presentation
 |
| 8 | Theme:**Face Off**Conservation / EngineeringLesson A:**Lions Killed Near Nairobi**News reportLesson B:**My Invention that Made Peace with Lions**(Richard Turere) | * Read and comprehend an article about human-animal conflict happening in Kenya
* Identify cause and effect
* Target Vocabulary: afraid, benefit, conflicts, government, migrate, solve, take seriously, wild
* Watch and understand a talk by a young individual who solved the human-lion conflict in his community
* Summarize a process
* Project: Researching and presenting on human-animal conflict
* Students should research another human-animal conflict and give 2-3 mins. presentation
 |
| 9 | Theme:**Community Voices**Visual Arts / SociologyLesson A:**Art in the Community**Biographical articleLesson B:**Before I Die, I Want To...**(Candy Chang) | * Read and comprehend an article about an art project that helps connect a community
* Understand a paragraph's purpose and references
* Target Vocabulary: abandoned, initiative, messages, neighbourhoods, public, reach out, reaction, stickers
* Watch and understand a talk about how Chang's art connects people and communities
* Make predictions
* Project: Conducting a survey about your community
* Students should conduct a survey about how to improve your community and give 2-3 mins. presentation
 |
| 10 | Theme:**Robots and Us**Technology / RoboticsLesson A:**Robots Like Us**Scientific articleLesson B:**The Rise of Personal Robots**(Cynthia Breazeal) | * Read and comprehend an article about two robots that interact with people
* Make comparisons
* Target Vocabulary: advice, develop, emotions, express, generation, interact, motivate, respond
* Watch and understand a talk about a new generation of social robots
* Understand sequence
* Project: Creating a design for a new robot
* Students should design a social robot and give 2-3 mins. presentation
 |
|  |  |  |
| 11 | Theme:**Starting Up**InterdisciplinaryLesson A:**Inspired Leadership**Magazine-style articleLesson B:**How to Start a Movement**(Derek Sivers) | * Read and comprehend an article about inspiration leaders and how and why people want to follow them
* Understand references
* Target Vocabulary: attract, features, focus, in other words, leadership, purpose, show up, stand out
* Watch and understand a talk the highlights the stages of a new movement
* Recognize main ideas
* Project: Researching other movements
* Students should research a movement then find out how it was created and give 2-3 mins. presentation
 |
| 12 | Theme:**Fragile Forests**ConservationLesson A:**Trouble for the Air Plants**Scientific articleLesson B:**Conserving the Canopy**(Nalini Nadkarni) | * Read and comprehend an article about the important role epiphytes play in the rain forest
* Scan for information
* Target Vocabulary: attach, capacity, damaged, innovation, layer, mysterious, survive, sustainable
* Watch and understand a talk about ways to help conserve the rain forest
* Recognize purpose and supporting evidence
* Project: Researching a sustainability project
* Students should research about sustainability project and give 2-3 mins. presentation
 |
| 13 | Theme:**Bright Ideas**Health / InnovationsLesson A:**Big Problems, Simple Solutions**Magazine-style articleLesson B:**A Warm Embrace that Save Lives**(Jane Chen) | * Read and comprehend an article about affordable inventions that are improving lives in poor countries
* Understand key details and visuals
* Target Vocabulary: adjust, affordable, available, device, estimate, plentiful, portable, temporary
* Watch and understand a talk about a simple invention that has the potential to affect millions of lives
* Identify solutions and understand details
* Project: Researching low-cost innovations
* Students should research a low-cost invention that solves a problem and give 2-3 mins. presentation
 |
| 14 | Theme:**Game Changers**Communication / SociologyLesson A:**Is Gaming Good For You?**Research reportLesson B:**Gaming Can Make a Better World**(Jane McGonigal) | * Read and comprehend an article about how online gaming helps individuals develop important skills
* Analyze pros and cons
* Target Vocabulary: accomplishment, characteristics, cooperation, form, involved, predict, resource, significant
* Watch and understand a talk about how gamers may be able to change the world
* Summarize information
* Project: Creating a proposal for a new game
* Students should create an online game that will help make a positive impact on a global issue and give 2-3 mins. presentation
 |
| 15 | Theme:**Lessons in Learning**Psychology / EducationLesson A:**Engaging Learners**Research reportLesson B:**The Key to Success? Grit**(Angela Lee Duckworth) | * Read and comprehend an article about why some students don't feel engaged with school and how one school system is trying to change that
* Find similarities and differences
* Target Vocabulary: approach, coach, combine, determined, engaged, indicate, promising, relevant
* Watch and understand a talk about what might be the most common factor for success: grit
* Understand terms
* Project: Preparing a survey on success
* Students should conduct a survey about factors necessary for success in life and give 2-3 mins. presentation
 |
| 16 | Theme:**Food for Life**Food / HealthLesson A:**Food Revolution**Magazine-style articleLesson B:**Teach Every Child About Food**(Jamie Oliver) | * Read and comprehend an article about chef Jamie Oliver's mission to change eating habits in the United States
* Identify problems and solutions
* Target Vocabulary: awareness, consumers, nutrition, participate, replace, revolution, urge, widespread
* Watch and understand a talk about how to address the problem of poor nutrition in schools in the United States
* Identify main ideas and key details
* Project: Planning an event to promote Food Revolution Day
* Students should organize an event for Oliver's Food Revolution and give 2-3 mins. presentation
 |
| 17 | Theme:**Body Signs**Behaviour / Psychology Lesson A:**Power Poses**Research reportLesson B:**Your Body Language Shapes Who You Are**(Amy Cuddy) | * Read and comprehend an article about how high-power and low-power poses affect how you feel
* Understand references
* Target Vocabulary: confident, conversely, cope, favorably, prove, qualifications, releases, stress
* Watch and understand a talk about how our nonverbal expressions can change our lives
* Recognize sequence
* Project: Practicing power poses
* Students should practice power poses before giving a presentation and give 2-3 mins. presentation
 |
| 18 | Theme:**Energy Builders**Energy / EngineeringLesson A:**Kite Power**News reportLesson B:**How I Harnessed the Wind**(William Kamkwamba) | * Read and comprehend an article that explains why energy kites are a better alternative to traditional wind turbines
* Make comparisons
* Target Vocabulary: altitudes, consistent, generate, practical, source, surface, traditional, visible
* Watch and understand a talk by a young individual who built a wind turbine to help his family and community survive a famine
* Understand causes and effects
* Project: Researching solutions to energy problems
* Students should research another new solution involving renewable energy
 |
| 19 | Theme:**Changing Perspectives**Engineering / Art Lesson A:**Thinking in Pictures**Biographical articleLesson B:**Deep Sea Diving... in a Wheelchair**(Sue Austin) | * Read and comprehend an article about a woman with autism who has used her powers of visualization to become an animal expert
* Scan for information and understand key details
* Target Vocabulary: affect, arrange, ignore, severe, simulation, specific, visually, welfare
* Watch and understand a talk about how one artist is changing people's perceptions about wheelchairs
* Understand main ideas
* Project: Researching people who challenge our assumptions
* Students should research unique individuals who challenge preconceptions and give 2-3 mins. presentation.
 |
| 20 | Theme:**Data Detectives**Statistics / EconomicsLesson A:**Information is Beautiful**Magazine-style articleLesson B:**The Beauty of Data Visualization**(David McCandless) | * Read and comprehend an article about how infographics have the power to change the way we see the world
* Understand infographics
* Target Vocabulary: appreciate, complex, connections, consume, create, enhancing, magical, visualizing
* Watch and understand a talk about infographics and how they can change the way we perceive the world
* Understand main ideas and key details
* Project: Creating an infographic
* Students should design an infographic and give 2-3 mins. presentation
 |

**Note: at the end of the 4th, 8th and 12th week, it is expected that the student achieves significant level improvement.**