

## LESSON 10

# Pitch Day & Portfolio Walkthrough

60 minutes

Presenting & Pitching

### WHAT THIS LESSON DOES

Deliver your two-minute pitch of Something Real, walk your listener through your Digital Portfolio page by page, and reflect on how far you've progressed in ten weeks of computer skills learning.

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Deliver a polished live pitch using a prepared deck to communicate your Something Real project clearly.
- Demonstrate mastery of the module's key computer skills by walking through a completed Digital Portfolio.
- Assess personal progress against learning goals set at the start of the module.
- Identify independent competence in specific computer skills and name one skill for continued development.

### BEFORE THE BELL

- Print the running order if pitches are happening in a formal sequence.
- Prepare the reflection template or worksheet if students will write on paper rather than on screen.

## Pitch Day & Portfolio Walkthrough

### HOW THE LESSON RUNS

|               |              |                                          |
|---------------|--------------|------------------------------------------|
| <b>5 min</b>  | introduction | Introduction                             |
| <b>5 min</b>  | content      | Key Concepts                             |
| <b>7 min</b>  | activity     | Step-by-step: Final Polish and Rehearsal |
| <b>3 min</b>  | content      | Common Issues                            |
| <b>20 min</b> | activity     | Pitch Day and Portfolio Walkthrough      |
| <b>15 min</b> | activity     | Write Your Final Reflection              |
| <b>5 min</b>  | summary      | Lesson Summary                           |

### TEACHING MOVES

- Frame the pitch as celebration, not test. Remind students that a shaky voice and minor stumbles are normal and invisible to the audience.
- Enforce the two-minute limit gently but firmly; signal at 2:15 so students move to the portfolio walkthrough on time.
- If a student freezes on their opening line, prompt quietly with 'Tell me what your project is' to restart them.
- When reviewing reflections, push for specificity: if a student writes 'I got better at computers', ask them to point to a specific file in their portfolio and explain what they did.

### WHAT TO WATCH FOR

- Students cannot find their pitch deck or portfolio files: direct them to their Digital\_Portfolio folder in cloud storage and show them the search function if needed.
- Reflection is too vague ('I learned lots'): send the student back to the key concepts worked example and ask them to match one of their artefacts to a skill.
- Student forgets their opening line: reassure them this is normal and quietly feed them the first few words so they can continue.

### DIFFERENTIATION

- Support: Pair a nervous student with a confident peer for the portfolio walkthrough, or allow them to deliver their pitch to the teacher alone before the group session.
- Support: Provide the reflection template with sentence starters ('One skill I now use independently is...', 'At the start I wanted to... and now I can...').
- Extension: Ask students who finish early to write a brief paragraph on which lesson was the most challenging and why, and what they would do differently if they could repeat it.