

LESSON 8

Teamwork and Your First Pitch Draft

60 minutes (2 periods)

Pitch, Ethics and Showcase

WHAT THIS LESSON DOES

Draft a two-minute pitch for your mini-business using the six-section arc: hook, problem, solution, customer, business model, ask. Give peer feedback on a classmate's pitch and revise your own based on their suggestions.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the six-section arc (hook, problem, solution, customer, business model, ask) and how it structures a compelling two-minute pitch.
- Apply this structure to draft a pitch for your mini-business that addresses a real customer problem and explains how your business solves it.
- Practise giving and receiving constructive feedback that goes beyond praise to suggest specific improvements.
- Iterate on your pitch based on peer feedback, making at least one deliberate change and recording your reasoning.

BEFORE THE BELL

- Print or display the Lock In pitch example (Step 3) so students can annotate or reference it easily.
- Have each student's prior portfolio pages (Customer Persona, Budget Sheet, 4Ps page, Market Research Form) accessible: either printed or as a shared class folder, so students can open them in a second tab.
- Decide in advance how you'll handle cross-group pairing for messy numbers (trios, teacher-as-listener) and write the pairings on the board so the 2-minute setup doesn't burn 5 minutes.

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HOW THE LESSON RUNS

introduction	Getting Started
content	What You'll Learn
activity	See It in Action: the Lock in Pitch
worksheet	Draft Your 2-minute Pitch
activity	Rehearse and Get Feedback
content	Think About It
summary	What's Next

TEACHING MOVES

- Emphasise that a pitch unspoken is not yet a pitch; it is only a document. Insist students say their pitch aloud at least once; hearing their own words reveals rhythm, pacing, and missing links far better than silent reading does.
- Model the difference between constructive feedback and praise before the peer swap. Read out an example of weak feedback ('good pitch') and then a strong one ('swap your hook and customer line, the story lands harder first'). This takes two minutes and prevents a room full of polite, useless comments.
- Circulate during Step 4 (drafting) and check that students have written a Problem that is a real customer pain, not just 'people don't have our product yet'. Push them back to their Customer Persona if they stall, or to the [NUMBER] placeholder if a prior page is missing data.
- Police the cross-group pairing rule: students default to their own teammates. Use a timer and call time at exactly the two-minute mark so the swap happens cleanly and no pair dominates the slot. Be ready to form a trio or take a pitch yourself if the numbers don't match.
- Walk past each pair during the feedback minutes and check the reflection box at the bottom of each outline now contains 3 lines starting with "Partner:" and at least one is a suggestion. Praise-only feedback gets sent back to the partner for one more concrete comment.

WHAT TO WATCH FOR

- Student writes 'Solution' before defining 'Problem' in their head, so the Problem ends up as 'people don't have our product yet'. Direct them back to their Customer Persona and ask what actual pain or need that person has before they got your offer.
- Feedback given is all praise, no suggestion. Remind the feedback-giver: if the comment does not tell the speaker something they can act on, it is not feedback. One concrete suggestion per pair is the rule.
- Pitch sections are out of order (e.g., Customer before Problem). Point to the Lock In example and show how the order matters: name the problem first so the customer understands why they should care about the solution.
- Students freeze because a prior portfolio page is incomplete. Point them at the [NUMBER] placeholder permission in Step 4 so they can keep moving and fix it for homework.

DIFFERENTIATION

- Support: Provide a sentence starter for each of the six sections ('Hook: Imagine if...', 'Problem: [Customer name] struggles with...', 'Solution: We...'). Students fill in the blanks rather than start from a blank page.
- Support: For students who struggle to give feedback, provide a feedback frame: 'Your [section name] was strong because [reason]. One thing I'd suggest: [concrete change].' This scaffolds the move from praise to suggestion.
- Extension: After drafting, ask students to time themselves and cut their pitch to exactly 90 seconds without losing any of the six sections. This teaches ruthless clarity and forces prioritisation of the strongest lines.