

LESSON 10

Pitch Day and Closing Reflection

60 minutes (2 periods)

Pitch, Ethics and Showcase

WHAT THIS LESSON DOES

Deliver your 2-minute live pitch to the class, score peer pitches live against a shared rubric, and complete your closing reflection comparing the 10-week journey to your starting goals.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Deliver a persuasive live pitch that covers idea, customer, business model, and ask with every team member speaking.
- Provide scored peer feedback against a shared rubric with specific, actionable suggestions, captured live during the pitch round.
- Reflect critically on progress against the goals set at the start of the module and complete the portfolio submission.

BEFORE THE BELL

- Before the Lesson Print or display the feedback rubric (six dimensions scored out of 5 each) so it is visible throughout the pitch round. Prepare or print the Peer Feedback Scoring worksheet for each student so they can score live, not from memory afterwards. Have the 10_final_reflection template ready for distribution or digital access. Decide in advance whether you will assign scoring pairs in the running order, or leave students to self-select using the 'not yours and not immediately before yours' rule. Suggested Timing Getting Started (introduction): 5 minutes The Pitch and Feedback Rubric (content): 5 minutes Final 5-Minute Polish (activity): 5 minutes Deliver Your Pitch (activity): 25 minutes, with more than 8 pitches, announce a 90-second limit before starting; use a visible timer and call time gently at the limit Peer Feedback Scoring wrap-up (worksheet): 10 minutes Your Closing Reflection (worksheet): 7 minutes What You Covered (summary): 3 minutes Teaching Tips Ask out loud at the start of the lesson who didn't finish the 10_business_plan_template homework; reassure them privately that pitch is the priority and the template can be submitted by end of day. Run pitches back-to-back with only 30 seconds changeover to maintain energy and momentum throughout the round. Display the rubric on the board for the entire pitch session so all scorers use the same criteria consistently. Insist students have the 10_peer_feedback page open during pitches and jot live notes. Scoring from memory after 10 pitches in 25 minutes produces unusable feedback. When students complete the peer feedback worksheet, circulate and push back on vague suggestions like 'great job', demand one specific, named change for each pitch. For the closing reflection, pre-empt 'everything was great' by naming out loud that the most useful reflections acknowledge one challenge or mistake and explain what they'd do differently. Common Mistakes Students read word-for-word from their Pitch Outline instead of glancing for structure. Remind them to rehearse so they can look at the audience. Students wait until step 5 to start scoring and then struggle to recall specifics of pitches that happened 20 minutes ago. Hammer the live-scoring instruction before pitches start. Peer feedback in the 'Suggestion' column says 'nothing, it was great' with no specific guidance. Walk the room and insist on naming one thing, opening with a stat instead of the company name, tightening a sentence, adding a data point. Closing reflections are blanket positive ('went grand') with no honest comparison to the starting goals. Model what honesty looks like: 'We aimed to reach under-25s but our persona ended up 35-45; next time I'd pick the customer first.' Differentiation Support: Pair weaker pitchers with a stronger partner so both voices are heard; allow them to keep their Pitch Outline visible during delivery. Support: For students with a thin or missing Pitch Outline, point them at the six-beat index card option in step 3 rather than letting them try to rebuild the full outline in 5 minutes. Support: For students who struggle with the reflection, the sentence-starter scaffold is now built into the goal_prompt itself ('One goal I set was... What actually happened was... Next time I would...'). Extension: Ask students who finish early to score a third pitch or to identify one pattern across all the pitches they watched (e.g. 'most teams started with the problem, not the hook').

Pitch Day and Closing Reflection

HOW THE LESSON RUNS	
introduction	Getting Started
content	The Pitch and the Feedback Rubric
activity	Your Final 5-minute Polish
activity	Deliver Your Pitch
worksheet	Peer Feedback Scoring
worksheet	Your Closing Reflection
summary	What You Covered