

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

- 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.

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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

TEACHING MOVES

- 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.

WHAT TO WATCH FOR

- 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').