

Drafting the Pitch

The **BIG** Idea

- What makes for a successful team? How are we going to create our pitch?

AGENDA

Approx. 45 minutes

- I. Warm Up: Group Work (5 minutes)
- II. Meet Your Committee (5 minutes)
- III. Nuts and Bolts: Getting It Done (20 minutes)
- IV. Committee Reports (10 minutes)
- V. Wrap Up (5 minutes)

Note: In lesson 5, use the following Agenda:

- I. Warm Up: Check In (5 minutes)
- II. Nuts and Bolts: Getting It Done (30 minutes)
- III. Wrap Up: Committee Reports (10 minutes)

OBJECTIVES

During this lesson, the student(s) will:

- Critique what constitutes successful group behavior.
- Divide up into committees to complete sections of the class pitch.
- Work in committees to complete a first draft of the pitch.
- Review the first draft as a class, and target changes.

MATERIALS

☐ PORTFOLIO PAGES:

- Portfolio pages 12–13, Proposal: Introduction (Writing Committee)
- Portfolio page 14, Proposal: Supplies (Budgeting Committee)
- Portfolio page 15, Proposal: Budget (Budgeting Committee)
- Portfolio page 16, Proposal: Scheduling (Planning Committee)
- Portfolio page 17, Proposal: Plan of Action (Planning Committee)
- Portfolio pages 18–19, Proposal: Inspiration & Evidence (Advertising Committee)

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!" (from lesson 2)
- Student Handbook page 40, The Roads to Success Makeover Challenge!, (from lesson 1)

- ☐ Copies of the board notes taken last week during **Activity IV, Planning the Pitch**, one for each student, plus a few extras

OVERVIEW

Working on a group project can help students grow in a number of ways. They have the opportunity to accomplish something tangible, and share in its success with their peers. They also benefit from practicing cooperative behavior, which will help them both in their personal lives and in the work world.

NOTE: Two weeks have been allotted for the completion of this lesson.

PREPARATION

- List the **BIG IDEA** and activities on the board.
- Make a “T” chart on the board, and write “HELPS” on one side, and “HURTS” on the other.
- Prepare a copy of last week’s project notes for each member of the class.
- This lesson has students working in groups on complex tasks. If you think your host teachers would be helpful, consider sharing this lesson with them prior to implementation and ask them to be present to circulate and help groups of students with questions and confusion during the class.
- Students in all committees will need the computer lab. The budgeting and advertising committee will use the computers to conduct research for their sections, while the writing and planning committees will need computers to type up their final drafts. If you can, reserve the computer lab (for lessons 4 and 5) in advance. See **Implementation Options** for more information.
- For each class, create a list of three “shopping” websites for the budgeting committee. The websites should relate to the necessary supplies for each class project. For example, a class who wants to build a community garden may choose Lowe’s, Home Depot, and Walmart (www.lowes.com, www.homedepot.com, and www.walmart.com). Feel free to choose local stores that are more accessible to your students.
- Create a folder for each committee. Class name/number and names of all committee members should be listed on the outside. Documents the committee is responsible for should be placed on the outside, and reviewed after each class. Facilitator comments can be provided to assist students in their work the following week.

IMPLEMENTATION OPTIONS

In this lesson, students brainstorm behaviors that help and hurt effective group work. A more formal self- and peer-evaluation will take place at the end of the project. If you wish to share the peer evaluation document with your students today, refer them to **Student Handbook pages 51–52, Peer Evaluation** from **Lesson 6, Perfecting the Pitch**. This should be done at the end of the **Warm Up**.

ACTIVITY STEPS

I. Warm Up: Group Work (5 minutes)

1. [Greet students as they enter, and tell them in a few minutes they'll start working in committees on their pitch for "The Roads to Success Makeover Challenge!" By the end of the class, each committee will have an outline or first draft of their section of the pitch. But before dividing up into groups, you're going to do a quick activity, which will help everyone know what does, and doesn't fly, when you're collaborating in a group.]
2. **SAY SOMETHING LIKE:** Have any of you ever been assigned a group project, but then you were the one who got stuck doing all the work? [Students respond.] No one likes when this happens. This Makeover Challenge project requires that we work together, and everyone does his share. Just to make sure we're all clear, let's make a list of what "doing your share" looks like. Later, when you've finished your Makeover Challenge proposal, you'll be asked to rate yourselves and your teammates on your performance as part of a committee.
3. [Assign one student the job of taking notes on the board. Tell them to use the T chart marked Helps and Hurts for recording student answers.]
4. **SAY SOMETHING LIKE:** We are going to brainstorm the different things that help group work run smoothly, and we'll outline the things that hurt group work. I'll start. I find it really difficult to work in a group when one person does all the talking and doesn't let anyone else speak. Who else has ideas about what causes trouble when working in groups? [Students brainstorm. Make sure students hit on behaviors such as disagreeing with everything, not focusing on the assignment, not participating, etc.] Great! Now what are some of the behaviors that would make a group work well together? [Students should mention encouraging ideas, being organized, building on suggestions, completing their part of the project on time, etc.]
5. **SAY SOMETHING LIKE:** Great job! Use this list as a guideline for how to act in your groups. At the end of the period, we'll check back and see how well you did.

II. Meet Your Committee (5 minutes)

1. [Review each committee's responsibility for preparing their section of the pitch, as described in the previous lesson: "*The Writing Committee will write the introduction*"]

- to the proposal, explaining whom the project is for, and what the general idea is. The Budgeting Committee will come up with a budget, and shop around for the best prices for all of the items that are necessary to complete the project. The Planning Committee will write up the plan of action and make the timeline of who-will-do-what-when. The Advertising Committee will do graphics and art needed for the pitch, and also come up with something original to make the pitch special.”]*
2. [Give each student a copy of the notes that your class generated last week during **Activity IV**, in “**Planning the Pitch**.” Instruct students to turn to **Student Handbook page 40, The Roads to Success Makeover Challenge!**, which outlines the requirements for each section of the pitch. Refer committees to the student handbook and portfolio pages needed to complete their portion of the project, providing additional instructions as needed.]

III. Nuts and Bolts: Getting it Done (20 minutes)

1. [Tell students they will have 20 minutes to look over last week’s notes, talk about their assignment, decide how to approach it, and come up with an outline or first draft for their section. Remind students that they have this week, next week, and a portion of the following week to work on their pitches in class. Be clear about the amount of work they’ll need to accomplish in this session. When time is up, they will reconvene as a group, go over what everyone’s done, and make suggestions for improvements. Remind them to practice the behaviors listed on the board under “HELPS.”]
2. [If computers are available, let them have access to the Internet for finding facts, shopping for prices, making/printing out graphics, etc.]
3. [Walk around and check in on the groups, supervising to see that everyone is pitching in. The budgeting committee will most likely need some extra guidance to complete **Portfolio page 14, Proposal: Supplies (Budgeting Committee)**. Once the students have listed all the supplies needed for the project, you will need to review their list. In addition, you will need to model how to locate the prices for a couple of their supplies using one of the appropriate websites. (See **Preparation** section.)

In order to make sure the pitches are fair, and no one accuses you of helping one class more than another, limit your involvement to being helpful and giving advice, and let the students do all the work themselves.]

4. [Give students a five-minute warning before the end of the activity, so they can produce something tangible if they haven’t already done so.]

IV. Committee Reports (10 minutes)

1. [Refer students to the **Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!"** Tell them to use it as a guide to critique the committee reports.]
2. [Now, call on each group to present their work. Immediately after they're done, open the discussion up to the rest of the class for constructive feedback. Keep the feedback on target, by referring back to **Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!"**]
3. [Make sure to time things so every committee gets a chance to go—perhaps limiting presentations and responses to a minute each. Also, tell each group to appoint one person to take notes on suggested revisions.]
4. [How this plays out will depend on the nature of the class project, but it will probably go something like this: the Writing Committee reads aloud their outline or first draft, the Planning Committee reads their outline for the plan of action, the Budgeting Committee reads or shows the budget, and the Advertising Committee shows a sketch or plan for creative additions, such as photos, drawings, cartoons or comic strip, a recorded original song, etc. They can also include quotes, facts, and real-life stories that help make the proposal more convincing.]

V. Wrap Up (5 minutes)

1. [Ask each committee's note-taker to review, out loud, any changes the committee will make to their first draft. If there are tasks that must get done during the upcoming week, have the committees state who-will-do-what-when. Record this information, and set a time for committee members to check in with you during the week to report on their progress. You can determine the best way to do this (i.e. in person or by phone) based on your schedule.]

[Also, if students need any specific materials for their pitches during week five and six, (colored pens or paper, binders, etc), determine who will provide them. Make (and post, if possible) a list of anything you and the students need to bring to class next week.]

Use the following pages
to create your community
makeover proposal.



Proposal: Introduction (Writing Committee)

Answer each question in complete sentences.
(Many questions will require discussion.)

The Problem

Describe the problem.

How did it come to your attention?

Who is affected?

The Project

Describe your project.

The Project

Who will do the work?

When will they do it?

What adults need to give permission?

(If they've already given permission, describe the details. If you still need to get permission, explain who will set up an appointment and who will do the talking.)

What adults can help with the project?

Have they agreed to do this? If so, please attach advisor agreements.

Who will benefit from this project?

How will your project make a change in your community?

Proposal: Supplies (Budgeting Committee)

Directions:

1. First, list all the supplies you will need to complete your project in the left-hand column below. Once you have completed this list raise your hand for a “Teacher Check.”
2. Next, determine what items can be borrowed and what items will need to be bought. If you can borrow an item, write the person who will lend it on the “Borrow” line. If you’ll have to buy an item, check the “Buy” column.
3. Finally, you are going to research the prices of these items at three different stores, provided by your teacher. Write the name of each store on the chart below. Check prices online, and write down the cost of each item at each store. (Note: Your teacher will help you with this step.)
4. Add up all of the items to see which store is cheapest. (NOTE: You can only compare the totals if you have prices for everything.)

Supplies Needed	Borrow?	Buy?	Store 1	Store 2	Store 3
Which store total is cheapest?					

Proposal: Inspiration & Evidence (Advertising Committee)

Your job is to provide the inspiring evidence that will get others excited about this project. Use one or more of the following methods to make your point.

Real-Life Examples

You may want to collect quotes in support of the project.

(See sample Makeover Proposal, “Basketball for Lunch” for examples.)

**Ask people who will be affected by the project how they feel about it.
Real quotes from real people are the most convincing.**

(Be sure to ask permission if you’re going to quote someone by name.)

Person #1:

Person #2:

Person #3:

Person #4:

Person #5:

You may want to tell the true story of someone who would benefit from your help.

Examples:

“We are having a rock concert to raise money for the American Cancer Society to donate in honor of a teacher and fellow student at our school who have been previously diagnosed with leukemia.”

(Spencer Middle School, WV)

“Tyson, a one-year-old mixed-breed dog, inspires us daily with his wonderful spirit. When we found him, he had been severely beaten and had suffered serious injuries to his left hind leg. Tyson is an amazing and adaptable pup.”

(ASPCA website)

Statistics (Facts and Figures)

How big is the problem? Do some research, and include the statistics in your pitch.

“There were 636,017 homeless people in America in 2011.”

(National Alliance to End Homelessness website)

Or survey members of the community you’ll be serving and include the results here.

“Out of 147 fifth and sixth graders, 87% thought a skate park was a good idea and would help the community. In the seventh and eighth grades, out of 185 students, 83% would like and would use a skate park.”

(Spencer Middle School, VW)

Artwork

Use photos of an area that needs improvement.

Use sketches of what your finished project will look like.



Students from PS89 in the Bronx created a mural.



Students at Ripley HS, WV, planted a Memorial Garden.