



DAY 5 What Are My Next Steps? or The Pitch

Public Schools

INTRODUCTION

Social Enterprise and Entrepreneurship focuses on students, their passions, interests and strengths, and the connection to their communities. Concentrating on the social side of entrepreneurship, the week has developed skills in students that will have applicability in their work lives and beyond. This final day will focus on the pitch, or the implementation of the plan developed.

OVERVIEW

Any entrepreneurial endeavour requires an articulation of the plan for the audience of decision makers. This articulation is called the *pitch*. Examples of this can be found online in YouTube videos from Dragon's Den. In this instance, the purpose of the pitch is not necessarily to secure funding in a money-making enterprise, but rather to secure agreement and or approval for the project in question.

In primary/elementary grades the pitch may look very different from intermediate/secondary grades; however, the steps below can still be followed. For example, the pitch in the earlier grades could take the form of a role-play, song, or letter, whereas high school students may want to develop a technical presentation as part of their pitch. The outcome can still be same. All students will pitch an idea to a targeted audience to seek approval for resources.

There are two options for pitch day. Students can choose to deliver their pitch or implement the project. Students can proceed with implementation if the resources are available and necessary permission has been granted.

Below are links to success stories:

<http://www.cbc.ca/dragonsden/pitches/hope-blooms>

https://www.ted.com/talks/cameron_herold_let_s_raise_kids_to_be_entrepreneurs

<https://www.youtube.com/watch?v=6anpCwPT9qA&app=desktop>

https://www.youtube.com/watch?v=loqjxh_MDCM&app=desktop

<https://www.youtube.com/channel/UCVu0mcC73es4-M0YXF0UPzw/playlists>

<http://www.pacnb.org/index.php/fr/volet-culture-entrepreneuriale/projets-classe>

<http://www.apprendreetentreprendre.ca/projets.php>



DAY 5 What Are My Next Steps? or The Pitch

Public Schools

FACILITATION

The following steps are paraphrased from <http://www.write-out-loud.com/persuasive-speech-outline.html>.

Teachers can easily adapt the process to fit their classroom needs, but the spirit of each step should be maintained as much as possible. Various language arts outcomes can be addressed through the development of this lesson.

Step 1: Know Your Objective

- The objective needs to specify the path you want the audience to follow in order to achieve the goal of your plan. Any persuasive piece needs to have a clear outcome.
- Use the objective to help keep you focused as you research and develop the presentation.
- For example, if a community/campus clean-up is the objective of the presentation, then all elements should focus on that objective. Drawings, text, role plays should all be focused on the need for a community/school clean-up and its benefits.

Step 2: Analyze Your Audience

- It's a good idea that you understand what the audience members might expect from your pitch. Students should know to whom they are presenting and what might motivate them to buy in.
- For example, in the community/school clean-up pitch, knowing that you are presenting to the principal will ensure you highlight the educational benefits of the program. The same pitch to parents might want to highlight how much nicer, safer, and inviting the community/school will be.

Step 3: Select the Best Tool for the Job

- Considering the audience, the strengths of the presenter, the objective, and the message, what is the best way to pitch? What would be the most effective method in getting the message across, the most appropriate for the audience, and the one that would be the most enjoyable to employ?
- For example, coming back to the community/campus clean-up, visuals might be most effective for the message, the audience, the objective, and the outcome.
- Here some examples:
 - Role play
 - Song/Rap
 - Collage
 - Collaborative drawing
 - Photos
 - Class letter
 - Persuasive essay
 - Graffiti wall
 - Poster



DAY 5 What Are My Next Steps? or The Pitch

Public Schools

- Concept web
- Kidblog
- Google slides/PowerPoint
- Bitstrips
- Animoto video
- iMovie
- Prezi
- Glogster
- Webpage
- PowToons
- Wideo
- Pitcherific
- Infographic

Step 4: Prepare the Pitch

After defining the objective of the pitch, determine how much information can be presented in the amount of time allowed. Keep the audience forefront in mind when developing information. Make sure the information is clear, concise, and focused on the desired outcome.

• **Introduction**

Make sure the introduction captures the attention of the audience. During the opening of the presentation, it's important to attract the audience's attention and build their interest. Otherwise, listeners may turn their attention elsewhere, and it will be difficult to get it back. Make the introduction relevant to the listeners' goals, values, and needs. Ensure that the attention grabber focuses the audience on the problem/need that is being addressed. Concisely state that problem/need before moving on to the body of the pitch.

• **Grab the Audience's Attention**

The following are examples of ways to grab the audience's attention:

- Ask a rhetorical, thought-provoking question
- Give a unique demonstration
- Infuse humour (tell an appropriate joke)
- Make a claim and back it up
- Make a stimulating or inspirational statement
- Project a cartoon or colorful visual
- Provide a powerful quote
- Share shocking statistics



DAY 5 What Are My Next Steps? or The Pitch

Public Schools

- Share a personal experience
- Tell a captivating story

For example, pictures of clumps of garbage against a chain-link fence can be used to focus attention in a presentation for a community/school clean up.

Below are links to useful resources to help you grab the audience attention:

- <http://www.sparkol.com/engage/8-presentation-openers-that-grab-your-audience-from-the-get-go/>
- <http://readwrite.com/2012/05/16/9-ways-to-convince-your-parents-to-support-your-startup-not-just-financially/>
- <http://bakerviewconsulting.com/2014/04/do-you-know-how-to-get-your-readers-attention-cool-infographic/>
- <http://spitchconsulting.com/presentations-storytelling/commencer-une-presentation/>
- <http://www.lesaffaires.com/strategie-d-entreprise/management/maitrisez-l-art-du-pitch-comme-un-pro-/582985>

• **Body**

The body of the presentation is where ideas are presented. To present ideas convincingly, it is important to illustrate and support them.

- *Buy-In* (Establishing relevance)
 - Engage the audience so that they care about the issue. Connect them to the problem in as many ways as possible. Identify how solving the problem will benefit the audience (what's in it for me—wiifm). They need to feel as if they can be part of the solution, and they can make a difference in this instance. Once this realization occurs, the ask will be much easier.
 - Look for verbal and nonverbal cues. To determine buy in, look for body movements of affirmation, such as nods, smiles, sitting up and being more attentive, or taking notes. If these are not present, a different approach may be required.

Examples of nonverbal cues

- <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>
- <http://www.espresso-jobs.com/blogue/espresso-jobs/2014/12/02/7-etapes-pour-maitriser-le-langage-non-verbal/>
- <http://www.conseiller.ca/pme/nouvelles/les-cinq-lois-de-la-communication-non-verbale-19653>
- For example, the community/school clean-up pitch to the principal would focus on fostering citizenship in the school community and also emphasize how it would make the school safer, more inviting to students and parents.
- The following links demonstrate how to persuade an audience.
 - http://www.readingrockets.org/strategies/persuasive_writing
 - <http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html>
 - <https://www.scholastic.com/teachers/articles/teaching-content/teaching-kids-gentle-art-persuasion/>
 - <https://m.youtube.com/watch?v=hD9arWXliddM>
 - https://m.youtube.com/watch?v=nRAtS4s_Dr8
 - http://www.learnalberta.ca/content/esbi/pdf/techniquesdepersuasionenpublicite_bi.pdf



DAY 5 What Are My Next Steps? or The Pitch

Public Schools

- https://www.ccdmd.qc.ca/media/Genres_01Largumentairedeprojet.pdf
- <https://www.cpsa.com/fr/ressources/articles/comment-am%C3%A9liorer-vos-techniques-de-persuasion-en-vente>

- *Solution (Plan)*

- Outline the plan developed Thursday. Take the plan from paper to fruition in a clear concise manner. Be sure to highlight the most important aspects of the plan. Simplicity is key.
- Outline how the plan is going to fix the problem.
- Show an image or diagram that demonstrates how the solution will look in the end. Show a *before* and *after*.
- This section should lead the audience seamlessly to the “ask.”
- See below for links to sample pitches and plans.
 - <http://www.cbc.ca/dragonsden/episodes/season-8/episode-7-season-8>—In this link, there is a section that provides videos of pitches in the episode
 - <https://ici.tou.tv/dans-l-oeil-du-dragon>
- In our example of the community/school clean-up, this is where the plan will be presented.

• **Action—What’s the Ask?**

- State explicitly what is necessary to carry out the plan. This does not necessarily mean asking for funding. It could ask for time, reallocation of resources, supplies, personnel, or promotional opportunities.
- If requesting funding, ensure that how much is needed is clearly stated, as well as when it is needed and how it will be utilized. Link the ask to the benefits.
- For example, in the community/school clean-up, the students could be asking for time away from class to complete the project, garbage bags, gloves, rakes, etc.

• **Conclusion**

The conclusion summarizes and reiterates your important points. Stay focused and make sure all elements lead to the same conclusion. Be prepared to answer questions, respond to feedback and address objections respectfully.



DAY 5 What Are My Next Steps? or The Pitch

Public Schools

REFLECTION

Reflection can take on many forms. It could be students writing exit cards, group discussion, journal entry, etc. The age of the students and the amount of time you plan to devote to the project will determine the degree of reflection required.

- Was the project a success? How do we know?
- What worked well? What could we have done differently?
- How were my strengths and skills used in the creation and implementation of the project?
- What was my role in the project?
- How could I use the skills that I have developed?
- Are these skills relevant to everyday life?
- What could be the next steps for this project?
- How has this project made a difference in my school/community?