



LESSON 13: ELEVATOR PITCH

Duration: 50 minutes

Overview: Students will dissect the anatomy of a pitch and craft their own elevator pitch for their real food business. Students will deliver their pitches within their student groups.

Essential Question: How can I communicate quickly and directly about my real food business or event?

Objectives – Students will:

- Consider the most important information to share about their business or event.
- Use concise language to convey their business pitch.
- Evaluate the effectiveness of pitches with peers.

Materials:

- Student Workbooks
- Lesson deck
- Pencil or pen
- Optional: video/audio recording device

Beforehand:

- Gather Student Workbooks
- Review lesson, lesson deck, and teacher notes

Teacher Notes:

- Lesson Vocabulary:
 - **Elevator Pitch:** A succinct and persuasive sales pitch.
 - **Anatomy of a Pitch:**
 - **Identify the problem.** What changes are happening or what changes need to happen?
 - Explain why now. Why should I care and why now?
 - **Show the future vision.** Paint a picture of what happens when your business is successful. Don't talk about your business products or services, yet!
 - **Reveal that your business is the key.** Talk about the work you do and the products or services you offer.
 - **Present the evidence.** Use testimonials or reviews to highlight and personalize your pitch.
- You may choose to take pitch practice one step further by recording students' pitches and playing them back. This will make some students uncomfortable but is a great way for them to gain their own feedback on their pitches!

Introduction (10 minutes)

1. If needed, ask for a student to raise their hand and restate the design challenge set forth during the first lesson. Ensure that students can articulate the design challenge concept.
2. After you've reintroduced the design challenge, instruct students to open their Student Workbooks to Lesson 13. Review today's Essential Question and Objectives. Let your students know that we will be working on today's Launch.
3. Give students 5 minutes to complete the Launch, during which students will describe their businesses in 10 words or less in preparation for creating an elevator pitch for their real food businesses.
4. After 5 minutes have passed, ask students to share their answers.

Classroom Lesson (30 minutes):

1. In preparation for this section and the upcoming presentation, there may be value in showing one or more videos to help students see a pitch in action or hear people talking about how the pitch becomes part of their business plan. While not all the pitches have exactly the same elements, they will present concrete examples for students:

- https://www.youtube.com/watch?v=8qwmH94BTiw&feature=emb_logo
- <https://youtu.be/AqEHJMK9QsM>
- <https://www.cnn.com/2017/12/05/six-tips-for-perfecting-the-elevator-pitch.html>

2. Review lesson vocabulary with students: elevator pitch and the anatomy of a pitch. Ensure that students understand these concepts. Project the definitions or write them on the whiteboard, if needed. Lead students in a discussion to find examples or rephrase the definitions.

3. Let students know they will be working on Steps 2 and 3 in their Student Workbooks. Give students 20 minutes to complete these tasks.

4. In Step 2, students will be designing their own 1-minute elevator pitch using the anatomy of a pitch as a guiding reference.

5. In Step 3, students will develop the pitch script and prepare to deliver their pitches to their business plan group.

Student Reflection (10 minutes):

1. After 20 minutes have passed, break students into their working groups and let them know they will be completing Step 4 in their Student Workbooks.

2. In Step 4, students will deliver their pitches to their working groups and give each other feedback using Two Stars and a Wish. Students offer two positive or affirming comments and one advancing comment to presenters. Ex: "I really like the example you used to show the 'why' and also how you used descriptive words to show the future vision. I wish there had been more evidence from people to show how it will be helpful."

