

Pitch Practice

Invention Step: Communicating
Grade Level: 6-8
Base Lesson Time: 60 minutes

Driving Question

How will an effective pitch make people interested in my invention?

Learning Objectives

Students Will Be Able To:

- Accurately and concisely describe their invention or product to another person.
- Determine the most important aspects of their invention or product to share with another person.
- Present a well-thought-out pitch about their invention or product.

Why This Matters

Once students have developed a well-researched and thoughtfully designed invention, they will need to articulate what it does clearly and concisely to other people. This is called a “pitch.” Learning to balance details with brevity is an important soft skill for all people to grow.

Standards

Common Core ELA Standards:

- CCSS.ELA-LITERACY.SL.6.2; 7.2; 8.2
- CCSS.ELA-LITERACY.SL.6.3; 7.3; 8.3
- CCSS.ELA-LITERACY.SL.6.4; 7.4; 8.4
- CCSS.ELA-LITERACY.SL.6.6; 7.6; 8.6

Prep Activity

Watching Invention Convention pitches, students will identify the major components of a pitch.

Core Activity

Using the Pitch Practice Guidelines worksheet, students will begin creating their pitches by writing a first draft of their pitch.

Post Activity

Collaborating with team members, students will deliver their pitch to their peers. Using the Constructive Feedback worksheet, peers will offer feedback.

Homeschoolers or Virtual Learners

All activities can be accomplished as written. Collaboration can be achieved by working with educational pods or in virtual chat rooms.

Model i Connectors

If using [The Henry Ford's Model i Innovation Learning Framework](#), the activities in this lesson connect to the following Habits and Actions: Take Risks, Challenge the Rules, Implement

Model i Connectors

Throughout this lesson, there will be opportunities to practice and develop Model i's Habits of an Innovator and Actions of Innovation. Listed below are the Habits and Actions that students will develop and practice for this lesson.

Developing Habits of an Innovator



Take Risks
Think BIG. Embrace uncertainty.



Challenge the Rules
Turn can't into can do. Dare to be different.

Practicing Actions of Innovation



Implement
Take prototype to market, seek new insight and re-enter the cycle.

Prep Activity

Invention Step: Communicating
Grade Level: 6-8
Prep Activity Time: 10 minutes

Learn from Kid Inventors

Explain to students that they will be working on their pitches. Explain why a pitch is an important step in the invention process and why effective communication about their invention can help others understand and use it.

Ask students to watch these real-life kid inventors from Invention Convention. They should be looking for elements of a good pitch. While they watch, have them note the elements they see on a piece of paper. After each pitch, have students share with the class. Students should watch one or two of the videos.

Slide Time: Invention Convention 2019

- https://www.youtube.com/watch?v=ly0iu9agL_Q&feature=youtu.be

Insulin Plunger: Invention Convention 2019

- <https://www.youtube.com/watch?v=HwqYjO906-0&feature=youtu.be>

The SipBit: Invention Convention 2019

- <https://www.youtube.com/watch?v=V5Wp1qSfziY&feature=youtu.be>

Adjustments for Virtual Learning

- Pitches can be shared during a virtual class session.
- Students can share their observations via the chat function.

Core Activity

Invention Step: Communicating
Grade Level: 6-8
Core Activity Time: 30 minutes

Pitch Practice Guidelines

Using the Pitch Practice Guidelines worksheet, students should review the major components of a pitch. Then, working in their inventor teams, complete the worksheet.

Students can use these answers to guide the creation of their first draft of the pitch.

Note to Teacher

If students will be competing in Invention Convention, review the How-To Guide for Educators and Administrators for more details about student pitch requirements.

Adjustments for Virtual Learning

- Invention teams can collaborate on their pitch in virtual chat or breakout rooms.

Post Activity

Invention Step: Communicating

Grade Level: 6-8

Post Activity Time: 20 minutes

Constructive Feedback

Using the Constructive Feedback worksheet, two inventor teams should partner and deliver their pitches to each other. Groups should complete the Constructive Feedback worksheet and share with their peers.

Note to Teacher

Constructive Feedback can also be used after students have completed several drafts of their pitch for a richer feedback session.

Adjustments for Virtual Learning

- Virtual breakout rooms can be used for students to present and give feedback.

Name _____

Pitch Practice — Guidelines

Questions and Answers

Note: For Invention Convention competition, a live pitch should always reference the logbook, display board and prototype. Ask your teacher for more guidelines.

- Who are you and your teammates, what is your grade and where are you from? _____

- What is your invention? _____

- How did you come up with your invention? _____

Can you tell us about the invention process (Identifying and Understanding, Ideating, Designing and Building, Testing and Refining)? _____

- Can you tell us about the invention impact (Market Potential, Value Proposition, Social Value, Originality)? _____

Name _____

Pitch Practice — Guidelines

Try to think of other questions you might be asked or that you would want to ask another inventor:

- _____

- _____

- _____

- _____

- _____

Name _____

Constructive Feedback

Directions: Circle at least one positive statement and one improvement statement for each section. You may also choose to write in your own feedback using the language frames below. Talk to your partner about your feedback for each section.

Speaking

Positive Statements	Improvement Statements
You spoke clearly during your pitch.	Try to avoid saying "um" or "uh" when you talk about your invention.
Your pitch was well thought out and flowed well.	You should organize your thoughts before making a pitch.
You made good eye contact during the pitch.	Try to look up from your notes more when you are speaking.
You didn't speak too fast or too slow, so I was able to understand you.	You might want to work on speaking a little faster/slower.

Content

Positive Statements	Improvement Statements
You know your invention well.	Practice talking about your invention more.
You communicated clearly how your invention works.	It might help to write down how your invention works.
You gave a lot of important details about your invention process.	I wish I had learned more about your invention process.
You gave good background information on your invention.	I wish I had learned more about how you came up with your idea.

Name _____

Constructive Feedback

Other Positive Comments

You did _____ well because
_____.

When you _____, it worked well because
_____.

Other Improvement Comments

You might want to think about _____ because
_____.

If you _____, it might help because
_____.