Summary

Video Five, Pitcher’s Up, reviews the basics of developing a pitch to investors. Students will learn about crafting the content of a pitch, developing the confidence and humility needed, and a little about story telling. A simple pitch includes the customer’s problem, the solution, a customer profile, how you will make money, and a call to action. By this point the product or service should have a brand name. The best pitches use storytelling to describe the customer and the severity of their problem. Good pitches use a lot of visuals such as video or photos to communicate, rather than written words.

Learning Outcomes

Upon successful completion of these exercises students will be able to:

1. Describe the qualities of a good pitch.
2. Develop a story that illustrates the “pain” or problem that this product relieves.
3. Identify and organize the information required for a pitch.
4. Prepare and present a five-minute pitch, including slides.

Resources

Video 5: Pitcher’s Up
Video: Sample 60 Second Pitch – Elevator Pitch Winner
Video: Made to Stick pt. 1
Video: Made to Stick pt. 2
Download: Sample Pitch Grading Rubric

Credits

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Activity 1: Creating a Prototype Product

Classroom Time 75 Minutes
Preparation Teacher Preparation: 20 minutes
Materials & Resources Video: Pitcher’s Up
Video: Made to Stick pt. 1
Video: Made to Stick pt. 2

Learning Outcomes

Upon successful completion of this activity, students should be able to:

1. Create compelling ways to present a customer problem.
2. Communicate the customer problem to an audience.
3. Explain the importance of storytelling in creating ideas that are compelling to investors.

Activity Instructions

In Class Activity

1. Instructor shows Video Five: Pitcher’s Up (10 minutes).
2. Instructor leads class review of the purpose and elements of a good pitch (10 minutes).
   a) Students individually develop a story about the customer problem that their product solves. This story can be the student’s own experience, it can be from a friend or family member, or it can be from someone they have interviewed. It should be a maximum of 60 seconds long (10 minutes).
   b) Instructor shows videos Made to Stick Part 1 & 2 (6 minutes).
3. Students in groups
   a) Share a customer problem story they developed individually (4 minutes).
   b) Make suggestions to improve stories (8 minutes).
4. Instructor asks students to share their one-minute stories with the class. Up to 15 students can practice presenting their stories (17 minutes).
5. Instructor leads class discussion of the process of telling a good customer story including the principles of SUCCESS from Made to Stick (10 minutes).
Activity 2(a): Class 1 – Creating a Pitch

Classroom Time
Class 1 - 75 Minutes

Preparation
Teacher Preparation: 20 minutes
Student Preparation: 1-2 hours between Classes 1 & 2

Materials & Resources
Video: Sample 60 Second Pitch – Elevator Pitch Winner

Learning Outcomes

Upon successful completion of this activity, students should be able to:

1. Identify the necessary information to craft a successful pitch.
2. Develop supporting slides and demonstrations for a pitch.

Activity Instructions

This activity takes two full classes to complete. Activity 2(A), the creation of a pitch, takes place in Class 1. Activity 2(B), Pitching, takes place in Class 2.

In Class Activity (2A)

1. Instructor shows Video Five: Pitcher’s Up (10 minutes)
2. Instructor leads class discussion (15 minutes):
   a) Review the elements of a successful pitch: Problem, Customer, Solution (product or service), How You Will Make Money (revenue model and cost structure), and Call to Action.
   b) Show Elevator Pitch Winner Video (see resources).
   c) Students analyze the Elevator Pitch, identifying each of the 5 parts of a pitch (Problem, Solution, Customer, How to Make Money, and Call to Action).
   d) Using the Made To Stick formula, have students identify the techniques used (Simple, Unexpected, Concrete, Credible, and Story).
3. Students in groups will (45 minutes):
   a) Develop a pitch deck consisting of 6 slides (Business Name, Problem, Customer, Solution, How you will make money, and a Call to Action). If computers are not available, use paper to draw the contents of each slide.
   b) Decide what information the investor needs to know on each slide. Encourage groups to use visuals rather than words.
   c) Create a pitch that is a maximum of 5 minutes long. Encourage teams to practice without notes.
4. Instructor leads class in summarizing learning (5 minutes):
   a) Summarize the best practices when developing a pitch.
   b) Discuss the challenge of providing the right information to the audience.
   c) Assign homework.
Activity 2(B) Student Preparation/Homework for Class 2

Student groups practice their 5-minute pitches using slides and timer. If possible, get feedback from friends and family. Refine slides, create prototypes or other pitch materials.

**Activity 2(b): Class 2 – Pitching**

| Classroom Time | Class 2 - 75 Minutes (total). Allow 5 minutes per pitch and 5 minutes of Question and Answer plus 1 minute of “change over” time per group. (11 minutes per group). If you have more than 5 groups in the class, you will need more than one class to complete this activity. |
| Preparation | Teacher Preparation: 20 minutes  
Student Preparation: 1-2 hours between Classes 1 & 2 |
| Materials & Resources | If this is a graded assignment use the [Sample Pitch Grading Rubric](#) from the resources. One Rubric per Team.  
Timer to manage pitch length. |

**Learning Outcomes**

Upon successful completion of this activity, students should be able to:

1. Orally present their business idea to an audience of “mock investors.”
2. Answer questions about the business idea logically and non-defensively.

**Activity Instructions**

This activity can be used as an in-class exercise, or as a graded assignment. It builds on Activity 1, and Activity 2 (A) in this teacher’s guide.

**In Class Activity (2B)**

1. **Student groups** upload their slides to the computer at beginning of class (10 minutes).
2. **Each student group** presents (55 minutes: 11 minutes per team, maximum of 5 groups). A second class may be necessary if there are more than 5 groups in the class.
3. **Instructor** leads class debrief (10 minutes):
   a) Why is a pitch so important?
   b) How did you feel when pitching? What could you do to feel more confident?
   c) How well did you plan your pitch? What could you have done to improve your pitch content?
   d) What would you do differently next time?