

## Perfecting the Pitch

### The **BIG** Idea

- What will I take away from my experience working on the Community Makeover Challenge?

### AGENDA

Approx. 45 minutes

- I. Warm Up: Into the Chute (5 minutes)
- II. Final Frenzy (15 minutes)
- III. Last Look/Last Chance (10 minutes)
- IV. Ditch the Pitch (5 minutes)
- V. Wrap Up (10 minutes)

### OBJECTIVES

During this lesson, the student(s) will:

- Collaborate to complete his/her committee's portion of the project pitch.
- Use the Judges' Rubric, and "The RTS Makeover Challenge!" document (as needed) to hone his/her committee's portion of the pitch.
- Edit another group's portion of the pitch.
- Reflect upon the experience of participating in a community service project as an individual and team member.

### MATERIALS

#### ☐ PORTFOLIO PAGES:

- Portfolio page 20, Self Evaluation
- Portfolio page 21, Community Makeover Reflection
- Portfolio page 27, Grade 8 Skills Checklist (Community Makeover skills only)

#### ☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 40, The RTS Makeover Challenge! (from lesson 1)
- Student Handbook page 41, Judges' Rubric for "The RTS Makeover Challenge" (from lesson 2)
- Student Handbook pages 44-48, "Basketball for Lunch, Please!" Sample Pitch (from lesson 3)
- Student Handbook pages 51 and 52, Peer Evaluation, (2 copies are provided; make additional copies if necessary)

#### ☐ FACILITATOR PAGES:

- Facilitator Resource 1, Our Pledge Facilitator Resource
- 2, Thank You Notes (optional)
- ☐ Your list from last week's lesson, **Drafting the Pitch, Activity V, Wrap Up**, which outlined "who-would-do-what-when" during the week to prepare for today's class.
- ☐ Committee notes with suggested revisions from **Drafting the Pitch, Part IV**.
- ☐ Any materials (binders, colored pens, construction paper, etc) you promised to bring in for assembling the pitch.
- ☐ The class notes taken in Lesson 3, **Activity IV, Planning the Pitch**, 1 copy per group

## OVERVIEW .....

Students spend this class preparing and perfecting their project pitch for “The RTS Makeover Challenge.” They make final changes, sign their names, and hand in their contest submission. They also spend a few minutes reflecting on the experience. If they focus, work well together, and put their best effort forward, they will leave class with a feeling of community and accomplishment.

## PREPARATION .....

- List the day’s **BIG IDEA** and activities on the board.
- Write on the board: “The RTS Makeover Challenge!” Project Due Today!
- During the week, make sure students have access to you if they’re supposed to check in regarding assignments. If possible, post the assignment list, and keep it updated with check marks, so students can encourage fellow classmates who haven’t completed their tasks to do so.
- Gather together all the materials you promised to bring in to help the students finish their project. Also bring in basic materials the students might realize they need at the last minute, like colored pens, paper clips, construction paper, etc.
- You will need to copy the following documents so the students have access to them:
  - **Student Handbook page 40, The RTS Makeover Challenge!** (one copy per group)
  - The class notes from **Planning the Pitch, Activity IV**
  - **Student Handbook pages 44-48, “Basketball for Lunch, Please!” Sample Pitch.**
  - **Facilitator Resource 2, Thank You Notes** (if you’ve chosen to have your students thank those who helped them in their efforts.)
  - **Student Handbook pages 51-52, Peer Evaluations** (Each student will need one evaluation for each of their committee members.)

## IMPLEMENTATION OPTIONS .....

Feel free to adjust the amount of time spent on any activity in order to help the class finish their project on time, and to the best of their ability. Since reflection is a critical element of project-based learning, it's recommended that you complete **Activity V, Wrap Up**, during the class following the judging of the Community Makeover proposals. This will allow ample time for your students to complete the reflection documents, discuss them as a group, and celebrate their accomplishments as a class.

In **Activity III, Last Look/Last Chance**, if the language arts teacher has an editing rubric or checklist, use this instead of the RTS suggested categories.

In **Activity IV, During the Pitch**, make the ceremony of handing you the pitch more, or less, dramatic, depending on what your class will prefer.

If time permits, have students present their portions of the project proposal to the class.

If the class has not finished, or there was something they thought of late and would like to add, offer them the chance to do so if it doesn't violate the project deadline.

There may be students who want to "take the project to the next level," and add creative or contextual touches that couldn't get done during class. If this is the case, and you are willing to supervise, allow them to do so before the "final" deadline (e.g., the end of the school week). Also, be aware that you will have to make the same offer to all classes, and that this will require extra time and effort on your part.

If there were members of the school or outside community that were of particular help to your students in executing their project, it would be a great idea to ask students to create thank you notes for those individuals. You may want to consider having students thank the judges, the RTS office, parents, shop owners, etc. (You can use **Facilitator Resource 2, Thank You Notes** if desired. Duplicate the page and fold it into quarters with the RTS logo on the front.)

You may wish to bind all the proposals in similar folders so that each will be judged on its own merits, rather than cosmetic differences.

## ACTIVITY STEPS

### I. Warm Up: Into the Chute (5 minutes)

1. [Greet students and remind them that today is the day to finish their project pitch for “The RTS Makeover Challenge!” Tell them they will spend most of the class working on the pitch, and then they will hand it in. But before they get started, it’s a good idea to check that everyone has what they need to get going.]
2. [Go over the list you made in class last week, and verify that everyone has brought in what they promised.]

### II. Final Frenzy (15 minutes)

1. [When everyone has what they need, ask students to get into their committees and use last week’s notes to revise and complete their section of the project pitch. Distribute or point out materials you have placed in the room for their reference, and refer students to **Student Handbook page 41, Judges’ Rubric for “The RTS Makeover Challenge.”** Encourage students to consult the rubric to keep their focus sharp for the section they’re producing.]
2. [While the students work, walk around the room, and check on the progress of each group. When necessary or advisable, make suggestions and offer advice. You should also keep an ear out for “differences of opinion,” and function as a negotiator if committee members argue. Remind students they have a deadline to keep. Let them resolve their own differences, unless you sense it will take too much time (or never happen), and the bickering will disrupt the whole class. Then step in and help them come to terms, so their issue doesn’t threaten the project.]
3. [Give students a 5-minute warning when it is nearing time to stop. While they are scurrying to finish, write the following on the board: Spelling, Grammar, Typos, Facts, Logic.]

### III. Last Look/Last Chance (10 minutes)

1. [Ask students to stay in their groups, and tell them they’ll spend the next 5 minutes editing each other’s sections of the pitch. Address their attention to the list on the board, and tell them to look for anything in these categories that needs to be fixed. Warn them NOT to make changes directly to any section; but rather to appoint someone in the group to keep track of their findings and write them down on a separate piece of paper.]

2. [Instruct each committee to trade their portions of the pitch with the group closest to them. Tell students to look over the portion they now have with their most critical eye. Give the groups a few minutes to edit, then ask them to return the portion of the pitch, along with their editing notes, to its original committee.]
3. [Committees will now be responsible for correcting the errors. If a question arises (for example, about proper grammar or if something makes sense), tell students to raise their hands and you will help them resolve it.]
4. [While the committees are making their changes, pass around **Facilitator Resource 1, Our Pledge**. Tell every student to sign it and return it to you.]

#### IV. Ditch the Pitch (5 minutes)

1. [Tell the class it's time to put the pitch together. Supervise to make sure they arrange the sections in order, and include the "Advisor Agreement" and "Our Pledge." Double check to make sure everyone signed the pledge sheet before putting it in the presentation folder.]
2. [When the students have put the pitch in a presentation folder, or bound, stapled, or paper-clipped it together, ask them to ceremoniously present it to you, as their official submission to "The RTS Makeover Challenge!" Accept it on behalf of the judges, and put it someplace safe where other classes won't see it.]
3. [Congratulate the class on a job well done, and wish them good luck in the competition.]

#### V. Wrap Up (10 minutes)

1. [Tell the class that they are going to have a chance to think about all they accomplished during the Makeover Challenge as well as how they worked together as a team. First, they'll evaluate their own performance, and then rate how well their teammates did. Direct students to **Portfolio page 20, Self Evaluation**, and give them a few minutes to complete it.]
2. [Direct your students to **Student Handbook pages 51-52 Peer Evaluation**, and distribute additional copies if you'd like them to complete more than two.]

**SAY SOMETHING LIKE:** Each of you should have \_\_\_\_ [Insert #] **Peer Evaluation** sheets in front of you. You'll notice these are very similar to the **Self Evaluation** sheet. You

are going to use these sheets to let your teammates know how they helped your committee. If someone worked really hard, this is the place to show your appreciation. If they didn't participate, or actually kept the group from getting things done, this is also the place to let them know. You will not sign these papers. Please remember to be as thoughtful and honest with your teammates as you want them to be with you.

You will have a few minutes to complete this work. Once everyone has finished their peer evaluations, I will walk around and collect them. Next week you will have a chance to read your teammates comments.

3. [Once the students have had a chance to complete all of their Peer Evaluations, ask them to open to **Portfolio page 21, Community Makeover Reflection**. Tell students that they are to think about what it was like to work together on a project to benefit the community. Read through all of the questions as a class. Tell students that they will have 5 minutes to complete this portion of their portfolio.]
4. [Once they have finished their reflection page, ask volunteers to share some of their thoughts about the Community Makeover experience. Then give the class some positive feedback about what you've noticed during the last five weeks. Suggestions include: how well they worked together, how much community spirit they've displayed, how creative they were, how much promise they've showed of being future leaders in communities wherever they may go.]

**SKILLS CHECKLIST**

Direct students' attention to **Portfolio page 27, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Community Makeover Skills.

**Community Makeover****I can...**

Identify needs in my community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well





Blank space for writing a thank you note.

Blank space for writing a thank you note.

Blank space for writing a thank you note.



**ROADS to  
SUCCESS**

**THANK YOU!**

## Peer Evaluation

Group member's name: \_\_\_\_\_

**Directions:** Circle the number below each sentence that best describes the group member's performance on the Makeover Challenge.

**He/She completed his/her share of the work on the project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She put a lot of effort into the work we did on this project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She cooperated with the members of the group.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She respectfully listened to our group members without interrupting.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She asked for assistance when he/she needed it.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She offered help to our group members when they needed it.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She shared in the planning of the project with our classmates.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She showed leadership when working on this project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

## Peer Evaluation

Group member's name: \_\_\_\_\_

**Directions:** Circle the number below each sentence that best describes the group member's performance on the Makeover Challenge.

**He/She completed his/her share of the work on the project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She put a lot of effort into the work we did on this project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She cooperated with the members of the group.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She respectfully listened to our group members without interrupting.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She asked for assistance when he/she needed it.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She offered help to our group members when they needed it.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She shared in the planning of the project with our classmates.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**He/She showed leadership when working on this project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

How did you  
contribute to  
your team?



## Self Evaluation

Your name: \_\_\_\_\_

**Directions:** Circle the number below each sentence which best describes your performance on the Makeover Challenge.

**I completed my share of the work on the project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**I put a lot of effort into the work I did on this project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**I cooperated with the people in my group.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**I respectfully listened to my group members without interrupting them.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**I asked for assistance when I needed it.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**I offered help and suggestions to my group members when they needed it.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**I shared in the planning of the project with my classmates.**

1	2	3	4
Not really	Somewhat	Well	Excellent

**I showed leadership when working on this project.**

1	2	3	4
Not really	Somewhat	Well	Excellent

What did you learn about serving your community?



## COMMUNITY MAKEOVER REFLECTION

Take a moment to reflect on your experience during the Community Makeover by answering the questions below.

1. The best thing about the Makeover Challenge was \_\_\_\_\_

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2. The most difficult part of the Makeover Challenge was \_\_\_\_\_

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3. One thing I learned about myself in the process of participating in the Makeover was \_\_\_\_\_

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4. One thing I learned about my community by participating in the Makeover was \_\_\_\_\_

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5. I am proud / not proud of my performance in the Makeover Challenge because \_\_\_\_\_

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6. I think I will / will not seek out opportunities in the future to help within my community because \_\_\_\_\_

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