

Professional development – Project Busters

# Project Busters



# Schedule



1 session	Intro & Ice breaker
2 sessions	Forming teams and setting values
1 session	Picking the project
3 sessions	Problem solving
2 sessions	Testing and iteration
1 session	Public reporting

# Measure Success

- PBL: Student voice & choice
- Culture: Treat the students as Adult

Do we ask the student:

How do we measure Success?

What problem do you want to work on?

# Facilitation

# Essential Questions

- Is *open-ended*; that is, it typically will not have a single, final, and correct answer.
- Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
- Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
- Points toward *important, transferable ideas* within (and sometimes across) disciplines.
- Raises *additional questions* and sparks further inquiry.
- Requires *support* and *justification*, not just an answer.
- *Recur*s over time; that is, the question can and should be revisited again and again.

# Essential Questions in Science

What makes objects move the way they do?

How are structure and function related in living things?

**Essential Question:** How strong is the scientific evidence?

**Not Essential Question:** What is a variable in scientific investigations?

*McTighe, Jay; Wiggins, Grant (2013-04-09). Essential Questions: Opening Doors to Student Understanding (Kindle Locations 69-70).*

# General tips

- Monitor group work and give clarifying instruction as needed.
- Go around the room to monitor their work, avoid answering questions while students still processing
- Validate all students contributions the same... thank you
- Avoid giving examples of questions students should be asking
- Allow teams to work at their own pace

[www.rightquestion.org](http://www.rightquestion.org)

Kite



# Intro & Ice breaker

# lesson 1

Getting to know each other

**Marshmallow  
challenge**



[https://youtu.be/H0\\_yKBitO8M](https://youtu.be/H0_yKBitO8M)

Our Names & Housekeeping activity

# Need

- Most students are bored with the factory model of learning.
- Home-schooler's/Drop-out students need an environment for collaborative-interdisciplinary learning.
- A growing number of students are finding it difficult to manage the complexities of life relating to the interface of society, schools and business.

# Our Mission:

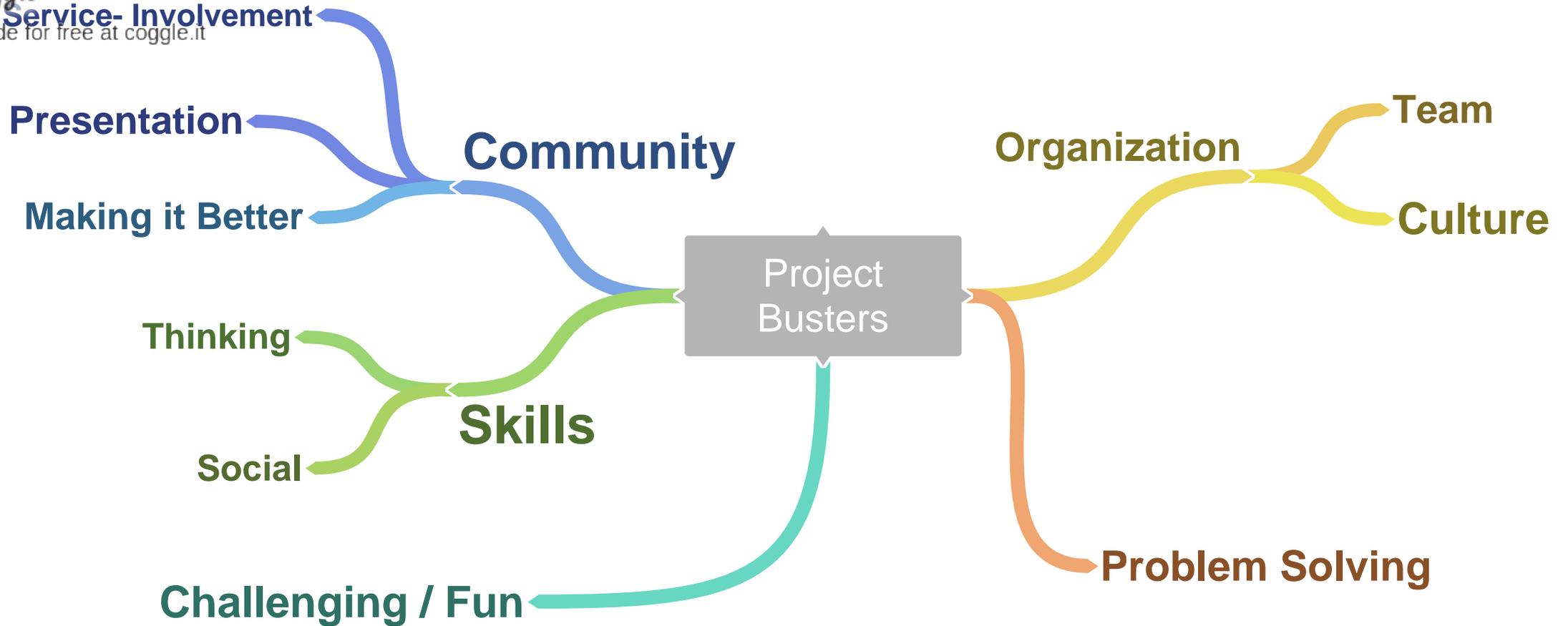
- Get students excited about learning (life-long learners).
- Have the reasoning skills to manage in today's society and begin to build a set of skills to use in multiple careers.
- Understand that problems are opportunities. The bigger the problem, the bigger the opportunity.
- Have students better prepared for college or a career.



# What's Project Busters about?

*coggle*

made for free at [coggle.it](http://coggle.it)



# Project Academy...*After-School learning*

**P**resent education leaves many students bored, not engaged in learning and finding it difficult to manage the complexities of life relating to the interface of society, schools and business.

**O**ur after-school or in-school program will provide a fun environment around **project based learning** for charter, public middle & high school, home school and drop outs.

**We** will demonstrate to the students that learning can be fun by **solving real world problems** and provide the missing skills (LIFE SKILLS) like problem solving, thinking skills, growth mindset, character development, financial literacy and societal values needed to succeed in today's environment.



## The World is changing

- Intelligent machines
- Robots

Smart Creatives ...Googles term for people they want to hire.

Knowledge workers are becoming obsolete.

Wagner, Tony; Dintersmith, Ted (2015-08-18). Most Likely to Succeed: Preparing Our Kids for the Innovation Era .



# About us?

- Non-profit ... MA State
- 501-c-3 IRS status
- Building an organization ...
- Looking for early adaptors
- Looking for community partners/ business
- Talking to stakeholders about needs
- Looking for people who want to be part of helping society



# Intrinsic motivation ... Judith Dodge

Teach students to work cooperatively with others.

Give students a voice in classroom decisions.

Provide opportunities for students personal growth

Teach to a variety of learning styles

Provide students with choices

Use a variety of instructional strategies

Offer fun activities that inspire creativity and reduce stress

# Forming teams and setting values

“The bigger the problem, the bigger the opportunity” (*Vinod Khosla*).

- Play first <https://youtu.be/f9LM88h-I-U>

# Key Questions:

- What is our classroom culture? (How are we going to operate?)
- What are our learning targets, goals for the class?
- How do we want to be measured?
- How do we want to be treated in the group?
- What is a team and how do we create it?

# Do Organizations have a Culture?

- Organizational culture is a set of beliefs shared by the people in an organization. It contains the members' values, norms and assumptions. Organizational culture can be considered a system because it has input and output.
- Every organization's culture is different. The organizational culture at a bank, for example, is very different than that of a nonprofit. Some key indicators of an organization's culture are the dress code, furniture, topics of discussion and demeanor.

What's ours?

Learning  
Team



# What values do we want working together?



# Culture & Teams

## Organizational Culture

What do we want it to be?

- The school will foster a culture of a learning environment, with all treated as adults and with respect.
- **Key words are:** Discussion
- Respect, Empathy, Kindness, Curiosity, Innovation, Persisting, Flexibility, Continuous learning, Humor and Taking responsible risk.

## Organizational Team ... creating a team charter

- Overview of the project
- Measurable team goals, roles, Deliverables
- How will we measure success?
- Expectations ... How are we going to work together? Handle conflicts?
- Form Teams... Count 1,2,3
- Team captain, Team scribe, Team scheduler, Team tracker, Team reporter, Advisory officer

# Modified Culture

The school will foster a **Team/community** based culture of a learning environment, key values and treating all as adults and with respect. The community will operate with the following norms:

- Build bridges and learning from other societies
- Working towards stretch goals
- Measurements are for learning and continuous improvement
- Making the world a better place
- Loving Kindness ... from the heart

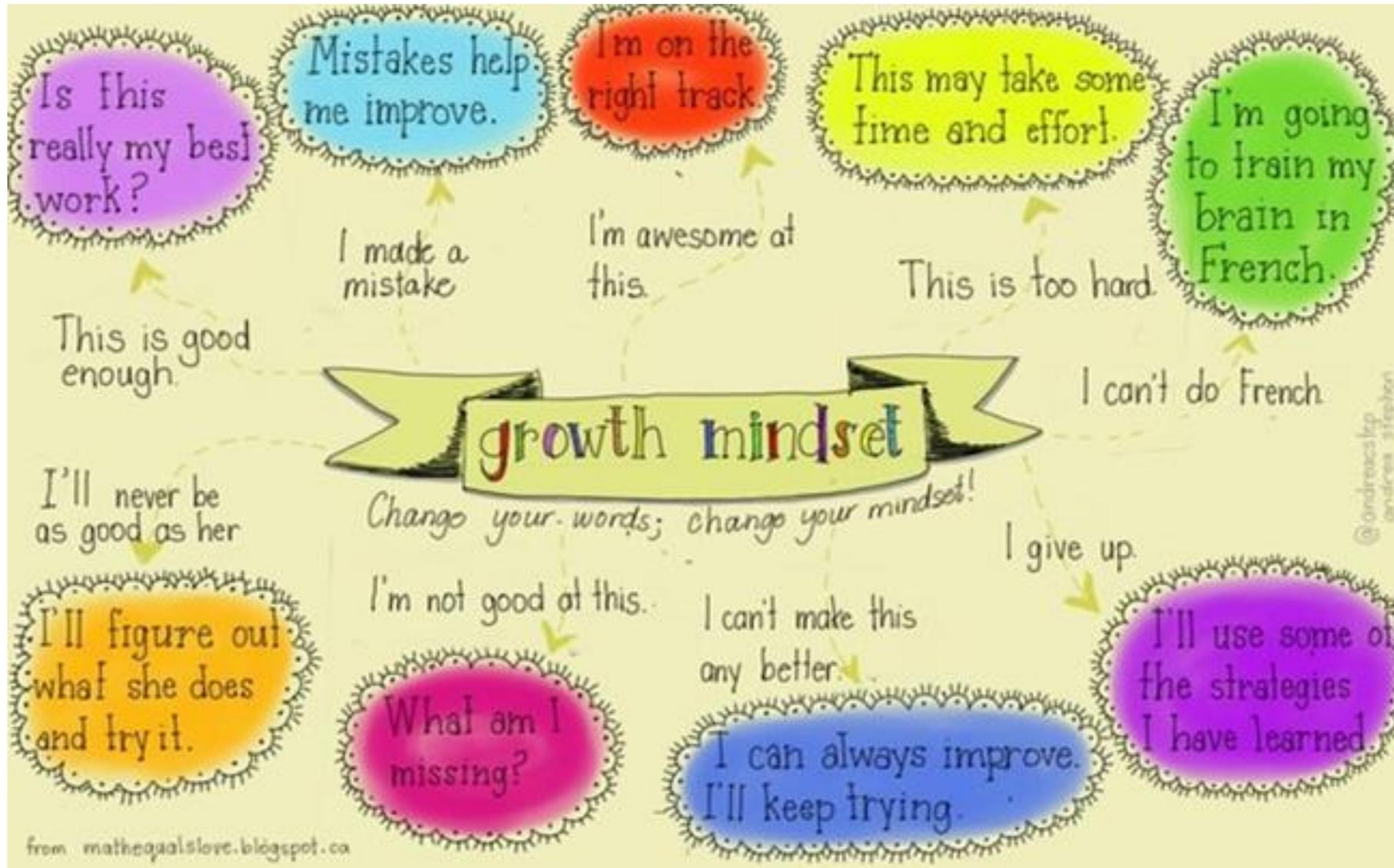
Key values...

# What is our classroom culture? (How are we going to operate?)

- **Culture?** Discussion
- The school will foster a **Team/community** based culture of a learning environment, with all treated as adults and with respect.
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# Culture – The Fixed or Growth Mindset

# Culture – The Fixed or Growth Mindset



# Brain Plasticity ... Your Brain is a muscle



Mindset



Based on the works of:

- Carol Dweck, Ph.D
- Claude M. Steele Ph.D
- James Anderson, Habits of Mind

What values do we want for our learning team

What issues can occur in our team?

What roles do we want to play in this team?

# Path of creating a team

**People**



**Group**



**Team**

## Individuals

- Collection of people
- Culture / Values

Charter

**Question: How could this be like a path?**

# What's the Problem ... Disappointment/ Rejection

- How can we get students to be more open to other students they don't know very well or don't like?
- What does it mean to be more open?
- What are our values and how does it apply?
- Who are the other students? Family & Friends?
- How would I feel in this situation?
- What might this feel like? List some feelings

# Essential Questions

1. What do I bring to the team?
2. What are our commitments to one another?
3. What differences exist between us?
4. How will we operate?
5. How will we know we are succeeding?

# Team Roles

ROLES, (Scribe, Captain, Planner, Tester, Public reporter, )

<http://www.projectacademy.org/fuller/Team%20Roles-lesson2.pdf>

# Team Set-up

Acting like a sports team... When playing... everyone is committed!

- Form Teams... Count 1,2,3
- Team captain, Team scribe, Team scheduler, Team tracker, Team public reporter, Advisory officer, Team tester

**Create a Team Charter**

- **Overview of the Team**
- **Measurable team goals, roles, Deliverables**
- **How will we measure success?**
- **Expectations ... How are we going to work together? Handle conflicts?**

# List what makes a Sports team Great/Bad?

Characteristic	Learning Team	Sports Team
Excellence		
Mistakes		
Team work		
Practice		
Measurements	Outcomes	Statistics

# Learning Zone



# Performance Zone



Improve	Goal	Do as best as we can
Improvement	Activities designed for	Execution
We haven't mastered yet	Concentrate on what	We have mastered
Expected	Mistakes are to be	Avoided
Low Stakes	Required stakes	Any stakes
Challenge	Common source of mistakes	Lapse of focus or Unpreparedness
Learning	Desired response to mistakes	Learning
Growth Mindset	Optimal mindset	Growth Mindset

# Team Charter



- Overview of the project
- Measurable team goals, roles, Deliverables
- How will we measure success?
- Expectations ... How are we going to work together? Handle conflicts?

**Plan**  
**Do**  
**Assess**

# Team Set-up

## Working Together

### 5 Must Haves For A Growth Team To Have Maximum Impact

- 1 Opportunity Driven, Not Idea Driven**  
Don't start with ideas, start with prioritized areas of opportunity.
- 2 Constantly Challenging The Why**  
Constantly challenge why the team is choosing certain things to work on.
- 3 Recruit A Different DNA**  
Don't assume your current product/marketing DNA is optimal.
- 4 Define Ownership and Authority**  
Give the team the right ownership and authority to have an impact.
- 5 Measure/Reward Impact, Not Activity**  
People follow what they are rewarded for so reward impact not activity.



# Creating the Motive, Means and Opportunity for Learning



## Providing Models, Methods, and Support

- Ensure conceptual clarity
- Offer models and methods
- Support the competences necessary to learn
- Supply specialist assistance
- Invest financial resources

## Understanding Learning and Why It is Important

- Ensure supportive leadership
- Develop and sustain a learning culture

## Opening a Space for Learning

- Make organizational learning a strategic goal
- Integrate learning in the project cycle
- Invest in knowledge management infrastructure
- Build relationships of trust

# What Jazz Can Teach Us About Leading Learning Teams



Develop individual competence.



Create opportunities for reflection during and after action.



Challenge habits and conventional practices.



Ensure everyone has a chance to solo from time to time.



Cultivate supportive practices.



Design more interdependence into tasks.



Create environments that value errors as sources of learning.

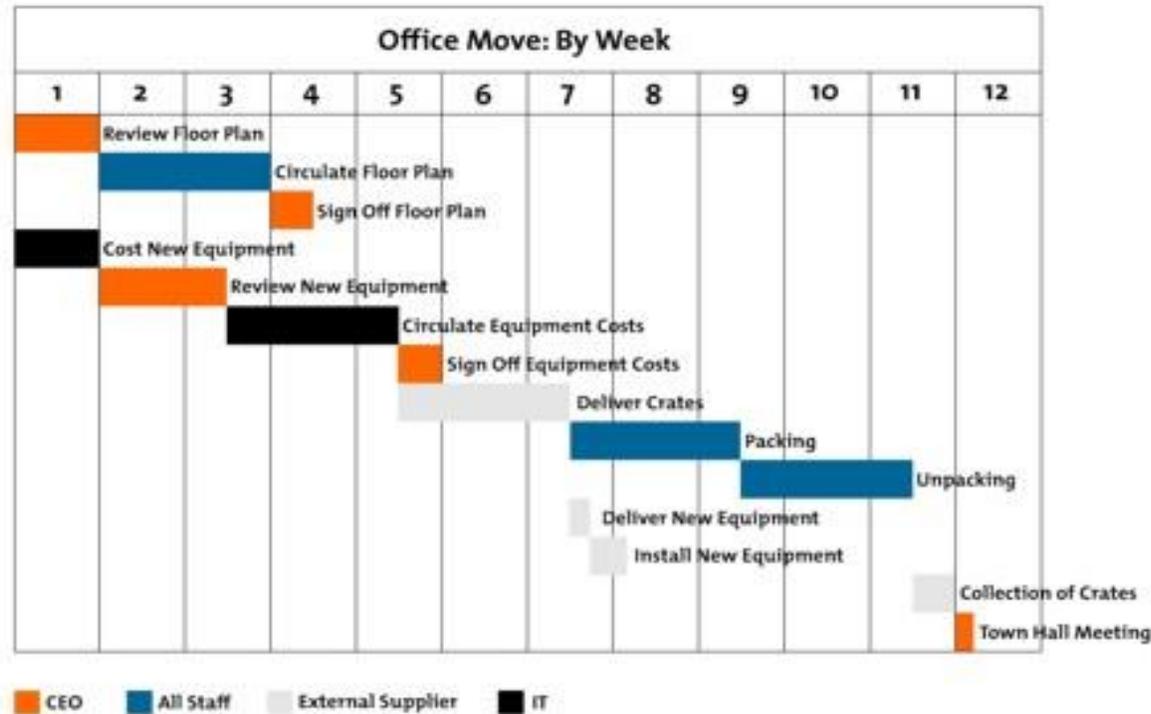


Balance control and spontaneity.



Look outside the team for new ideas.

# Gant Chart ... Planning the project



Thinking about the up-coming project  
How do we tied it to the path?

World problems  
Community issues  
Social / School problems  
Business

What is the problem we are going to work on?

- Write it down... Frame the Problem
- What are the Requirements for this problem...  
Write it down

# Essential Questions

- What excites us?
- What bothers us?
- What are typical problems facing us in our community, school and the world?
- Can we use existing items to build upon in choosing our project?

## **Possible ideas**

**Create hand-outs for the children that has do's & Don'ts**

**Make the learning active in each class around respect**

**Develop a game that the children play that has respect as part of the action**

**Develop a process that includes the family in a respectful home activity**

**Have a show & Tell for the kids to demonstrate their use of**

# Middle School Problems Faced by Kids

<https://www.verywell.com/common-middle-school-problems-kids-encounter-3288140>

Empowering our student Teams to take control of their lives.

- **Self-Esteem:** Even once confident kids may experience a severe drop in self-esteem in the middle school years.
- **Academic Pressure:** They seem so young, but middle schoolers are already feeling the pressure that was in the past reserved for high schoolers. **Drama:** Bullying and other antisocial behaviors tend to peak in the middle school years
- **Temptation:** Middle school may be the first time your child decides to experiment with smoking, drinking, drugs and other dangerous behaviors.
- **Disappointment or Rejection:** Is there a tween who doesn't experience a broken heart at some point during the middle school years?
- Encourage your tween to develop strong friendships and to learn how to relate to students of all kinds.
- **Get Ready for Dating, Dances and More:**
- **Grades Matter:** Your child isn't yet in high school, but grades in middle school do matter to your child and his or her future educational experience.
  - **Critical thinking skills**
  - **Personnel Responsibility**
  - **Independence**
- **Community service projects**
  - Allows youth to plan their own service projects with group discussions and brainstorming sessions
  - Service-Learning in Afterschool: Helping Students Grow and Communities Prosper

Bullying

Personnel  
Responsibility

# World/Community Problems

We only think when we are confronted with problems. [John Dewey](#)

**Feed the World**

Heal the World

Clean the World

Power the World

Respect the World

Connect the World

Entertain the World

Sports of the World

Music of the World

Record the World visual stories

Recycle the World

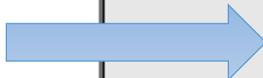
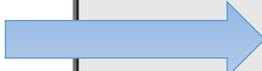
**WPI/Engineeringlens**

Other possible problems that could be worked on are [the Grand Challenge](#) for engineering determined by the National Academy of Engineering.



# MassCore

Domains	Competencies for Success	Examples of Experiences that Build Career Readiness
<b>A. Academic</b>	<p>Knowledge of Core Subject Areas as depicted in CommonCore Standards and MassCore:</p> <ol style="list-style-type: none"> <li>Four years of English</li> <li>Four years of mathematics</li> <li>Three years of lab-based science</li> <li>Three years of history</li> <li>Two years of the same foreign language</li> <li>One year of an arts program</li> <li>Five additional "core" courses such as business education, health, and technology</li> </ol> <p>Graduation Requirements in MA maintain that students must complete courses in American History &amp; Civics and Physical Education as well as pass the grade 10 MCAS tests in the English Language Arts, Mathematics and one of the four high school Science and Technology Engineering tests</p>	<p>Lifelong Learning Skills and Literacies Developed in Core Courses including:</p> <ul style="list-style-type: none"> <li>Scientific literacy</li> <li>Information literacy</li> <li>Economic literacy</li> <li>Civic awareness</li> <li>Mathematical reasoning</li> <li>Reading skills</li> <li>Study skills</li> </ul> <p>Applied Academics: a chance to observe, try, and demonstrate academic skills in a variety of classroom, community and workplace settings, including:</p> <ul style="list-style-type: none"> <li>writing for a school newspaper</li> <li>participating in an environmental advocacy campaign</li> <li>writing a business plan</li> <li>creating exhibits for a local history museum</li> </ul>
<b>B. Workplace Readiness</b>	<ol style="list-style-type: none"> <li>Career Exploration and Navigation</li> <li>Communication: <i>[Listening, Speaking, Writing, and Nonverbal Communication]</i></li> <li>Critical Thinking, Problem Solving, and Creativity</li> <li>Teamwork and Collaboration</li> <li>Professionalism: <i>[Timeliness, Appropriate Dress, Respect, Adaptability]</i></li> <li>Technical skills: <i>[Information Management and Digital Media Applications]</i></li> <li>Knowing How to Learn</li> </ol>	<ul style="list-style-type: none"> <li>Jobs and/or Internships</li> <li>Career Development Activities, including workshops, guest speakers, job shadows, and field trips</li> <li>Career Vocational Technical Education (CVTE)</li> <li>Career Electives</li> <li>Career-Themed Schools or Career Academies</li> <li>Classroom, Community and Workplace Projects</li> <li>STEM After-School Programs, Science Fairs, Robotics programs</li> <li>Community Service Learning</li> <li>Contextual Learning and Applied Learning Projects</li> </ul>
<b>C. Personal/Social Development</b>	<ol style="list-style-type: none"> <li>Planning, Time Management and Goal-Setting Skills</li> <li>Motivation, Initiative and Persistence</li> <li>Ethical Decision Making</li> <li>Self-Confidence and Self-Efficacy</li> <li>Civic Engagement, Stewardship, and Cultural Competency</li> <li>Healthy Behavior</li> <li>Personal Financial Management</li> </ol>	<ul style="list-style-type: none"> <li>Future Planning and Exploration Activities, including "Your Plan for College" and other structured college and career planning tools</li> <li>Mass Model for Comprehensive School Counseling</li> <li>After-School Programs</li> <li>School Leadership Roles</li> <li>Student Government</li> <li>Community Service Learning Experiences</li> <li>Contextual Learning Projects</li> </ul>



**Harvest  
Workplace  
Readiness  
& Personal/ Social  
Development Skills**  
While solving a world  
problem using P.B.L  
skills.

Facilitator on the side  
With Questions

# Projects:

Community Can also modify world problems to the community	Use of tap water instead of bottle water <ul style="list-style-type: none"><li>• Improve public transportation system</li><li>• Create social media for the community</li><li>• How would we create a better down town?</li><li>• How to improve the recreation facilities in our community?</li><li>• How can we design a food growing place for the community</li></ul>
School	<ul style="list-style-type: none"><li>• How to develop friendships?</li><li>• Preventing bullying</li><li>• How do get along with the teachers?</li><li>• How would we create a better school?</li><li>• How do we develop a better measurement system for students?</li></ul>
World	See list of World problems
Skills/ Business	Games, Process & starting a business

# Problem Framing

- Review and pick problem to solved... ***Write it done:***
- **The Problem Is To Know What the Problem Is**
- **The definition of the problem will be the focal point of all your problem-solving efforts.**

As such, it makes sense to devote as much attention and dedication to problem definition as possible. What usually happens is that as soon as we have a problem to work on we're so eager to get to solutions that we neglect spending any time refining it.

**I Would Spend 55 Minutes Defining the  
Problem and then Five Minutes Solving It**

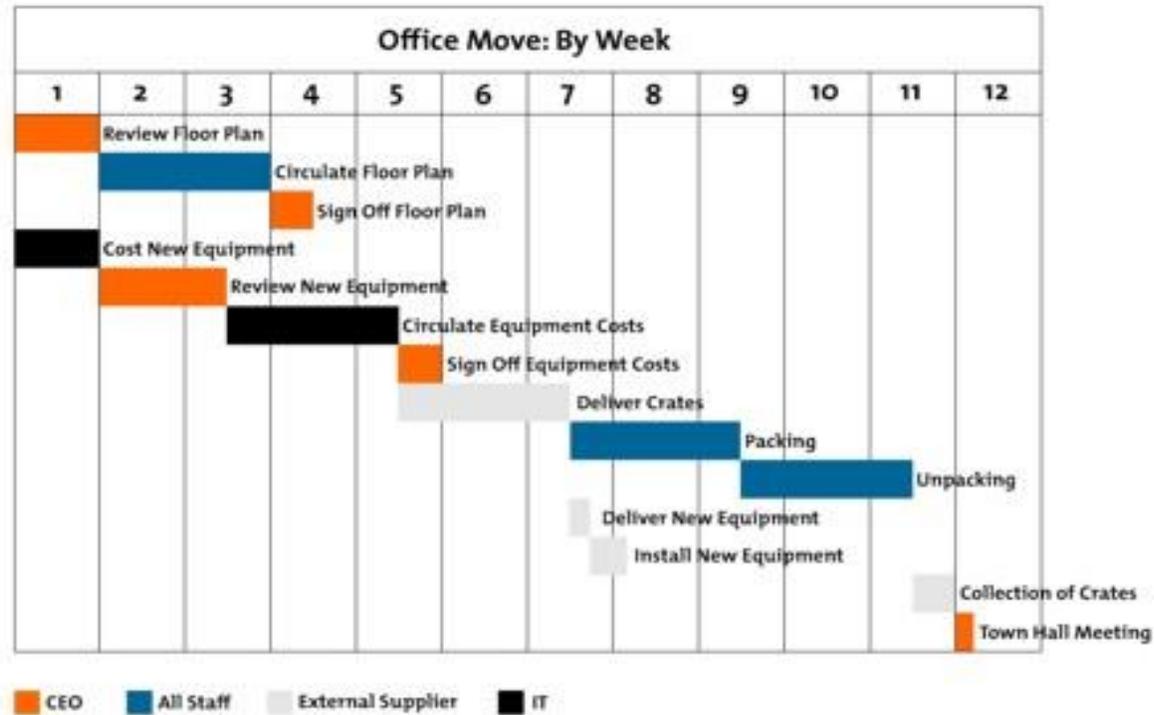
**Albert Einstein? A Yale Professor? Apocryphal?**

# Project Charter



- Overview of the project
- Measurable team goals, roles, Deliverables
- How will we measure success?
- Expectations ... How are we going to work together? Handle conflicts?

# Grant Chart



# Skills Harvested

## **Project Formation:**

- Creative and Critical thinking
- Questioning
- Reflection

## **Planning and Scheduling**

- Time management
- Financial literacy
- Measurements/ Feedback
- Quality systems

## **Dealing/ Collaboration**

- Self-control
- Flexibility
- Character traits

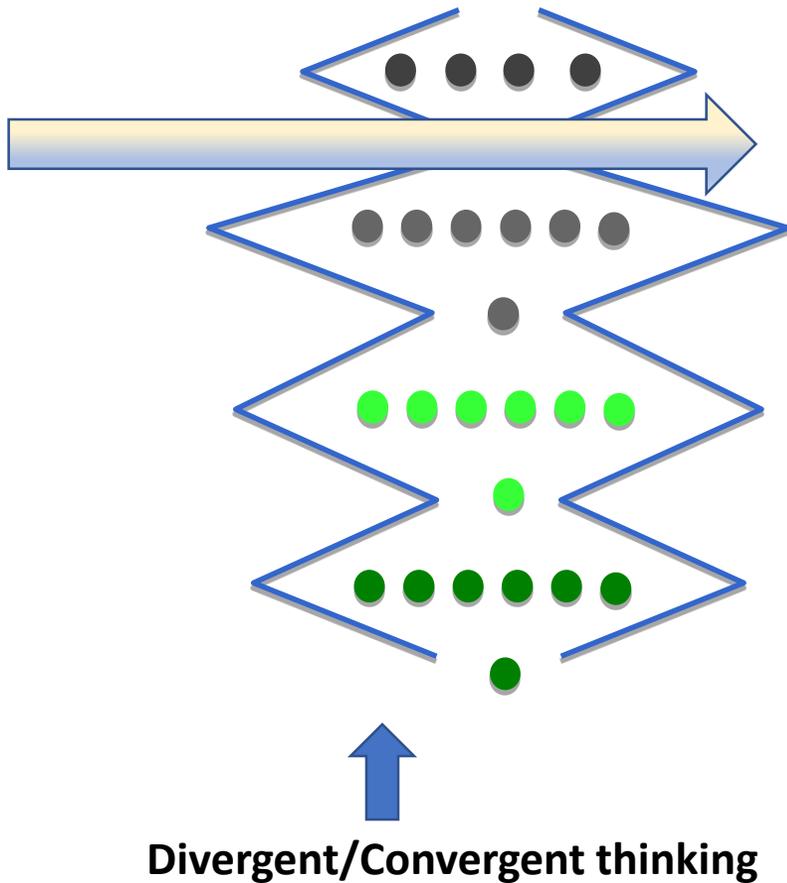
## **Problem Solving / Process**

- Innovation
- Risk taking
- Entrepreneurship

## **Team Formation;**

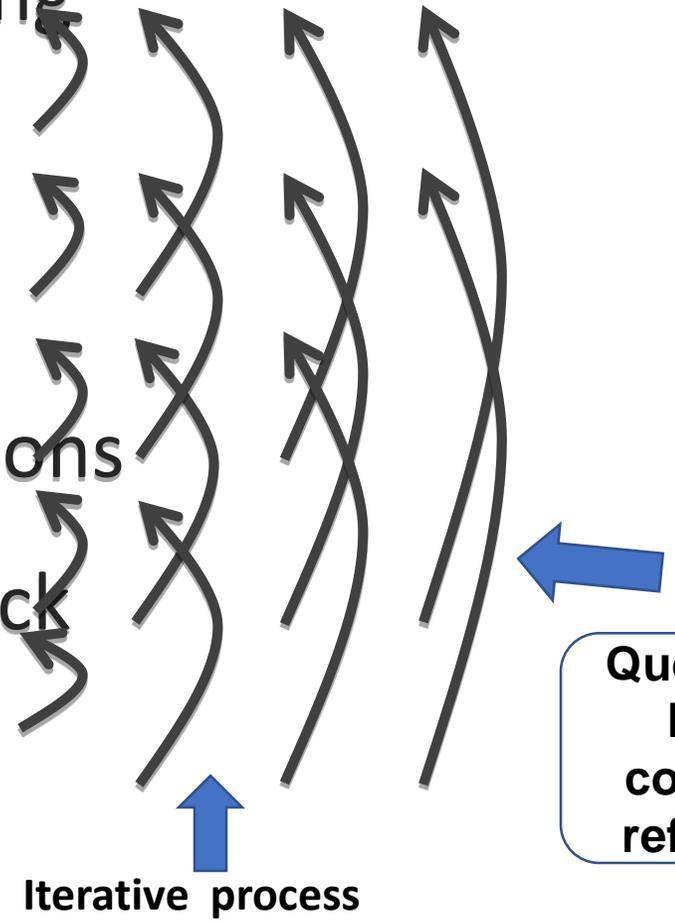
- **Values/ Culture / organization**
- **Negotiation**
- **Decision making**
- **Collaboration**
- **Social skills (listening, self-image, non-verbal )**

# Problem Solving



Divergent/Convergent thinking

- Problem Framing
- Requirements
- Many Designs
- Pick a few Solutions
- Testing/ Feedback
- Reporting



Iterative process

Questions,  
Meta-cognitive  
reflection

Community



# Problem Solving

Many Designs / Shaping

Picking a few (Decision making)

# Problems

A problem is nothing more than an opportunity in work clothes. A successful business person pays attention to problems, converting the problems into opportunities and deciding which opportunities are worth pursuing.

'We are continually faced with a series of great opportunities brilliantly disguised as insoluble problems. John W Gardner

# Start out with a problem that is both interesting and authentic.

There is no such thing as a problem that is going to be interesting to every kid. This means that a project has to be flexible enough for students to tailor it to their own interests.

Authenticity comes from using real tools to tackle problems that don't have their answers printed at the back of the book. Ideal projects dictate some general parameters and tools, but leave the specific problem definition up to the student.



# Expanding the design challenge

- Do we have the right question or problem statement?
  - Ask “why” five times .. Then use:
    - in what way might we \_\_\_\_\_
  - Switch perspective
  - Change words ( productive vs easier)

# What is Design Thinking?

The principles of Design Thinking include several essential elements that integrate project-based, experiential learning into any existing curriculum.

- **Observation** *Learning to look through the eyes of a designer*
- **Research** *Using objects, primary source documents, maps and other materials*
- **Creative Solutions** *Through the process of making something- a model, an object or a poster*
- **Presentation and Critique** *Includes a verbal presentation by the designers followed by analysis and evaluation which helps to improve the design*

# Essential Questions

What are we looking to do?

How would we judge success?

What do we have to design to solve this issue?

What is the purpose of this design?

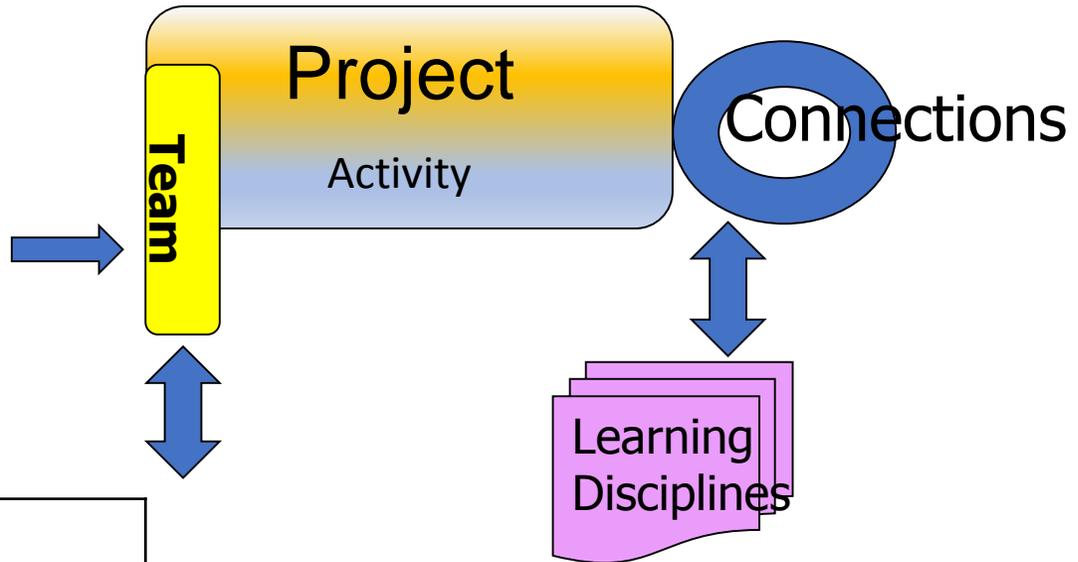
What would the goals and objectives be?

Can we break the problem/design into parts?

When we reach a road block, we will be able to decide an new path

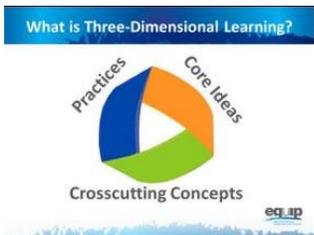
# Project based learning

- World / community/
- Education Issues
- Project ideas
- Drivers

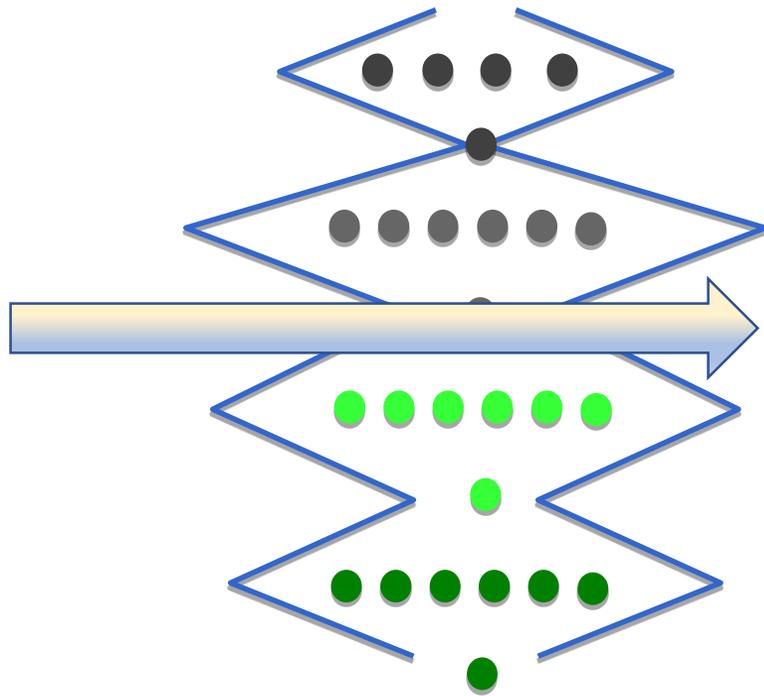


Fun/Joy Plan
Assessment Team
Learning Disciplines
Connections to the Community
Customer Support

Thinking Skills
Creativity . Critical
Character/Strength's
Social Skills
Executive Functions
Questioning / Reflection

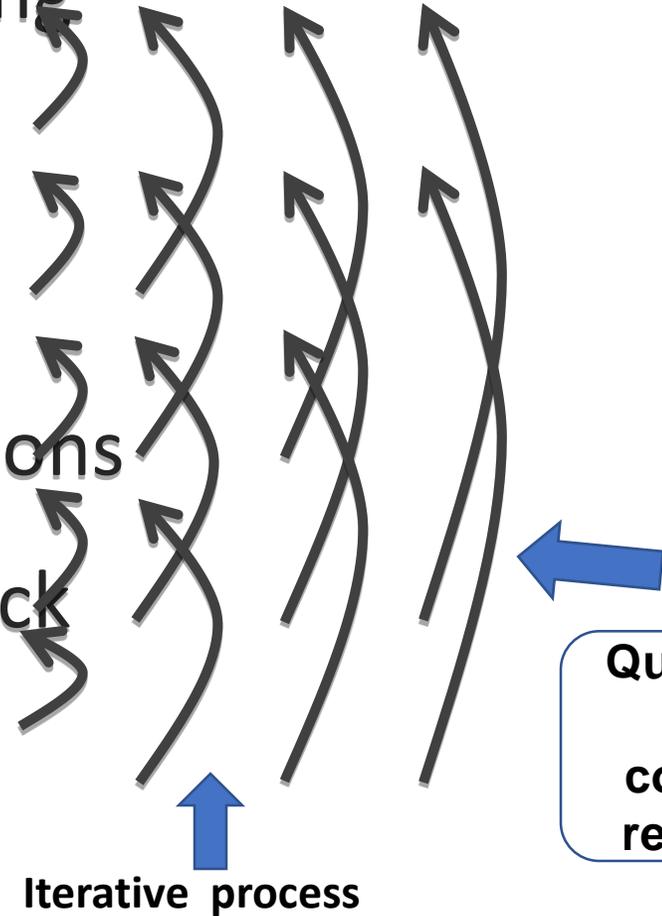


# Problem Solving



Divergent/Convergent thinking

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Iterative process

Questions,  
Meta-  
cognitive  
reflection

Community



# Create your thinking strategies

## Descartes, Discourse on methods

- Look to make your approach more efficient.
- Look at issues from a system view with inputs, outputs, processes and feedback.
- Think of strategies in “gathering, organizing, analyzing and making conclusions.
- Break problems into small chunks and study them well.
- Begin with the things that are simplest to understand and move to the more complex
- .Never to accept anything as true that you do not clearly know.
- Be complete in both your work and reviews that nothing is omitted

# Create your thinking strategies

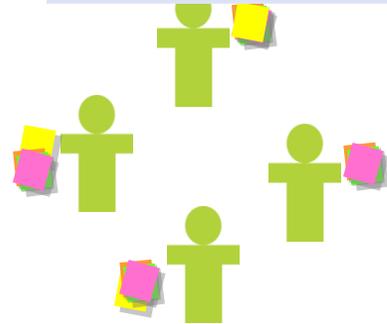
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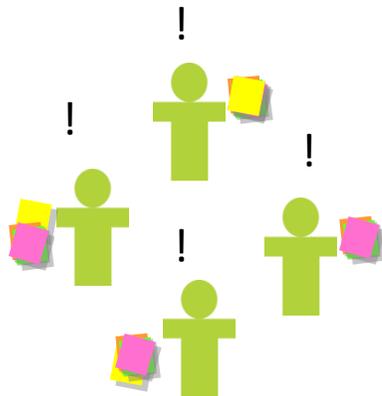
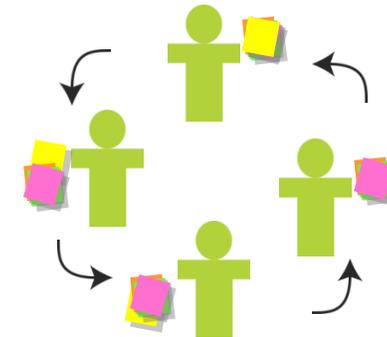
## Brain-writing

Prompt: *“Improve the coffee experience”*



Each team member generates 3-4 ideas on their own.

Pass ONE of your ideas to your right.



Read your neighbor’s idea, and generate an idea that is somehow inspired by it.

Repeat until time is up.

# Learning skills

<b>Questioning</b>	<b>Creative thinking</b>
<b>Critical thinking</b>	Reflection
<b>Decision making</b>	System thinking

# Meta-Cognition / Reflection

- We must model the meta-cognition aspects on how we arrived at a learning point. By providing examples & engaging students in role playing, we can demonstrate how we arrived at a particular point.

- **Problem solving elements**
- Show Design Process
  - Collaboration
  - Brain-Writing, Shaping
  - Thinking skills
- On-line Tools

#### PBL Benefits

- Student ownership
- Set their measurement Real world issues
- Reporting results to others
- Developing a well-constructed paper

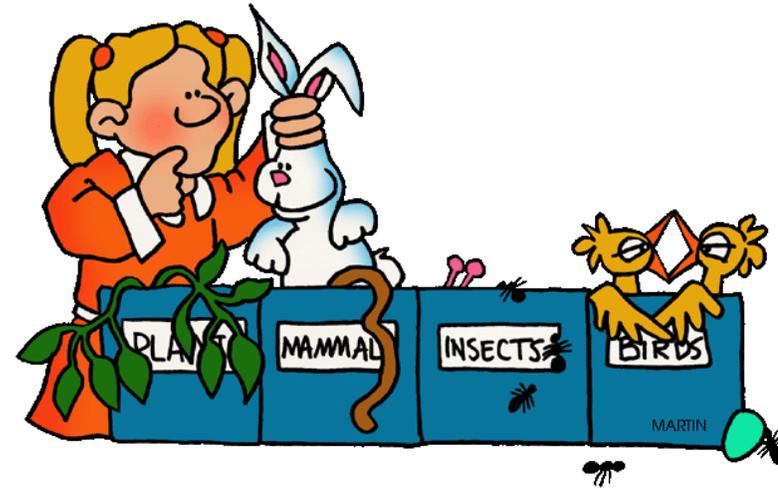
# Requirements for our project design

How are we going to judge our design?

- Ability to implement within the community
- Complexity
- Innovative
- Ability to measure and manage
- Cost

# Shaping: Mundane, Innovative & Magical

- Sorting Ideas
- Looking at each to make it Innovative
- Team based



# Now Shape your ideas!

- Map (i.e. mundane, magical) and shape your ideas from brain-writing.
- Remember that you can shape ideas to meet constraints and values
- Choose 2-3 “favorites”, taking values and constraints into account. Create stretched ideas
- Be bold!
- Be prepared to share!

# Decision Process

Convergent thinking ... Narrowing the # of ideas and making a selection

Discussion: During the design process or problem solving we need to apply

convergent thinking to narrow our option to a selection. When we have many options

*For the items that we are going to judge one against another, we use a scale of 1-10 to rate them and then we multiple that number by the weight to get the total # for that cell.*

## Examples

Requirement

Weight

requirements  
↓

Requirement	Weight		
environment			
simple			
low cost			
<b>Total=</b>			

# Thinking Skills Environment

Rev	Description	Approval	Date
3			052909

Creativity improves pupils' self-esteem, motivation and achievement

## Creative Thinking

- Brain storming
- Divergent thinking
- Exploring, generating ideas
- Stimulate curiosity
- Innovation & entrepreneurship

## Questions

- Logical Sequential
- Open ended
- Listening is the first step in good questioning
- Provocative
- Engage
- Encourage higher order thinking

## Critical Thinking

- Analyzing the past
- What evidence?
- What is the authors purpose?
- Convergent thinking
- Skepticism is a virtue



## Learning environment

- Set Values
- Focus on vocabulary
- Make thinking visible
- Don't look to blame
- Incremental learning
- Learning from mistakes
- Learning is collaborative
- Excitement/enthusiasm leads to fun & play
- Wait 30 sec before answering
- Let students know how to succeed (rubrics)

## Meta-cognitive reflection

- What do I want to understand?
- What have I learned?
- What do I still need to learn?
- Provide feedback for reflection
- Regulate ones behavior

## Create your thinking strategies:

- Look to make your approach more efficient.
- Look at issues from a system view with inputs, outputs, processes and feedback.
- Think of strategies in "gathering, organizing, analyzing and making conclusions.
- Break problems into small chunks and study them well.
- Begin with the things that are simplest to understand and move to the more complex.
- Never to accept anything as true that you do not clearly know.
- Be complete in both your work and reviews that nothing is omitted.

Descartes, Discourse on Methods

Creating an environment that fosters and values thinking  
When we honor kids' thinking, they learn that their thinking matters. Students and teachers feel free to take risks as learners when they know their thoughts, ideas and opinions will be treated respectfully by others. The room arrangement mirrors the focus on learning and thinking with meeting spaces for small groups, a comfortable spot where the large group can gather, and desks or tables in clusters to promote conversation and collaborative work.

Title:	
Doc. #	Rev.
Author	Bill Wolfson

# Testing and Reflection

# 30 second talk about your future company (Why someone would invest in your company)

Crafting an Elevator Pitch Introducing Your Company Quickly and Compellingly (Also known as an Elevator Speech or Elevator Statement)

Creating an Elevator Pitch It can take some time to get your pitch right. You'll likely go through several versions before finding one that is compelling, and that sounds natural in conversation.

Follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about

# 30 second talk about your future company (Why someone would invest in your company)

- Problem you are solving
- Goals
- Product/Service you are providing
- Uniqueness
- Market you are serving
- Benefits to the customer base

# Public presentation

## Audience

- Fellow students
- Family
- Community organizations
- Political guests
- Teaching and staff personnel



# Meta-Cognition / Reflection

- We must model the meta-cognition aspects on how we arrived at a learning point. By providing examples & engaging students in role playing, we can demonstrate how we arrived at a particular point.

# Celebration & Feedback

- Honor fellow students with awards
- Cake and soda
- Fun



# End

## Next Class

- Presentation & Celebration



# Thank You

