

Teacher Overview

There are many strategies for checking for student understanding of class material. One quick, easy and effective strategy is the “ticket out the door”. Students need to reflect as well as teachers, a ticket out provides this reflection time, as well as giving YE students valuable practice pitching. When we pitch and articulate ideas, it builds vocabulary, allows students to process and connect information, and builds confidence, as well as providing the teacher with valuable information as to the student’s level of understanding.

The time for this activity can vary based on two things: the amount of time you give your students to pitch (typically 1 minute) and the amount of time you give them to write notes on their Partner Pitch card (typically 3-4 minutes). Typically 4-5 minutes per partner.

When to Use This Lesson

This activity can be used at any time during a class. You can use partner pitches at the beginning of a session or in the middle to get students engaged, and to take ownership of their learning, or you can use them as a ticket out the door to check for understanding to see if clarification or re-teaching is needed.

Time



BEFORE CLASS PREPARATION

- > Copy and cut one BMC Partner Pitch card per student
- > Plan for how students will be partnered.

LEARNING OBJECTIVES

- > Principled Entrepreneurship 3A, 3E, 3F, 5A

FOUNDATIONAL VALUES

- > Knowledge
- > Responsibility

MATERIALS

- > BMC Partner Pitch cards, one per student (blank paper, scratch paper or index cards can be used to create your own prompts for this activity)

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ACTIVITY INTRODUCTION

- > As students work their way through iterating their BMC, it is valuable to reflect on their decisions in regards to their model.
- > Partner Pitching gives students valuable practice at articulating their business model and the connections between different segments of the business, building confidence in their knowledge and ability to execute their plan.
- > Partner Pitching gives teachers valuable feedback to check for understanding of both general business and BMC concepts. Feedback that can assist teachers in clarifying or reteaching concepts as needed. Good partner pitching can also lead to a culture of learning as students reinforce concepts peer to peer.
- > **Pro-tip:** Teachers may find useful the 3-2-1 Ticket Out strategy. Give students a blank card, have them write down 3 things they learned today, 2 questions they still have, and 1 connection they made in the activity or lesson. Students then share their responses with their partner, before giving the teacher their card as they leave. The teacher has then captured valuable feedback on where students are at in their growth and learning.

ACTIVITY DIRECTIONS | YOUR GOAL DURING PARTNER PITCH

- > Give each student a BMC Partner Pitch card.
- > Give students 3-4 minutes to respond to the question or prompt on the card by taking notes or writing their response on the card.
- > Pair students with a partner.
- > Give students 1-2 minutes to pitch or share their responses to the question(s) or prompt.
- > **Pro-tip:** You may want to give students 1 minute to respond or give feedback to their partner after the partner has spoken.
- > After the activity or as students leave the classroom collect student's cards for review. Teacher can then review the cards when time allows for feedback.

ACTIVITY DEBRIEF

- > If this activity is used as a session closure activity, you may wish to debrief after reviewing student's responses on their cards. Debrief questions would be formulated by the teacher after reviewing the cards.

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