



Handout 7.9: Pitch Anatomy and Draft Sheet

Name: _____ Date: _____ Period: _____

Team: _____ My role: CEO / CFO / CMO

Unit 7, Lesson 7.9. **Every member writes the whole pitch on their own sheet, because all three of you speak part of it on Friday.**

Part 1: The one-sentence test

Before anything else. Write it now, cold.

In ONE sentence, what is your team selling?

Keep it. At the end of the period, read it again and see what it was missing.

Part 2: The anatomy of a 60-second pitch

Six parts, in this order, with these seconds. **The order is what makes it work: the person listening knows what is coming next.**

#	Part	Seconds	What it has to contain
1	Hook	10	A question or a number. Not a greeting and not “so, basically.”
2	Problem	10	The problem, and who has it.
3	Solution	15	What you make or do, and one thing that makes it different.
4	Who it is for	10	Your customer profile in one sentence. A real quote helps.
5	The money	10	Unit cost, price, and break-even in one sentence.
6	The ask	5	What you want. Specific. With a number.

Which part is your team’s weakest right now? Part _____

Why? _____

Part 3: The model pitch, taken apart

Your teacher delivered it once straight through, then again in pieces.

Where did you hear each part? Write one phrase you remember from each.

Part	A phrase I remember
1. Hook	
2. Problem	
3. Solution	

4. Who it is for	
5. The money	
6. The ask	

Part 4: Lands and Kills

This is the list your class wrote. It becomes the peer review criteria you will be judged on tomorrow. Copy all of it.

LANDS (what makes a pitch work)	KILLS (what ends it)

Part 5: Draft your pitch

Write it **the way you will say it**. Out loud words, not essay words. Short sentences. If you would not say it to a person, do not write it.

1. HOOK (10 seconds) | CEO writes this

A question or a number. Make somebody look up.

Frames: "Have you ever ?" / " out of ___ people in this school ___."





2. PROBLEM (10 seconds) | all three write this together

Name the problem **and who has it**.

Frames: "The problem is that ." / " has this problem, and right now they ____."





3. SOLUTION (15 seconds) | all three write this together

What you make or do, plus **one** thing that makes it different.

Frames: "We make ." / "***Ours is different because .***"







4. WHO IT IS FOR (10 seconds) | CMO writes this

Your customer in one sentence. Then a real quote from one of your three interviews.

Frames: "It is for ." / "***We asked three people and one of them said '.***"





5. THE MONEY (10 seconds) | CFO writes this

You may not skip this and you may not mumble it.

Frames: "One costs us ___ to make and we sell it for ." / "***We stop losing money after*** units."



6. THE ASK (5 seconds) | CEO writes this

What do you actually want? **Specific, with a number.**

Not an ask: “please support us,” “what do you think,” “we hope you like it.”

Real asks a school could say yes to:

- “We are asking for \$20.00 of supplies from the FACS budget so we can make the first ten.”
- “We are asking for a table at the spring event so we can sell forty.”
- “We are asking for permission to run this for one week in June.”
- “We are asking for ten pre-orders so we know it is worth making.”

Frame: “We are asking for ___ so we can ___.”



Part 6: Who says what

Part	Who says it
1. Hook	
2. Problem	
3. Solution	
4. Who it is for	
5. The money	
6. The ask	

Accommodation line. If somebody on your team is writing their part and having a teammate read it aloud on Friday, write their name and the part here now, not on Friday morning:



Part 7: Time it. Twice.

Read it out loud, standing, while a teammate times you.

Try	Time	The part that ran long
1	_____ seconds	
2	_____ seconds	

The revision rule: if you are over 60 seconds, you cut words from the HOOK and the SOLUTION. You do NOT cut the money and you do NOT cut the ask.

What we cut: _____

Try 3 time (after cutting): _____ seconds

Part 8: Grade 8 line (optional for everyone)

The question we think a judge will ask us:



Our answer, in one sentence:

Write this on an index card and put it behind panel 5.

Two hooks, and which one we picked:

Hook A: _____

Hook B: _____

We picked _____ because _____

Sentence starters, four languages [check with a native speaker]

English	Turkish	Portuguese	Spanish
Have you ever ___?	Hiç ___ oldu mu?	Você já ___?	¿Alguna vez ___?
The problem is that ___.	Sorun şu ki ___.	O problema é que ___.	El problema es que ___.
We make ___.	Biz ___ yapıyoruz.	Nós fazemos ___.	Nosotros hacemos ___.
Ours is different because ___.	Bizimki farklı çünkü ___.	O nosso é diferente porque ___.	El nuestro es diferente porque ___.
It is for ___.	Bu ___ için.	É para ___.	Es para ___.
One costs us ___ and we sell it for ___.	Bir tanesinin maliyeti ___ ve onu ___ fiyatına satıyoruz.	Cada um custa ___ e vendemos por ___.	Cada uno nos cuesta ___ y lo vendemos por ___.
We stop losing money after ___ units.	___ adet sattıktan sonra para kaybetmeyi bırakıyoruz.	Paramos de perder dinheiro depois de ___ unidades.	Dejamos de perder dinero después de ___ unidades.
We are asking for ___ so we can ___.	___ istiyoruz, böylece ___ yapabiliriz.	Estamos pedindo ___ para podermos ___.	Estamos pidiendo ___ para poder ___.
Thank you. We are happy to answer questions.	Teşekkür ederiz. Sorularınızı yanıtlamaktan memnuniyet duyarız.	Obrigado. Ficamos à disposição para perguntas.	Gracias. Con gusto respondemos preguntas.

Teacher key

Part 1. No right answer. The point is the comparison at the end of the period. Almost every cold one-sentence answer names **what the thing is** and leaves out **who has the problem** and **what it costs**. Say that out loud after taking five of them, and write only the two missing items on the board. Do not correct any individual sentence.

Part 2, the six parts and their seconds: hook 10, problem 10, solution 15, who it is for 10, the money 10, the ask 5. That totals 60.

Part 3. The phrases students remember will be whatever you actually said, so say each part as one clean sentence and pause at the boundary. The model pitch must actually be 60 seconds; if yours runs 85, every team will run 85 and pitch day falls apart. **Time yourself before class.**

Part 4, the Lands and Kills list. It has to be in their words. Expect Lands like: looked at us, said a number, I understood what it was in five seconds, sounded like they believed it, ended on time, asked for something real. Expect Kills like: read the whole thing off the paper, never looked up, no numbers anywhere, started with “um so basically,” went over and got cut off, mumbled the price, ended with “so yeah what do you think,” could not say what it was.

Steer the Kills column to the real ones by demonstrating 15 seconds of your own pitch badly on purpose, hitting three of them. Students name them instantly and then they do not do them.

This list becomes the peer review criteria in Lesson 7.10 Day 2. Students who wrote the criteria enforce them harder than criteria you hand them, so do not replace it with your own list.

Part 5. Score six yes-or-no questions, one per box:

1. Is the hook a question or a number, rather than a greeting?
2. Does the problem name **who has it**?
3. Does the solution name one differentiator?
4. Does part 4 include a real quote from an actual interview?
5. Does the money sentence contain a real number from the numbers page?
6. Is the ask specific, with a number?

Six yeses is at level. **The ask is where middle schoolers are weakest**, because nobody has ever taught them to ask for something specific. Give the class the four real examples printed on the sheet and say plainly which ones the school could actually say yes to.

Part 6. Check that all three names appear. If one name has four parts and another has none, ask one question: “Who is not talking on Friday, and is that what they want?” **The accommodation line matters:** a student who will not speak on Friday must be planned for today, in writing, not negotiated Friday morning.



Part 7. Two recorded times, then a third after cutting. A team whose three times are 92, 88, and 90 has not cut anything; give one instruction, not three: “Cut the second sentence of your solution. Now. Then time it again.”

Protect the money sentence in the revision. Every team over time will try to cut the numbers first, because the numbers are the hardest part to say out loud. That is exactly why they stay.

The “Hook. Go.” check, at the end of Step 4. Walk to every team, say two words, and the CEO delivers the hook alone from memory. A hook that starts with “so, basically” gets one revision instruction and 60 seconds. Do this with every team including the ones you think are fine; it is the highest-value 30 seconds in the period.

Grade 6: four parts instead of six. Required: hook, problem, solution, the money. Who-it-is-for folds into the problem sentence; the ask is given as a fixed frame to fill in. Target 45 seconds.

Grade 8: Part 8, both lines.

Collect nothing today. Every sheet goes into the team folder and comes straight back out on the build day. The draft sheet is evidence on Rubric 07 criterion 3 and the delivered pitch is scored on criterion 6.