

LEARNING CARD

Persuade me (Elevator Pitch)

Description Motivate students to generate persuasive and engaging discourse regarding improvements they want to propose within their educational context through a short elevator pitch (a challenge in which someone has to persuade others in the time of an elevator ride).

Tag

- Video
- Youtube

Skills

PRODUCTION

- Create and modify audiovisual productions
- Use filming and editing tools

SOCIAL MANAGEMENT

- Collaborate

NARRATIVE AND AESTHETIC

- Interpret
- Apply

Learning areas

- Language
- Sciences

Card language

- Spanish
- English

Structure

Sessions	3 (Variable)
Duration	Variable
Number of participants	10-30
Age	• 14-16
Materials	<ul style="list-style-type: none">• Computer, camera or mobile phones every two or three students• Apps to edit video material• Social network or other platform to share contents

Process

Key questions

- What kind of discourse does an elevator pitch presentation require?
- How do we benefit from being able to present our ideas clearly and concisely?
- What suggestions and ideas do I have that are worth presenting and that can benefit my school community?
- How can I make my discourse and my video interesting, persuasive and appealing?
- How can I present my ideas most effectively?
- How can technology help me organise and convey my message?
- What style, register and tone should I use?

Development

The teacher invites the students to think in groups of ideas which, if implemented, could imply an improvement to the school.

NOTE: the activity could be done with ideas produced with the school in mind or with this particular subject in mind. In the first case, the students work thinking of the head teacher as their target audience, in the second case they think of their teacher. **(15')**. The teacher presents the idea of putting forward these ideas by means of a video in the format of an elevator pitch.

Students produce a persuasive video to reach the principal or the teacher suggesting improvements for the high school or the class.

To exemplify the teacher may choose to show a video with an example of an elevator pitch, or a video with tips and explanations about elevator pitches. Suggestion: <https://www.youtube.com/watch?v=uZSPmi9rRaU> **(10')**.

In groups students produce their speech and plan their video. **(30')**.

En primer lugar los alumnos practican y luego graban sus vídeos. También pueden querer editarlos. **(40')**.

Students rehearse first and then shoot their videos. They may also want to edit them afterwards. **(40')**.

Students share their videos to watch all the videos produced by the class. **(Duration variable depending on number of videos produced)**.

If necessary students decide on a strategy to share the videos with the principal. Ideally the principal and/or teacher produces an answer that could be in the same or a different format. **(Duration variable, after the session)**.

The session ends with a group reflection about the process behind the videos and the ways in which the school community could improve if some of these ideas were implemented. **(15')**.

Evaluation

Videos are shown in class. Students assess all videos according to criteria like: relevance of the idea proposed, clarity of the ideas presented, creativity, persuasiveness, quality of the audiovisual material, etc. The group can collectively develop a rubric with the criteria mentioned above as well as their descriptors.

References for professors

- How to Perfect the Elevator Pitch: https://www.youtube.com/watch?v=y1Y02_oZP8U

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