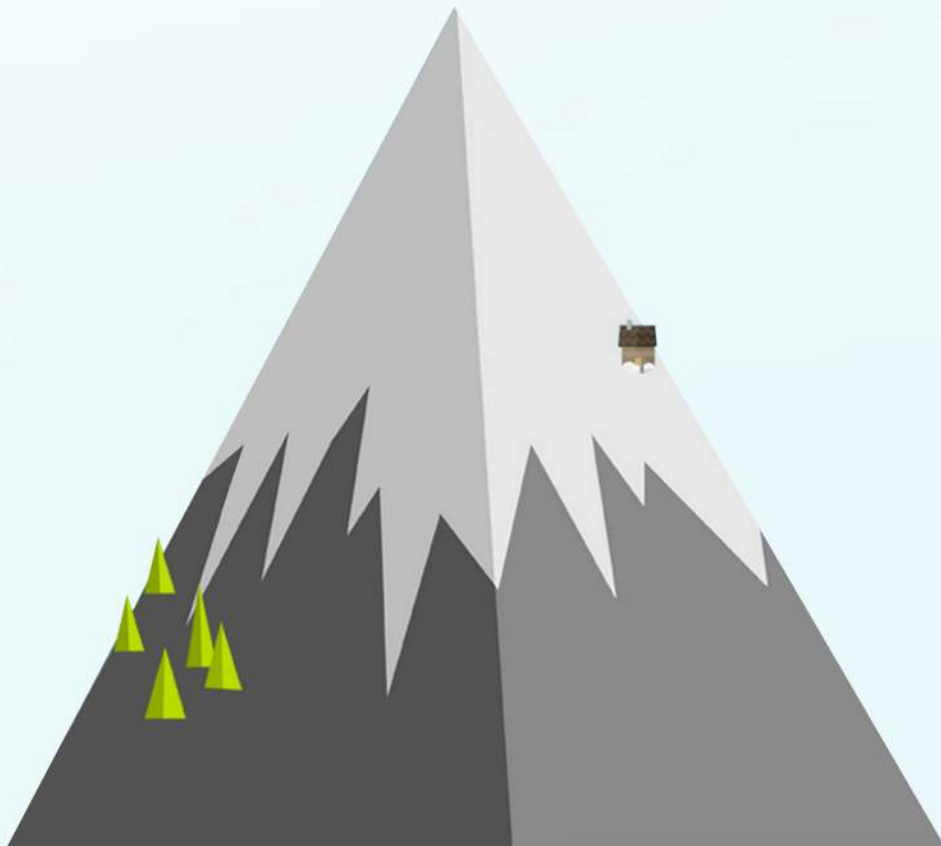


Part 5: Pitch

In this module, students create a vision for social change to address their problem. In this lesson, students decide: Who will take action, what is the action, and what information and resources are needed for people to take action? In this final ECG mission, each team pitches their chosen solution to their peers with the goal of gaining their vote.



Taking Action

Overview

At this point, students have read many different sources and seen how media shapes people's thoughts and actions in relation to the problem. Students have also developed their own perspective about the problem's causes.

Time

One class period.

Resources Needed

- Chart/easel paper: one for each group of 3-4 students
- Tape to stick the paper to the wall
- Two markers for each group of 3-4 students
- Printouts of "Chart questions": One set for every three groups.

Learning Goals

Concepts

- Use understanding of the chosen problem (from previous activities) to inform potential solutions.
- Envision the ways that social media can be a part of individual and collective action to address community needs.
- Analyze actions in terms of who, what, and how: Who will take action, what is the action, what information and resources are needed for people to take action?

Skills and Dispositions

- Recognize the value of personal experience as a form of knowing.
- Practice note-taking as a way to organize and examine relationships between ideas.
- Strengthen public speaking and writing competencies.
- Strengthen listening and small-group discussion skills.
- Build awareness of discussion as a form of prewriting.

Guide for Conceptual Scaffolding

Students will likely have strong perspectives the problem, and this activity is a chance for them to develop this into action plans. Reinforce the connection between online and offline actions. Offer suggestions to spark students' thinking about what information, technology, time, and social supports people need in order to take the actions that students envision.

Introduction

Ask students what are the most meaningful actions they have seen in their exploration of their chosen problem. What did students like about these actions? What captured students' imaginations? Then, ask students to think about the connections between actions online and offline. Begin with a think-pair-share structure that develops into a short full-class discussion.

Sample scaffolding questions about the Ferguson case:

- What are some connections between the #blacklivesmatter twitter feed and face-to-face actions around the country? What other digital tools could you use to support your actions, such as video, instagram, blogging, mapping, and real-time data collection?

Gallery Walk

Prepare:

Have students consider the following questions individually and then split into groups of three or four to fill out the answers on the question sheets below. Consider a particular person, group, or target audience from your Empathy challenge or Critical Questions activities. What kind actions would you like to see them take, and what resources are needed in order to make this happen?

Sample questions about the Ferguson case:

- What would you like to see change about community-police relations?
- What kind of media would help bridge the gap between police officers and the communities they serve?
- How has social media clarified versus distorted the events in Ferguson and associated controversies?
- What is a campaign, and how could it shift the local conversation?
- What are the pros and cons of protests?

Who will take the action?

What
will they do?
What actions will they take?

How
will they take the action?
What resources will they need?

Walk and Reflect:

Each group's answers are written on poster board and placed around the room. In their groups, students rotate and post questions seeking clarity on the Who (people) and What (actions), and suggesting more ideas for the How (resources).

Summarize

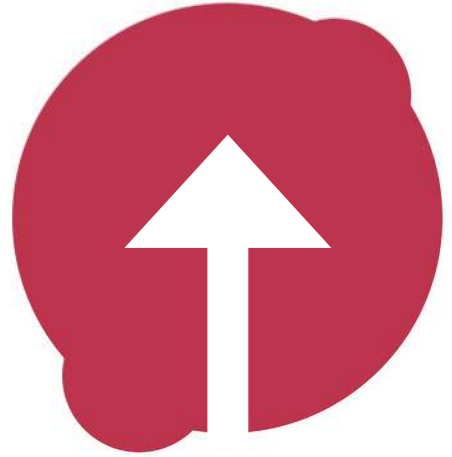
After groups have cycled through at least three other groups' action charts, the groups return to their own chart and read their peers' questions and suggestions. Have a member from at least three groups offer a summary of their group's who, what, and how.

Optional Homework

If students need more time to process the connections between people, actions, and resources before completing their "Pitch" challenge, then assign each student to write a short response describing their favorite who, what, and how in detail.

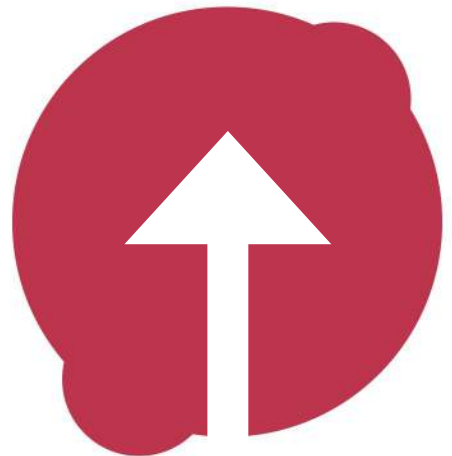
Mission 4: Actionable Pitch

Now that players have knowledge about the problem, how will they transform their conclusions into actionable impact? This challenge asks players to use the “quick pitch” genre to present a conceivable plan of action they can implement in their community.



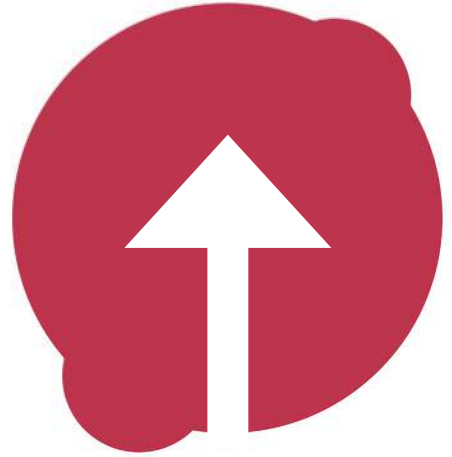
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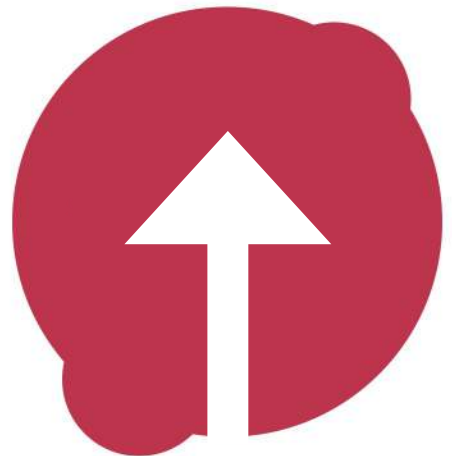
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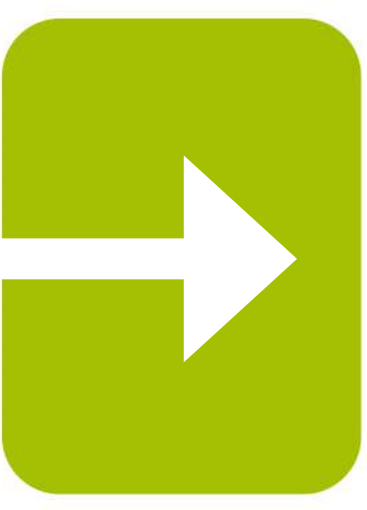
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Actionable Pitch Challenge

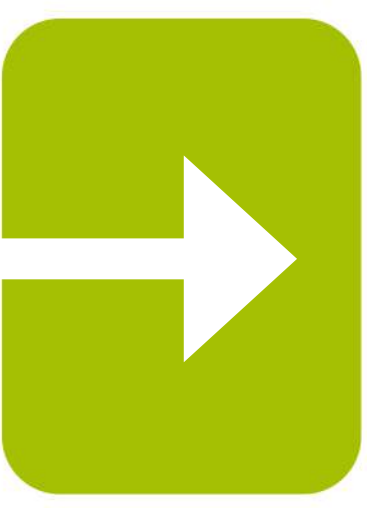
For this final challenge, you are tasked with writing two sentences that succinctly describe a viable action idea addressing the problems raised throughout the game. This quick pitch should be thoughtful and based on the research and work that has been done. The responding team will then create an action plan for how they intend to create this campaign.



Write your Challenge here:

Actionable Pitch Challenge

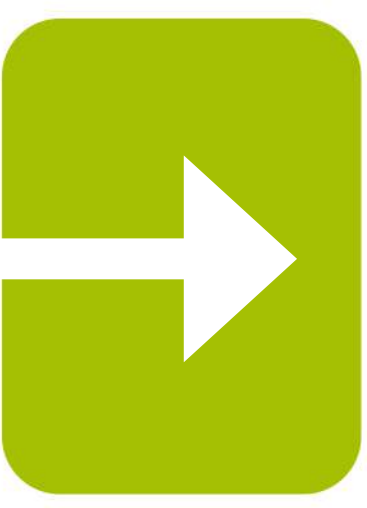
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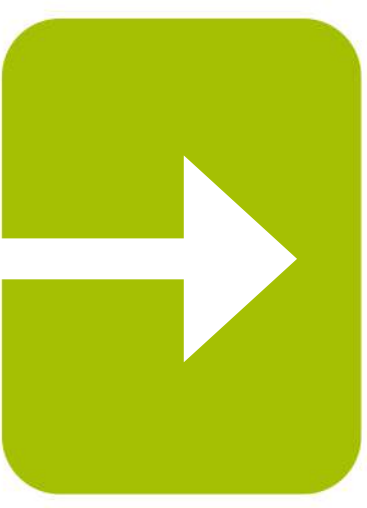
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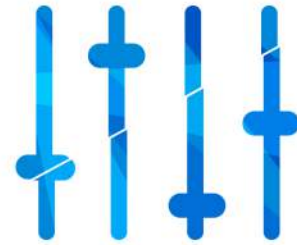
Write your Challenge here:

Persuasive Letter



Imagine a person, concept, organization, or thing and frame your answer / response in the form of a formal written argument. This should look and feel like a creative essay, but with the same structure as a persuasive letter.

Media Remix



Curate, remix, and comment on existing content to create your response. You are free to cut up magazines and newspaper articles to create a physical collage, or if you have access to technology, mash up photos, tweets, videos, etc. to create a digital collage.

Storyboarding



Create a series of images with comments or captions that help the reader understand your story. Your storyboard should look like a simple comic strip, with images (drawn pictures, real photos, etc.) and text captions.

Act it Out



Take on the role of another person or idea and present the material through impersonation or dramatization. This can take the form of a short play, an extended monologue (like a speech or lecture), a dance, a song, or a combination! Be creative!

Actionable Pitch

Did the presenting team explain:

Why this problem exists?

How this action can change the conversation/address the problem?

Why this action is realistic/practical?

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How this action can change the conversation/address the problem?

Why this action is realistic/practical?

Team Name:

Was your challenge taken?

Did the winning team choose your challenge? If so, award your team 1 point (0-1)!

Did your team's response win?

If your solution won in the evaluation round, award your team 1 points (0-1)!

Did your team get the most Bonus points?

Add up your bonus blocks. If your team had the highest number of bonus blocks versus other teams, award your team 1 point (0-1)!

Total points!

Add up the points you earned in the round and list your point total in this column.

Mission 1

Mission 2

Mission 3

Mission 4

End of Game