

VADV Project: Dragon's Den Project Pacing Guide

The following is a rough pacing guide for the delivery of your project work. You may approach the pacing differently if you wish. Keep in mind that not everything can be accomplished during the synchronous hours; students will also need to work outside those hours. What is most important is that your guidance and facilitation is ongoing with emphasis on addressing language learning and practice elements throughout. Please see provided specifications and marking rubric.

VADV Project (Dragon's Den)	Day 1	Day 2	Day 3	Day 4	Day 5
Daily tasks to be accomplished	<p>Introduce project and review specification doc.</p> <p>Pair students.</p> <p>Pairs determine their business concept and whether it is a product or service.</p> <p>Pairs explore various business ideas</p> <p>Instructor brainstorms with students, building schema for how perceived consumer needs can be translated into products or services.</p> <p>Instructor reviews common business vocabulary</p>	<p>Pairs plan out their business idea. Instructor critiques viability of the idea and where appropriate steers pairs in a more productive direction.</p> <p>Pairs collaborate to create a graphical representation of the product or service. This representation will be shared with fellow students and "investors".</p> <p>Instructor monitors and assists with language elements for the textual component of the graphic</p> <p>Paris complete their graphical representation and plan for how it will be shared with students and investors.</p>	<p>Pairs now turn to the business plan component of the project.</p> <p>Instructor engages by reviewing typical aspects of business plans and their associated vocabulary.</p> <p>Pairs create their business plans while instructor offers feedback and suggested content and language revisions.</p> <p>Pairs complete their business plans and prepare to begin work on their pitches to investors.</p>	<p>Pairs collaborate to create a pitch for their product or service.</p> <p>Instructor models the dynamics of a successful pitch. From interactions with visuals (representations and data) to voice and intonation best suited for persuasive speech.</p> <p>Pairs create their pitch speeches and practice (coordinating visuals with speech). Where possible, instructor critiques and offers feedback and suggested revisions.</p>	<p>Pairs do a final practice of their speeches</p> <p>Pairs present their Dragon's Den pitches as per instructor schedule.</p> <p>Instructor assesses using provided rubric</p>