



ACTIVITY: CREATING AN ELEVATOR PITCH—SEL FOCUS

Use this activity with your organizational leadership and/or program staff to create or refine the way you talk about your program with others.

Supplies: 8.5x11's cut in half, Post-its

- A. Introduction: Consistency in communications is a critical part of having partners have a clear idea of who you are, clear expectations, and clearer ways to advocate and support your program. Word of mouth/face-to-face interactions are some of the most effective ways of building relationships and communicating the value of your team and program.
- B. Whom to Target: Apathetic vs Advocate vs Amenable Audiences
 - a. Write your elevator pitch with “middle ground” audiences who are already amenable to your program in mind.
 - b. Distant, disinterested, apathetic audiences require a lot of effort to win over and may not be a strategic use of time and resources.
 - c. Supportive, engaged audiences do not need to be targeted very strongly.
- C. Participants are given ½ sheets of letter paper, post-its
 - a. Think of a key stakeholder who falls into the Amenable category. **What do you want them to know and do in relation to your program?**
 - b. Participants have 5 minutes to respond to these questions on one side of their half sheet.
 - c. Prompt responses with the Framework Questions below.
 - d. Participants have 5 minutes to edit down their content from their half sheet to their post-it. Use the Editing Help below.
- D. Framework Questions
 - a. **How does your program support SEL and the whole child?**
 - b. **Who does your program serve and why?**
 - c. **What is the value of your program?**
 - i. **How are you addressing inequities in the education system?**
 - d. How is your program unique? What is its approach and what does it provide?
 - i. How does the work of your organization complement and supplement the work of the school and other community partners?
 - e. Who are you?
 - i. What assets do you as an individual contribute to this partnership Eg how do you reflect the students?
- E. Editing Help
 - a. **What is the most important thing you need them to know that would shift them towards different action?**

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- b. Strategic/partnership goals?
 - c. Remove redundancies/group ideas
 - d. Review your language—do your words inadvertently reinforce the inequities/biases you are working to address? (e.g. check for deficit language)
 - e. Can you hear yourself/your staff actually saying this?
- F. Pair up.
- a. Partner A says their elevator pitch.
 - b. Partner B reports back. What did they learn from the elevator pitch and what does Partner A want “them” to do?
- G. Switch and repeat.