

The Elevator Speech

The art of delivering an elevator speech is an important aspect of communication in the research community. Scientists and engineers often need to convey quickly to others the salient features of their projects. Stating the key features of a research study helps the audience to learn quickly the scope and purpose of the research. This, in turn, will help them to understand better the presentation.

You will have *exactly three minutes* to present. Develop the components of your elevator speech using the description (below) as a guide. Determine ahead of time which elements of your project you will emphasize in your speech.

- *I am working on the problem of* [state your question or goal]
- *I think I can show that* [state your hypothesis] *because* [state your reasons]
- *My best evidence is* [summarize your evidence]

As you learn more and your argument develops, you will be able to refine and strengthen your elevator speech. A strong initial summary, such as an elevator speech, can be used later in a power point presentation of your research or when introducing your project in a poster presentation.

Teacher Notes:

Component	Minimal	Acceptable	Fantastic
Introduction	You stated your name, OR you identified the topic.	You stated your name, AND you identified the topic.	You identified yourself and presented the topic in a way that demonstrates relevance or creativity.
Hook	You forgot to state the topic.	The topic was simply stated.	You added information that gets the audience interested.
Goals	The goals are not clear.	The goals are clear but too narrow or too broad.	The goals are clear and seem important.
Purpose	It is not clear why the goals are important.	The importance of your goals is clearly stated but does not seem relevant to the audience.	The relevance of the goals is clear. The goals seem to be important to the audience.
Realistic	Your plan is too narrow or too broad.	The goals in your plan may be attainable.	The goals you have chosen are attainable and demonstrate a great amount of care and thought.
Closing	There is no closing.	The closing is organized but not compelling.	The closing leaves the audience wanting to know more.
Invitation	You did not invite the audience to continue the conversation.	You asked the audience to continue the conversation.	You left the audience with additional questions & wanting to continue the conversation.
Grammar	There are grammatical mistakes.	There are only one or two minor grammatical errors.	There are no grammatical errors.
Clarity	The speech is not easily understood.	The speech is clear.	The speech is clear and well organized.
Length	1 minute or less	1 to 2 minutes	2 to 3 minutes

Teacher Notes:

Each student needs to craft strong elevator speeches for their research project. This will help them considerably when faced with the task of delivering their final research power point presentation or when conveying information from a poster presentation of their work.

There are many informative videos on YouTube that provide instruction and examples for good elevator speeches. They can be fun to watch together as a group. Here are a few that I have shared with students when introducing this assignment:

<https://www.youtube.com/watch?v=l0hVIH3EnIQ>

[The Secret to Successfully Pitching an Idea | The Way We Work, a TED series \(youtube.com\)](#)

<https://www.youtube.com/watch?v=pnzbdOI9Bw0>

[3 tips for creating a fabulous science pitch \(youtube.com\)](#)

<https://www.youtube.com/watch?v=LDpe9StfGTA>

[The Elevator Speech \(youtube.com\)](#)