**But why?**

*A quick guide to crafting an elevator speech about your work*

Details, details, details! They’re important. But so is the big picture, especially to people outside our immediate discipline. We need to be able to understand and explain *why* we’re doing what we’re doing.

Don’t worry about your audience for a first run-through. Just write it all down. Don’t worry about grammar. You can start sentences with a verb, or with “To….”

**What do you research (if your researching) or teach (if you’re primarily an educator) or do (if you’re a practitioner) or study (if you’re a pre/non-research student)? (Details are fine here, but sum it up in no more than a few sentences—and choose something you do or care about that is more specific than, e.g., “Earth science.”)**

**Why do you research it / teach it / do it? (How does it advance knowledge and/or benefit the broader scientific community or your students (your primary reason for doing it)?)**

**Why should people (non-scientists) care? (What broader implications does it have? For science, for society?)**

Your Science

People’s lives

Relevance

NOW….

Write out a statement of **no more than** a few sentences (one to three) describing your research and why it matters to someone **outside your immediate discipline**. The statement should be completely jargon-free unless you define your vocabulary. You should be able to share this statement in about 30 seconds, and no more than one minute. Shorter is generally better!

**Try the following statement:**

I am \_\_\_\_[[what you’re doing]]\_\_\_\_ to \_\_\_\_[[why you’re doing it]]\_\_\_\_.

Now try flipping it. Write your *why* first, then *what* you’re doing. You may find this is a more effective way to present your work.

Write out a statement describing your research and why it matters **to a 6th grader**.

**Get ready to practice!**