**THE 60-SECOND SOUNDBITE (SC9A)**

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**Purpose**  
This activity contributes to the module learning objectives by asking participants to construct, deliver, and critique a 60-second soundbite about their own topic.

**Time Required**  
- 30 mins. for individual work; additional time for recording & discussion

**Activity Description**  
Participants are assigned to write a 60-second soundbite about their own research or advocacy topic. This session should come toward the end of the module on Strategic Communication, as many of the earlier sessions will help them prepare for this activity.

Participants use the activity worksheet to draft a 60-second soundbite describing their topic. This is for a general audience; although the Elevator Speech group exercise focused on a particular policymaker, this soundbite should be something that each participant can use to quickly and concisely explain their research or advocacy topic. Instruct participants that this is a tool that they should be able to use to quickly convey the topic to anyone who asks about it, be it their uncle, a colleague, or a policymaker. The primary goal is to explain the topic, key data, and implications clearly and concisely using simple language so that the audience understands the value of the research (and ideally, is interested to learn more).

This activity can be assigned as homework, or participants can be given a block of time within the workshop to develop their soundbite.

Choose to have the participants deliver their soundbites in person to a small group for discussion, or to record each soundbite individually. If delivering to a small group, ensure sufficient time for each person to deliver his/her soundbite and for 5-10 minutes of discussion about each one.

If recording, try to post all recorded videos online to share with the group. YouTube is a good option, and you can choose to make the videos private so that only individuals with the link to the videos can see them. Share the links with the participants, and direct
them to watch their own video and at least several others (perhaps those of their fellow Working Group members if you are including Working Groups in your workshop). After watching the videos, each person should send 1-2 paragraphs of feedback to the facilitator, who then shares this feedback with the participant.

Many participants have never seen themselves on film in this type of capacity. They may not be familiar with the type of gestures and body movements they tend to make while they speak. Participants tend to learn from evaluating the content of the soundbite as well as their physical and oral delivery.

**Key Learning Concept(s)**

- Selecting appropriate messages for a 60-second informal speech.
- Using simple, clear, and concise language.
- Observing and critiquing themselves on film.

**Materials Needed**

Video recorder (flip-cam, digital camera, or smart phone) if you choose to record soundbites

**Associated Exercises**

- Evidence-Based Messages: Individual work
- Elevator Speech; Crafting Evidence-Based Messages