



Pokémon Club OUTREACH PLAYBOOK 2024

Tabletop Village Academy

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Company Overview

Tabletop Village, LLC (TTV) has been a haven for Pokémon enthusiasts in Washington since its establishment in 2020. As the first and only Pokémon-focused gaming store in the state, located in the heart of Seattle's International District, TTV provides its customers with a vast assortment of trading cards, plushies, and other merchandise. In addition to retail sales, TTV leads after-school enrichment programs that focus on learning the Pokémon Trading Card Game. The owner of Tabletop Village, Brian Myers, wanted to turn his passion for the Pokémon Trading Card Game (TCG) into a space where like-minded individuals can come together and enjoy the game. Since its inception, TTV has grown exponentially and is now the parent company of its subsidiary, Tabletop Village Academy (TTVA). The goal of TTVA is to continue educating lovers of the Pokémon TCG across elementary and middle school aged children. The vision of TTVA is to extend the community care it champions to include school districts nationwide and for prospective professors that run TTVA in respective regions.

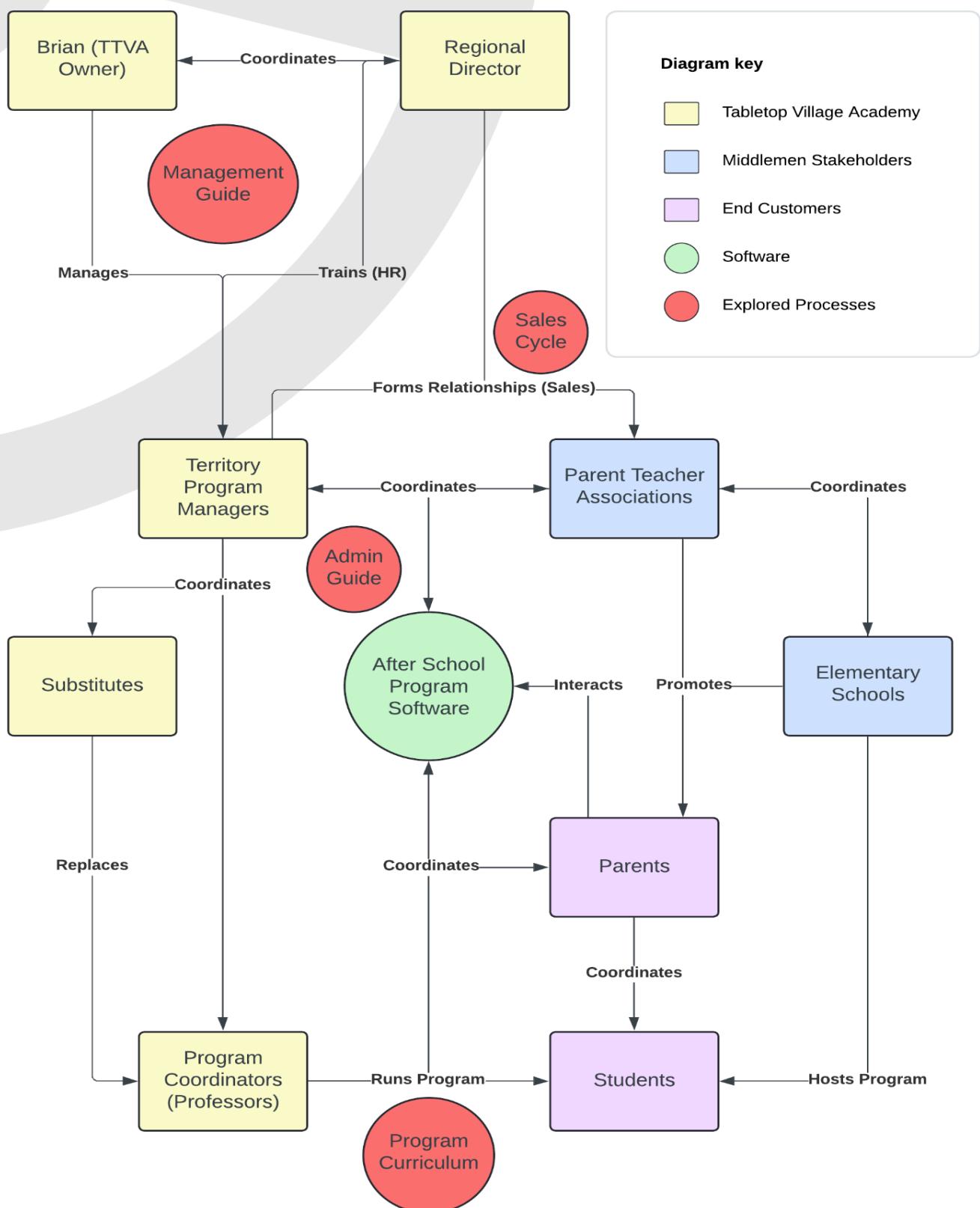


Tabletop Village is owned by Brian Myers and his wife, Adelaide. They are Poképarents to two trainers.

Responsibilities and Points of Contact

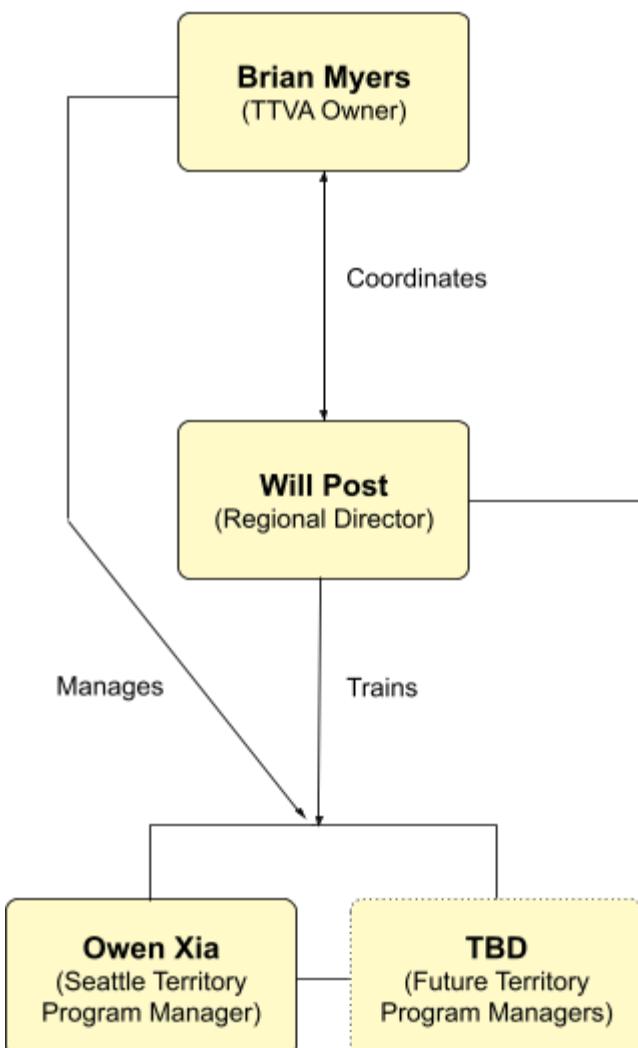
Area	Responsibilities	Point of Contact
Tabletop Village Management	<p>Works directly with the regional director to oversee the success of the Pokémon Club program as a whole. Brian, in coordination with the regional Director, will directly manage the program managers for all TTVA territories.</p>	<u>Brian Myers</u> <u>(Owner)</u>
Tabletop Village Academy Management	<p>Oversees all internal and external functions of the Pokémon Club. The regional director will travel to targeted geographic territories in order to source, recruit, onboard, and train prospective Pokémon Club staff. The regional director will also use their reputation to form relationships with prospective PTAs and their schools, and will pitch them on hosting the Pokémon Club as an after-school program.</p>	<u>Will Post</u> <u>(Regional Director)</u>
Pokémon Club Territory Management	<p>Oversees all functions in a designated territory. They will take over coordination with PTAs after the regional director closes on the sale. Manages all PTA accounts using the after-school program software in order to coordinate all current and future logistics, negotiations, communication, scheduling, payments, and compliance functions. Provides guidance and coordinates all scheduling and logistic needs with program coordinators and substitutes in the designated territory.</p>	<u>Owen Xia</u> <u>(Seattle Program Manager)</u>

Pokémon Club Program | Organizational Structure

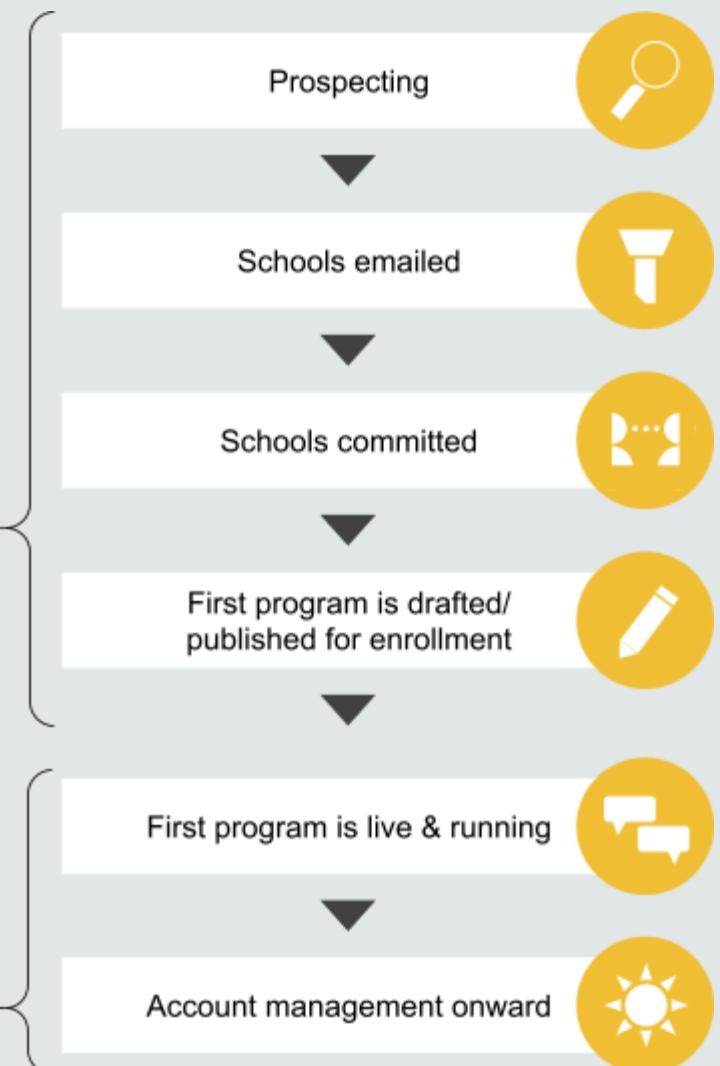


Outreach Team Structure

Leads: The full customer journey, from prospecting to accounts, is handled by the regional director. After the regional director has identified prospective leads and converted them into outreach opportunities, they will use their reputation to reach commitment and start up a Pokémon Club at the PTA's school.



Transitioning Leads to Accounts: The regional director transitions the relationship to the territory program manager, who manages the accounts from there. All relationships given to the territory program manager become new accounts, and the territory program manager works directly with the PTA representative from each account to set up the Pokémon Club at their school.



Service Overview

- Key features & functionality
- Services you provide to customers (onboarding, support, training & education)
- List of the most common ways the service is used to address a challenge or problem

Program Description

The Pokémon Club is 1 of 4 enrichment programs offered by Tabletop Village Academy (TTVA). As the flagship service, the Pokémon Club acts as the main driver of TTVA's brand awareness and profitability. The Pokémon Club partners with Parent Teacher Associations (PTAs) and the schools they represent in order to introduce a Pokémon Club as an after-school program.

Successful implementation of the Pokémon Club into new geographic markets will serve as the initial expansion step for TTVA's parent company, Tabletop Village, to open a brick-and-mortar store to service that territory.

Key Features of Service

The program is designed to create a community space in the classroom, with the game as the primary form of socialization. With the support of certified Pokémon Professors, elementary school students from grades 2 through 5 will learn how to collect and play the Pokémon Trading Card Game. In addition to learning and playing the game, students will enjoy casual tournament play that results in motivational prizes. Classes are 90 minutes long and take place at schools once a week over a span of 6 to 12 weeks (determined by the school and their seasonal quarter length). All materials necessary for the program are provided by TTVA. Sessions are priced at \$35 a week per student. As of Winter 2024, TTVA has run the Pokémon Club at 15 elementary schools in the Greater Seattle Area, with an average attendance of 18.6 students.

Course and Curriculum

Different types of courses are offered depending on the territory, season and resources available to TTVA. A corresponding curriculum will be given to the course's assigned Pokémon Professor by the Territory Program Manager. Changes in the curriculum are primarily due to differing needs between the Pokémon Professors, students and schools across many territories.

Below is a sample curriculum* used in the Seattle territory:

Week	Theme	Goals
1	Introduction to Pokémon TCG & Expectations	Collectively develop expectations and get consent from the students on developing expectations.
2	Battling Part 1	Students should be able to attach energy and correctly evolve their Pokémon.
3	Battling Part 2	Students finish their first game of Pokémon, with the help of visual aids.
4	Trade Week	Students will be able to identify fake cards, make equitable trades, and understand the expectations of trade time.
5	Deckbuilding	Students will be able to identify the central strategy of their deck, how the cards in their deck support that strategy, and how to make that strategy more consistent.
6	Battling Part 3	Continue explaining more of the game's rules and how they contribute to the overall strategy.
7	The Spirit of the Game	Students create a Play! Pokémon ID and understand the next steps to enter Pokémon Tournaments.
8	Training	Based on student interest, accommodate for more training in preparation for the final tournament.
9	Final Tournament Day 1	Finish the first round of the final tournament.
10	Final Tournament Day 2	Finish the final tournament in a way that's enjoyable for everyone.
11	Fun Day Free Day!	Celebrate the end of a wonderful quarter.

*For a detailed curriculum, see the [Seattle Curriculum Workbook](#)

Goals and Use Cases

The mission of the Pokémon Club is to provide a safe and inclusive community for fostering the emotional and social development of children through playing the Pokémon TCG. The Pokémon TCG provides several academic and social benefits to enrich school-aged children, some of which include:

- **Cognitive Development:** The game involves strategy, problem-solving, decision-making, and critical thinking, as players must coordinate their game play using over 600 species of Pokémon and more than 11,000 unique card types.
- **Math & Reading:** The game requires players to practice mental arithmetic as they add, subtract and multiply hit points (HP). The game introduces players to a wide range of challenging vocabulary and encourages reading of related Pokémon material.
- **Economics:** The trading aspect of the game allows for valuable negotiation practice. Players build their experience with controlling emotions and discerning what is “good and fair.”
- **Competition:** The Pokémon Club offers a controlled space for players to experience healthy competition and build good sportsmanship. It also opens the door to attending local events and world championships.
- **Social Development:** The Pokémon Club provides a vital third space for children away from screens where they can interact with friends and build a sense of belonging to a global community of Pokémon enthusiasts.

Differentiators

After-school programs are a great way for elementary school students to explore their interests and discover new hobbies. The Pokémon Club stands out from other typical extracurriculars, such as athletics or the arts, in the following ways:

- **Niche specialism:** The program is hyper-focused on Pokémon, a popular franchise among children, and similar programs are not common in other schools.
- **Superior support:** The program is backed by Tabletop Village, an established Pokémon Training Gym with world championship-winning players, nationally acclaimed tournament judges, certified Pokémon Professors, and lots of Pokémon cards.



Buyer Personas

Key characteristics of the main customers and stakeholders involved in the Pokémon Club

Educators



Amey
Wilson

Demographics

- **Age:** 49 years old
- **Language:** English
- **Location:** West Seattle
- **Education:** BA in Business Admin.
- **Class:** Middle
- **Family status:** Married, 2 children (college-aged)

Profession:

- **Job Title:** Administrative Assistant
- **Industry:** Education
- **Decision Maker?** Yes
- **Challenges:** Health/age concerns influence work performance.
- **Goals:** Perform administrative duties efficiently for the benefit of the school and its students.

Interests:

- **Media habits:** Facebook, email
- **Devices:** Smart phone, desktop/laptop
- **Hobbies:** Baking, reading

Relevant Behavior:

- **Role in outreach cycle:** Conducts administrative approval of an enrichment program at elementary schools.
- **Knowledge of PokéMon:** Aware of the franchise through media—her son watched the cartoon when he was young.
- **Research channels:** Internet, Facebook, PTA news, Homeroom/6Crickets
- **Buying moment:** Previous session quarter.

Main Drivers

Ranked by importance

- 1.) Family, personal and community well-being.
- 2.) Providing the best learning and growth opportunities to children.
- 3.) Staying true to school values and goals.



Objection Handling: Educators

- **Situation: Discerning Positive Enrichment Opportunities**

An Educator in charge of approving after school programs does not want to partner with TTVA, because of negative biases and skepticism.

- **Main Points and Objections:**

- Pokémon cards in schools will create conflict, specifically around trading cards between children.
- The program lacks academic enrichment.

- **What's in It for Them?**

Lean on their main driver: child enrichment

Proof of positive impact on children is helpful here.

- Emphasize TTVA is a structured program, led by tenured Professors with proven experience in the Pokémon TCG community.
- Share the lesson structure, and highlight sections teaching healthy community building, leadership, and Pokémon best practices, including: what is a fair trade, and Pokémon TCG rules and etiquette.
- TTVA provides an alternative space to children who do not want to participate in traditional sports to learn the value of sportsmanship.

- **Action Items:**

Share case studies, customer testimonials, and stories: Lean on qualitative and quantitative data to show how TTVA has directly impacted children's social and academic abilities, and create a sense of belonging. Gauge what format would be best received by the prospect, and make sure to follow up as a resource for any additional questions.

Validate and reassure: Provide proof of all necessary credentials to show TTVA is qualified to work with children, and has experience with schools as a third-party vendor.

Parents



Camille
Stearns

Demographics

- **Age:** 35 years old
- **Language:** English
- **Location:** West Seattle
- **Education:** BA in Public Relations
- **Class:** Upper middle
- **Family status:** Married, 2 children (Anna - grade 5 , August - grade 3)

Profession:

- **Job Title:** Stay at home mom, Bailey Elementary PTA Enrichment Chair
- **Industry:** N/A
- **Decision Maker?** Yes
- **Challenges:** Busy balancing family calendar and transporting children.
- **Goals:** Providing her children with quality education and extracurriculars, and managing household duties.

Interests:

- **Media habits:** Facebook, email
- **Devices:** Smart phone, desktop/laptop
- **Hobbies:** Tennis, outdoors, traveling

Relevant Behavior:

- **Role in outreach cycle:** Decides what programs to enroll her kids in and the main point of PTA contact for setting up after-school programs.
- **Knowledge of Pokémon:** Lived through the 90's card craze and knows her son is interested.
- **Research channels:** Word of mouth, Internet, PTA news, Homeroom/6Crickets
- **Alternatives (to enrichment):** YMCA, at home
- **Buying moment:** Previous session quarter.

Main Drivers

Ranked by importance

- 1.) Children's growth and well-being.
- 2.) Building a trusted community support system.
- 3.) Balancing family priorities without sacrificing dedication to child enrichment.



Objection Handling: Parents

- **Situation: Limited Bandwidth and Budget**

A Parent is hesitant to sign up for TTVA, because they are juggling multiple conflicting priorities with a finite amount of time and energy. They want to provide their children with activities that will enrich their lives while being mindful of budget, and already packed schedules.

- **Main Points and Objections:**

- Weighing the cost to the benefit of the program, especially for parents of multiple children.
- Conflicting time and schedules with other family priorities.
- Doesn't understand long term benefits compared to arts or athletics.

- **What's in It for Them?**

Lean on their main driver: Children's growth and wellbeing within a trusted and supportive community. *Surrounding both the parent and child with relationship building opportunities and genuine support is key.*

- Assure that all required supplies are provided for their children at no additional hidden costs.
- Community support exists outside the allotted ~90 minute after-school program. Provide clear guidelines around late pick up policies, or invite to a TTV location for additional practice and a safe place for children to hang out.
- Highlight the opportunities for social enrichment, exposure to learning healthy competition outside of traditional sports, academic benefits, and leadership children are exposed to on a regular basis.

- **Action Items:**

Invite and Nurture: Showcase the value of community that TTVA is built on. Invite parents and their children to sit in as a visitor to a TTVA session, or invite them to a TTV tournament with other families that have participated in a TTVA program.

Parents are led to Pokémon primarily through the interest of their children, or have shared Pokémon with their children looking to bond over a common interest. Nurturing a relationship through inclusion and familial support provides added value to parents, outside of cost barriers and academic achievement.

Professors



Samuel
Young

Demographics

- **Age:** 31 years old
- **Language:** English
- **Location:** Kirkland
- **Education:** BA in Communications
- **Class:** Middle
- **Family status:** Single

Profession:

- **Job Title:** Sales Business Analyst, Pokémon Professor
- **Industry:** Hospitality
- **Decision Maker?** Yes
- **Challenges:** Finding the time and means to pursue hobbies, and finding meaning/purpose behind their work.
- **Goals:** Help more people play more Pokémon

Interests:

- **Media habits:** Twitter, Discord
- **Devices:** Smart phone, desktop/laptop
- **Hobbies:** Pokémon, Star Wars, participating in tournaments

Purchasing Behavior:

- **Reason to participate (as a Professor):** Have a side gig that aligns with passions, and to spread the fun of playing Pokémon to children.
- **Also involved:** Local game store Pokémon league, judging local/regional tournaments
- **Research channels:** Internet, TCG Player, Social Media, Pokémon community groups
- **Alternatives (to enrichment):** Local game store league and tournaments (~free)



Main Drivers

Ranked by importance

- 1.) Community building and support.
- 2.) Connecting with other Pokémon players.
- 3.) Pursuing their passion for Pokémon through TCG activities.

Objection Handling: Professors

- **Situation: Hesitant About Compensation**

A potential Professor does not see the benefit of participating in the Tabletop Village after-school program that charges a fee for children to participate.

- **Main Pain Points and Objections:**

- Perceived difficulty and discomfort in persuading parents and children to participate in TTVA for a fee.
- Professors currently run Pokémon TCG programs on passion and for the privilege of working leagues and tournaments for free.
- Will willingly opt out of salary for their work while facilitating the program to give wider access to more families.

- **What's in It for Them?**

Lean on their main driver: community. Customer success and relationship building is crucial here.

- Emphasize the level of community support and care Professors will receive by participating, including:
 1. Added team support when approaching prospective parents or schools.
 2. Training and coaching on how to handle difficult situations and conversations.
 3. High quality supplies provided by TTVA at no added cost.
 4. Fair compensation for time and effort.

Acknowledge the value of their work:

Professors are encouraged to bring their passion and years of hands-on experience with them to every assignment. The introduction of compensation is to provide adequate care for bringing their expertise to work each day and fuel excitement to continue building the program.

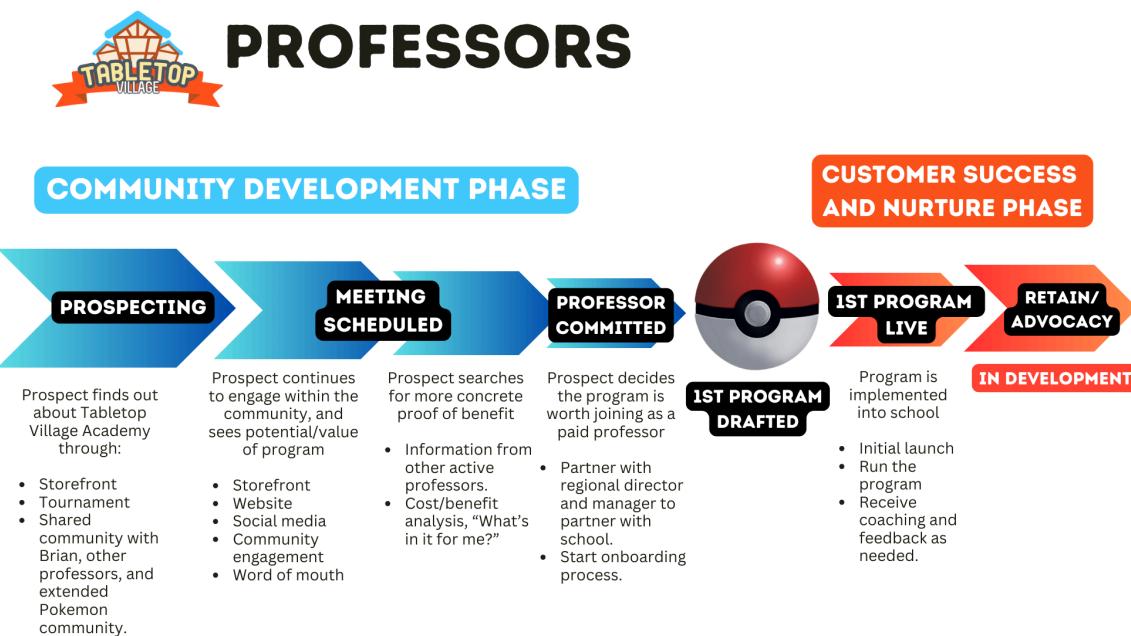
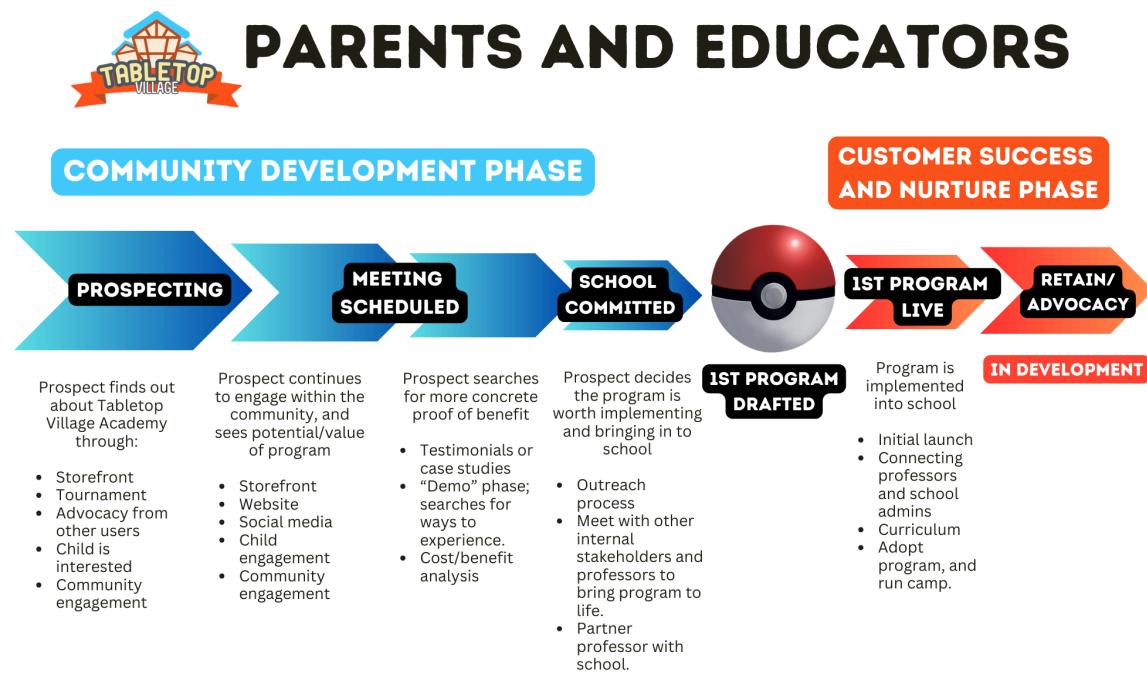
- **Action items:**

Inform them: Communicate that TTVA is in the process of procuring funding to provide equitable accessibility to lower income families and students.

Connect them: Reach out to active professors that can speak to the benefits of the program.

Outreach Process

Refer to these visualizations to help identify where in the outreach funnel a prospect is and how to approach communications.



Messaging & Positioning

What you'll find in this section:

- **Value props/key benefits** - how does your service help your prospect?
- **Product positioning** - where does your service sit within the competitive landscape?
- **Elevator Pitch** - short, compelling summary that includes the problem your service targets, how your service provides the solution, two or three main benefits, USP or main differentiator against competitors

Value Propositions

Audience: School Administrations

- *"Enhance your school's extracurricular offerings with our Pokémon Club, designed to foster critical thinking and strategic skills in students. By integrating this popular and engaging card game into your after-school program, you'll offer a unique learning experience that promotes teamwork, problem-solving, and mathematical skills, all while creating a positive and inclusive environment that students look forward to every week."*

Audience: Parents

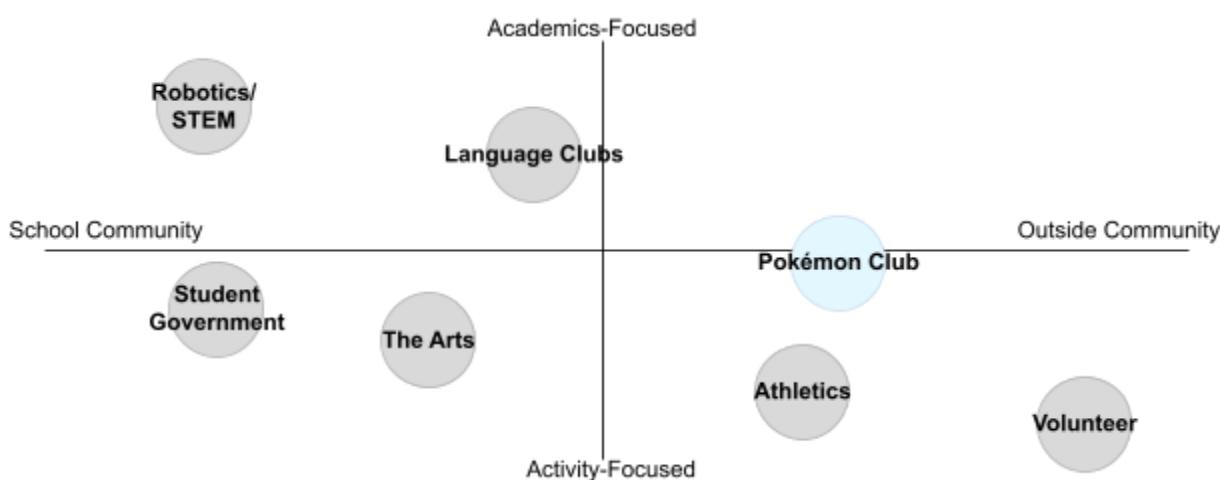
- *"Give your child an exciting and educational way to spend their after-school hours with our Pokémon Club. Not only will they have fun playing the game, but they'll also develop valuable skills such as critical thinking, strategy, and social interaction. It's a great opportunity for them to make new friends and enjoy a structured activity that supports their cognitive and social growth."*

Audience: Professors

- *"Join us in cultivating the next generation of Pokémon Trainers through our after-school club, where kids engage in strategic gameplay that enhances their analytical and social skills. As a Pokémon Professor, your expertise will guide and inspire young players, helping them deepen their understanding of the game and its mechanics while simultaneously fostering a supportive community of enthusiastic learners."*

Product Positioning

The PokéClub is ideal for elementary-aged children. It is a program that balances activity-focused and academic-focused themes, all while providing connection to a much broader community outside of school. Common enrichment programs such as robotics, chess, watercolor, or basketball have a strong anchor to school or home, but there are not many third spaces outside of those where 6-10-year-old children can visit and expand their horizons.



Elevator Pitch

*"Gaming plays an incredible role in children's development and socialization, often acting as their first experience in connecting with others. Playing in-person games challenges children by asking the question, "**Who am I when I win and who am I when I lose?**" We believe that presenting children with this question allows them to learn how to compete with humility and connect with others. Led by certified PokéProfessors, our after-school PokéClubs offer a fun, inclusive space for players of all levels. We teach young trainers from grades 2 through 5 how to battle, trade fairly, and socialize through Pokémon!"*

Key Steps: Schools

Prospecting Schools

- Refer to list of Seattle Public Schools in the Seattle area (Dashboard).
- Program implementation in Title I schools proves difficult without funding.

Acquiring Schools

- Email PTAs in July ([Email list](#)).
 - Anticipate reply in August.
- Include program details ([Past emails](#)).
- For the Winter season, reach out in October.

Setting Up the Program

- Room scheduling done through Master Library:
 - Requires initial rental waiver signed by principal, lasts for a year.
 - Once registered, no additional setup required besides making an account in the registered group.
- Hosting classes done through 6Crickets/Homeroom:
 - Requires setting up a vendor account (already exists for the entirety of Seattle TTVA).
 - Set up a Stripe account for receiving payments.
 - Create/have the school create a session.
 - Add instructor emails to manage their sessions' account.
 - Upload all compliance forms.

Key Steps: Professors

Prospecting Professors

- *[Left intentionally blank for easy fill in when key steps are decided and outlined by the regional director]*

Acquiring Professors

- *[Left intentionally blank for easy fill in when key steps are decided and outlined by the regional director]*

Onboarding Professors

- *[Left intentionally blank for easy fill in when key steps are decided and outlined by the regional director]*

Customer Testimonials

Testimonials from parents, PTA members, and educators are key materials to use when pitching the tangible impacts of the after-school program. Below are some quotes from [Pokémon Club Summit 2024](#).

Students

"I have to thank Professor Owen and the people at Tabletop Village for helping me with my deck...and just showing me all the ways on how to play."

~ Luke, grade 5 , Wedgewood Elementary

PTA Board

"[Pokémon Club] is a club that incorporates kids who might not have participated in clubs otherwise. We have kids of all different levels who have never seen a Pokémon card before or who are experienced battlers. Everyone is included, everyone participates, and everyone feels welcome."

~ Sarah Shinoda, After-school Coordinator, Gatewood Elementary PTA

Parents

"[My child] always loved Pokémon, but had no idea how to play the game, how to evaluate cards, or how to trade with friends—and he's learned all that at Pokémon Club, which has made him better appreciate all the cards that he has and helped him collect more cards."

~ Adrienne P., Parent of Cooper, Catharine Blaine K-8

"[Pokémon Club] gives them a chance to practice reading harder words than they usually learn at their ages. They're learning math, they're learning strategy, but they're also learning cooperation with each other and lots of social skills, including just really great sportsmanship."

~ Ed, Parent of Edward & Layla, Catharine Blaine K-8

Professors

"I think [Pokémon Club] develops confidence in the kids. It makes them excited. Kids aren't that good at verbal communication at that young, but they know how to play together and that's what gets them to be friends with each other. That's the ultimate goal for Pokémon Club."

~ Owen Xia, Pokémon Professor

Outreach Collateral & Assets

- Flyers/One-Pagers
 - [For Schools/Parents](#) (See last pages of this document for preview)
 - [For Professors](#) (See last pages of this document for preview)
 - [Statistics-emphasis](#) (See last pages of this document for preview)
- Pitch Deck
 - [For Schools/Parents](#) (Owen's pitch deck)
 - [For Professors](#) (Created for Professor audience in mind)

Tools & Software

- 6Crickets
- Homeroom
- Master Library
- Elementary School Dashboard

Prepared by:

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Nicola Rigor
(MyConsulting Network)

With the cooperation of:

Brian Myers
Will Post
Owen Xia
(Tabletop Village Academy)



After School Pokémon Club

www.tabletopvillage.com

@tabletopvillage



"[My kids] are learning math, strategy, cooperation with each other, and lots of social skills including really great sportsmanship."

- Ed, parent at Catharine Blaine K-8



Our Program

Led by certified Pokémon Professors, our after-school Pokémon Clubs offer a fun, inclusive space for fans of all levels. We teach young trainers from grades 2 to 5 how to battle, trade fairly, and socialize through Pokémon!

Our Curriculum

The program consists of 90-minute sessions that include...



Lessons on how to collect and play the Pokémon Trading Card Game



Facilitated free play (pre-constructed decks provided)



Supervised trade time to ensure that students are trading fairly and equitably



Friendly tournaments with store-provided prizes

Why should kids play Pokémon?

Gaming plays an incredible role in children's development and socialization, often acting as their first experience connecting with others. Playing in-person games challenges them with the question, **"Who am I when I win and who am I when I lose?"** We believe that presenting children with this question allows them to learn how to compete with humility and connect with others.

At Tabletop Village, our close-knit community of parents and children fosters confidence and lifelong friendships. We practice together, we travel together, and we celebrate together. We've seen families grow closer, children win International Championships, and everyone learn how to contribute to our shared community space.



Learn to be a kind and **sportsmanlike** competitor



Train math, reading, and **strategic thinking** skills



Provides a vital **third place** and inviting global community



Run in **13** schools, averaging **18.6** students per class

For more information, contact Owen Xia at owen@tabletopvillage.com



After School Pokémon Club

www.tabletopvillage.com

@tabletopvillage



"It's a very inclusive environment and...it's just a lot of fun to see kids enjoy what they do."

- John Hamilton, Pokémon Club Professor



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Friendly tournaments with store-provided prizes

Why should you teach Pokémon with us?

If you were ever obsessed with Pokémon as a child, imagine the kind of fantasy that you bought into. You wanted to set out with your companions, battle strong opponents and become a Pokémon Master. You learned everything you could about Pokémon, you watched the show, and you collected the cards! What kind of space would let you live out that fantasy?

At Tabletop Village, our close-knit community of parents and children fosters confidence and lifelong friendships. We practice together, we travel together, and we celebrate together. We've seen families grow closer, children win International Championships and everyone learn how to contribute to our shared community space.



Guide and inspire young trainers; for many, it's their first time playing Pokémon



Immerse yourself in sharing the **spirit of the game** we all know and love



Build community and connect outside official TPCi activity



Run in **13** schools, averaging **18.6** students per class

For more information, contact Will Post at will@tabletopvillage.com



After School Pokémon Club

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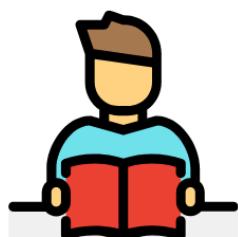


Where are we?



Elementary schools in the Greater Seattle Area participate in the Pokémon Club

How large is our program?



220+

Students from grades 2 through 5 are involved in the Pokémon Club

18.6

Students per session on average

182%

Growth in participation from Fall 2023 to Winter 2024

How does Pokémon help memory?



Species of Pokémon and...



Unique Pokémon card types to learn

Academics?

A study showed that incorporating the Pokémon alphabet into teaching increased classification and phylogeny test scores by

75%

Freidenberg, R., & Kelly, M. (2006). Using the Pokémon alphabet to teach classification and phylogeny. *Science Scope*, 29(4), 36–38. <http://www.jstor.org/stable/43181698>

T-TV is the largest Pokémon community in the PNW



International Champions



506

Players



100+

Families



10+

Certified Professors