

TOASTMASTERS INTERNATIONAL

District 42

Youth Leadership Program



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Roles/Responsibilities for YLP Training Lead and Assistant

Roles:

- One TM is the lead and gets credit for the session. The lead and assistant work as a team. The lead can have previous YLP experience and they should have one year of TM Club experience, completed ½ of their CC manual and may have served on the executive of their club.
- The lead would determine the logistics such as number of classes, the outline of the session, class size and arrange advertising. The assistant should prepare the room arriving early and ensuring material/supplies are ready. Supplies needed are name cards, felt markers, pencils, paper, props and handouts. Be sure that a flip chart and markers are available. Audio/visual equipment is an asset. Leave the room as you found it.
- Two TM leaders seems ideal for running the session as they can switch off with presenting material or one can do the educational presentations with both sharing the lead for practice. This also demonstrates different leadership styles to the students.

Responsibilities to the students:

- **Display consideration and empathy** for youth as they learn these skills. Some of the youth have been “sent” by their parents and may be shy, reluctant to speak and even have trouble entering the room. Some will arrive confident and outgoing. Always speak in positive terms and give at least 75% positive feedback with 25% constructive feedback. The constructive feedback should include suggestions for improvement, such as “When you talk about how high the Calgary Tower is, use a gesture to emphasize this, such as holding your hand above your head”.

- **Provide an 8 week outline** of what is being covered. This should include the expectations of the facilitators for the students and the TM Guidelines. The “educational portion” of the class should be no longer than 20 minutes, and then move into skill practice. Provide handouts on material instead of the workbooks but keep these to a minimum. Youth are not inclined to keep this material. Look for ways to discuss application of the material to their school/ home life as this helps with “buy-in”. Do the bulk of the work in class, not outside of class. Youth have shorter attention spans due to technology and are looking for stimulation in presentations. Possible topics could be: Parts of a speech – introduction, body and close; gestures; voice volume; pacing; organization; visual, auditory and kinesthetic learners and choosing words; and use of props. Utilize technology such as YouTube or audio/video clips of speakers. Table topics are a great way to start with speaking e.g. If you could change any aspect of your school, what would you change? What hobbies do you have? Pets? Include a wrap up social at the end with food/drinks and certificates.
- **Observe the class reaction** to the material so you can to revise as necessary. A group with all youth at younger ages will require modification of the material so they are not overwhelmed. Older youth can take the role as leaders for small group work. Be flexible and move with their energy! If they are engaged and excited by a topic allow the discussion to flow. Note this reaction for future sessions. If they are bored or restless, shorten the presentation or have a break.

Youth leadership sessions are both challenging and rewarding to conduct. You have skills and experience to offer these students to enrich their learning and provide them with important life skills.

