

YOUTH LEADERSHIP PROGRAM

Coordinator Toolkit



TOASTMASTERS
INTERNATIONAL

Youth Leadership Program Toolkit: Creating a YLP With Less Effort!

By Deborah Littleton



Mission Statement: Our mission is to recruit Youth Leadership program coordinators by assembling an easy-to-use kit. This will enable new coordinators so we can teach more participants through the power of Toastmasters. These recruits will empower participants and may also draw parents into Toastmasters.

About the Guide

From the author: This is Deborah Littleton's High Performance Leadership Project (HPL) on the way to her Distinguished Toastmaster Award (DTM). She is a substitute teacher with a background in theatre, arts, public relations and marketing. She made observations over several years of volunteering in the classroom prior to teaching, so she knows that anyone can learn to teach. Even if you've only been in Toastmasters for six months, you have newfound knowledge to help participants succeed in the Youth Leadership program (YLP). Deborah's reason for getting involved was that she was one of those kids that really could have used this powerful program. She would waive the white flag of defeat (her paper) when trying to do oral reports, quivering with nerves, and Toastmasters YLP would have been a great help! Let her know if you have any questions or successes @deborah.littleton@gmail.com.

Special Thanks: Thanks to Toastmasters members Avis Walsh and Connie Leni for their invaluable advice in starting Deborah and her fellow former Toastmaster Niesha Case off on their YLP journey as co-leaders. And thanks to Niesha for starting their journey off by teaching while Deborah did admin! Big thanks go to Jennifer Harris, Kathie O'Ray, Marty Taub, Karen Shafer, and Connie again for all their advice and for being on Deborah's action team. All their help ultimately builds up participants with the YLP.

Table of Contents

Youth Leadership Program Toolkit:	1
Creating a YLP With Less Effort!.....	1
About the Guide	2
Introduction	5
Getting Started.....	5
School Programs & Logistics	6
Sessions.....	7
Venue.....	7
Inviting Participants	8
Using Press Releases	8
Media and Pictures.....	8
Participants	9
Expenses	10
Budget.....	10
Lesson Plans.....	11
Name Tents.....	11
Seating Charts.....	11
Grouping the Participants	12
Agendas	12
Leading the Program.....	12
Orientation.....	12
The Curriculum.....	13
Attendance	13
Elections.....	14
Leadership/Student Run Meetings.....	14
Speech Topics.....	15
Table Topics.....	15
General Evaluator	16
Classroom Management	16
Behavior	16
The Final Session.....	17
Certificates	18

Final Session/Graduation Agenda	18
Conclusion	18
FAQs	19
Coordinator “Toastimonials”	20
#OurWhy	20
Appendices	21
Appendix A: Corporate YLP	21
Appendix B: References to Develop Supplementary Lessons	22

Introduction

Thank you for considering coordinating a Youth Leadership program (YLP): a workshop that enables young people under the age of 18 to develop their communication and leadership skills through practical experience. The **YLP** is presented during or after school, or on weekends.

You may think, “But I’ve never taught kids before! I’m not equipped to teach children.” Or you may think, “How many hours do I have in the day? And how can I possibly do this?” This administration guide will make it so easy, you will think, “It was easier than I thought. I may just have to do it again!”

Leading a YLP is a very rewarding experience. In completing the program, the participants will find greater acceptance among their peers and find greater success in all areas of their academic life. You will grow in the process, as well, as you watch them learn from your leadership. Your fulfillment in seeing the participants’ growth will enhance your leadership skills.

This toolkit is designed as a supplement to the Toastmasters International YLP materials. It provides lesson plans, templates including agendas, and suggestions to make the program easier to lead. The materials will be posted on the District39.org website in the resources under Youth Leadership program.

The toolkit lists tools/files in bold references. Note the folder first, then file name after the colon (e.g. the roster Excel template referenced at the end of this paragraph). This data can be imported to your email program, helping to maintain a connection to turn parents or soon-to-be 18-year-olds into prospects that can join Toastmasters. It can also be used to print the certificates at the end of the YLP. **See Logistics Forms: Admin Roster Fill-in or Excel Admin Roster.** Read on for more great tools!

Getting Started

If you haven’t yet identified a group of young people who want to participate in a YLP, please contact the District 39 Youth Leadership Coordinator. The District receives inquiries throughout the year. For several years, a large corporation requested help from the District in coordinating YLP sessions for 10-20 high school participants at several different facilities in its summer intern program. We have held them at charter schools and public schools, hosting an after school YLP program that is led by a Toastmaster. YLPs have even been delivered during class time for 35 participants, where the YLP met state academic standards for middle school participants, which requires meeting once a week over several months. **See the Lesson Plans folder for a variety, from simple agendas, to branded agendas, to a 16-week in-class plan. The red text can be altered.**

YLPs come in all shapes and sizes, in addition to schools, youth organizations (i.e. Scouts, Campfire, Boys and Girls Clubs, churches, etc.) may want to offer a YLP for advancement or for summer programs. The District also gets singular queries from parents looking for a YLP for their children. These children are one of the main reasons for this guide, because it is hard to match them with an existing group. A more workable solution is to suggest that they find friends to form a new group for the YLP.

If you choose to coordinate this kind of YLP, you will need to do a lot more work on the front end. You will need to send invitations, issue press releases, and find ways to advertise the YLP. Often, the interested parent will identify two or three participants. You may also need to find a location for the meetings. See the section Using Press Releases for more information.

We recommend that you ask at least one other person to assist you with this program. In this document, we refer to this role as the liaison. This person may be the parent who approached you about the program, the corporate person who asked you to lead the YLP for summer interns, a schoolteacher who seeks enrichment for an underserved class, or perhaps a youth organization leader who likes the material. Ideally, one or two members of your Toastmaster club will be available for several sessions and be willing to substitute for you in the event that you are unable to attend a session (meeting).

Make sure to order supplies as soon as possible, as it may take a week or more to receive. If you know you're starting in a month, order at that time to avoid rush shipping charges.

School Programs & Logistics

This document is written with a primary focus toward YLPs delivered in a public school environment, based upon the experience of our team. Keep in mind that the program is adaptable for any group. An appendix will provide specifics regarding the experience with the corporate internship program. When and if we get additional information regarding YLPs delivered elsewhere, the information may be posted on the District39.org website.

If the YLP will be held at a school, all adults who are involved will need to comply with school/district policies for volunteering. Each volunteer will likely have to fill out a volunteer application and get a current TB test. Individual background checks may also be required. Sometimes the cost will be covered by the school; otherwise the cost may be borne by the individual volunteer.

Meet with your liaison and any other volunteers to kick off the effort. An informational template is included with this kit. The template covers things they could consider-like asking middle or high school counselors (or school psychologists for elementary school) for recommendations of participants who might benefit from the program. If there isn't enough interest expressed, you can open the YLP to other schools. This can work well by doing an after school program, starting 30 minutes after the school day ends.

The school template can be modified as needed. To make adjustments to the templates, change the red text to black. ***Logistics Forms: YLP Info for K-8, Middle or High School Level.***

The following paragraphs provide some logistics for Sessions, Venue, Inviting Participants, Using Press Releases, Media and Pictures, Participants, Expenses, Budget, Lesson Plans, Name Tents, Seating Charts, Grouping Participants, and Agendas.

Sessions

For the sake of simplicity, we refer to a YLP as ten meetings (sessions) with participants. The first meeting will be an Orientation. Sessions one through eight are the substance of the program. The final ninth session is a graduation ceremony. If the YLP must have fewer sessions due to holidays or unexpected interruptions, the graduation can be done at the end of the eighth session.

Scheduling is flexible. If you need to add sessions due to the size of the group or shorten to sessions to less than two hours, adjust accordingly. Sessions may be scheduled to fit the participants' needs. For instance, you could lead an eight-day summer camp (Monday to Thursday for two weeks) or a five-day camp (Monday-Friday for one week) with both a morning and an evening session.

The eighth session is optional, in case you need to abbreviate the program. It is an extra practice session for the participants to do their final speech prior to the special event/graduation at the end of the program. See Agendas section for more information on this.

The final session includes a graduation where certificates may be presented. This session can either be done during normal session time, held as a luncheon in a restaurant, or can even be pre-arranged as an evening session. If you want to have a luncheon, potluck, or finger foods (store bought only and without peanuts so allergy concerns are allayed), be sure to get a volunteer to oversee that aspect of the evening. You will be too busy to handle that yourself.

An evening event allows the participants to demonstrate their leadership skills. This is highly suggested for the final session as friends and families may be able to attend. You may extend an invitation to the District 39 leadership and club members. An evening celebration also provides an opportunity to promote your club to the guests by displaying literature and answering questions.

Venue

Schools venues are a great option, but you may need to find another venue. Keep an open mind about logistics. You need to ensure that a meeting room is reserved for the duration of the YLP and confirm the availability each week. If available, be sure that audiovisual equipment is in order and learn what access to the internet is allowed and available. Your liaison may already have some logistics covered.

Options include:

- Charter schools, private schools, homeschoolers, etc.
- Libraries, malls, churches or hospitals may have a community room or classroom
- A local company may loan you a conference room
- Restaurants often have a banquet room/area for clubs to meet
- Community organizations such as the Grange, Kiwanis (which operates the Key Club in high school) or Elks Lodge
- Toastmasters recently established a partnership with Rotary which does speech contests with teens, so look into this: www.toastmasters.org/Rotary (right click on link)

Inviting Participants

You need to ensure that the YLP has at least eight participants. To that end, a flyer can be helpful. You may want to suggest that your liaison or an interested participant design an invitation flier. The invitation includes the answers to who, what, where, when. The parent liaison can distribute fliers, send graphics via email, and/or put a graphic into the school newsletter, on the school website, marquee, etc. The response will help the parent liaison gauge interest in their school or community. If you have the dates chosen, just modify the suggested text:

Is your child looking for more confidence in school presentations? Toastmasters International offers a Youth Leadership program, and we are looking to invite them to run a program for our [school, middle schoolers, or fourth & fifth graders]. Participants will learn how to present speeches, positively and constructively evaluate presentations, and how to respond to questions extemporaneously in a game called Table Topics. Please contact: [insert parent liaison info here] for more information.

If the information is posted on the school marquee, use “Toastmasters Youth Leadership program—Call office for more information.” The office staff can then direct the calls to the liaison or to you. **See *Invitations: Invitation templates***. These can be converted to an emailable graphic. See templates for instructions.

Using Press Releases

Press releases are a tool for you to reach the media: News, radio, etc. to publicize your program or any special event. If you want to issue a press release to reach the community to garner interest, confirm that school/school district policies are not violated doing press. Press releases also need the standard information (who, what, where, when, why and how—stating that there is no cost involved). A press release template is included which works well to attract community interest. Change as needed. Information is included in erasable text blocks in the template as to how press releases work. **See *Misc: YLP Press Release***.

Media and Pictures

Pictures can sell anything! They drive social media. From Toastmasters International’s perspective, we may use pictures as long as we have the signed release form. If you get great pictures and the release forms are signed:

- The participants get the thrill of being mentioned or seen in the local newspaper, the Facebook club page, or an club internal newsletter. The publication may lead to an article in the ***Toastmasters Magazine*** if you promote it to them.

- Getting your club's name into the local news shows your club is conscientious about giving back to the community (which may attract future members to your club as well as the parents as potential prospects).
- Press releases with the participants' pictures will attract attention to the future YLPs.
- We can post a group graduation pic in the newspaper, but be wary of putting them in if you don't have everyone's release. Do not use the student names if release is not obtained. You may call the parent to double check if the release isn't signed. They may not want their child's photo in press.

Get the video/photo release forms signed by parents at the Orientation (see below in Leading Program) and keep them on file. Confirm with the school that posting information on the web complies with the school district policy, especially if the video/photo is taken in a classroom. **Schools often have their own photo media/photo release policies, so be sure to clarify the policy for your particular group.**

You may also ask if the teacher can post pictures internally in class, teacher's media pages as some teachers do this, class newsletters, or even school newsletters. You can have the parent liaison work on things like this.

All photos or video must be recorded on your cell phone or camera. This is exceptionally important. Candid shots may be taken by your liaison or a participant. Please do not have participants take them on their own phones, even if they want to forward pictures to you. If you have the signed release, you can use their image and name. Make sure to keep this on file when publishing their image in any format. **See *Orientation Forms: Photo Release*.**

Participants

Grouping participants works best when the age spread is no more than three years. Even then, mixing age groups in a single YLP can be challenging. The YLP is designed for high school participants. The difference in education and maturity between freshmen and seniors doesn't lend well to the leadership development the program encourages, and upper class speech topics may not be suitable for the younger participants' comprehension.

The YLP is appropriate for middle school with adjustments. Middle school participants (ages eleven to thirteen) initially have a hard time delivering a speech that is even two minutes long and are just beginning to have the ability to lead a meeting. A mature ten-year-old participant might be included with a middle school group.

Parents may ask for a YLP for younger participants. While the **Coordinator Guide** doesn't state a minimum age, most participants in third or fourth grade are just eight or nine years old and are too academically immature for the program. That is, participants in this age group will struggle to compose even one paragraph; composing a speech is effectively an essay and beyond the skill level of participants that young. It is doable with a lot of adaptation to make it simpler.

The **Coordinator Guide** suggests that 25 is the maximum number of participants. We recommend limiting the group to 15 participants, because this allows more time for tutorial presentations and effective evaluation. If you have enough help to coach participants in speech preparation, 25 participants may be fine. If the YLP is to be presented in the classroom during

the school day, the number of participants may be as many as 35 and take quite a few more sessions. We designed all templates for 15 participants, so you can adjust as needed.

Expenses

The **Coordinator Guide** stipulates that only Toastmasters members can lead the YLP and only Toastmasters members can purchase the **Coordinator Guide**, whether in separately or in the YLP Kit. Therefore, it makes sense for a Toastmaster or a Toastmaster Club to be the sponsor.

The biggest expense depends upon the number of **Coordinator Guides** and participant **Workbooks** that are needed and what supplemental material you want to use. The YLP (item #811, \$17.00 each) has one **Coordinator Guide** and five participant **Workbooks**. Additional **Coordinator Guides** (item #802, \$5.00 each) and participant **Workbooks** (item #805, \$2.00 each) can be purchased as needed.

Other expenses include items that make the YLP a bit more fun and easier to manage:

- Gavel (item #375, \$12.00)
- Timing light or dollar store timer and timing cards that can be laminated
- See your iPhone or Android app stores for timer apps (for phones and tablets), as some change color (full screen) and are very easy to use and inexpensive or even free
- Portable lectern (item #302, \$98.00) may be borrowed from a Toastmaster club or purchased at the Toastmasters.org website
- Best Speaker ribbon (item #394BS, \$.60)
- Best Evaluator ribbon (item #394BE, \$.60)
- Best Table Topics ribbon (item #394TT, \$.60)
- YLP certificates (item #810, \$.60)
- YLP certificates for coordinators (item #809, \$.60)
- Blank/generic certificate for honorable mentions (item #511, \$.60)
- Youth Leadership Evaluation Guide/Extras (item #806, set of 50, \$3.00)

You may also buy printed name tents or purchase cardstock to make them; you will also need markers. See name tents below. It is also helpful to keep an inventory of extra workbooks, an extra evaluation pad, and several YLP and honorable mention certificates. If a celebration is held as the last session, related costs may need to be covered, too.

Budget

It's good publicity for your club when it sponsors the YLP, so there are several ways you can finance the program:

- The expense may be included in the club's annual budget.
- Members can "pass the hat" (i.e. asking for members to donate).
- The club may hold garage sales or other fundraisers (e.g. easy chain restaurant fundraisers like Blaze Pizza, Chili's, etc.), inviting your club members and friends on social media to participate.
- Ask a small business owner or entrepreneur inside or outside your club to underwrite the YLP (i.e. donate the funds). Toastmasters is a nonprofit organization so you can provide

the donor with a “Written Acknowledgement Letter”.¹**See *Misc./Fundraising: Written Acknowledgement Letter.***

- You may also check with your tax advisor or a CPA about claiming mileage as the coordinator to and from the site where you’re teaching, as you’re volunteering to teach for a nonprofit.

Lesson Plans

Review the **Coordinator Guide** for the lessons (see note in curriculum below) and look at our three sets of agendas (either a simple or branded agenda, which will include smaller supplemental lessons or even a longer in-class adaptation). They are separated by week with lesson plans that have been developed based on the Toastmasters modules. The curriculum is very thorough. These lesson plans will help to simplify the program. Supplementary lessons and handouts are in the weekly folders to support the curriculum. The YLP has also been adapted into a 16-week in-class middle school program and the lessons with the grade level state academic standards that must be taught. You may want to download Toastmaster modules (from toastmasters.org) listed in Appendix B, at the end of the toolkit guide. **See *Lesson Plans: Agendas*** (and supplemental lessons) in the folders.

Name Tents

Preprinted name tents are optimal. You can use a basic one-page table tent on copy paper or run branded cardstock table tents (2-up on an 8.5”x11” sheet). The best name tents are those you print in a large font before the YLP starts. Otherwise, have the participants write their name with a Sharpie. This enables you to see their names from the front of the classroom. Set the tents on a table for the participants to grab every day along with handouts and have the tents returned at the end of each session. **See *Orientation Forms/Name Tents: Generic Logo Name Tent or Branded YLP Name Tents Cardstock.***

Seating Charts

These can be especially helpful if the group is large (18-25) and as a reference when it is hard to see the name tents. You can print these back to back as well. **See *Classroom & Behavior Management: YLP Seating Chart.***

¹ You will provide the club’s taxpayer ID on this letter to the donor. The club treasurer or any other club officer can find the club’s Federal EIN # on Toastmasters.org > Club Central > Demographics page. The donor cannot be listed as a sponsor. According to the **Coordinator Guide**, we are not allowed by Toastmasters to co-sponsor. Your club is the sponsor, so if a business owner underwrites the cost of supplies, make sure to give them credit - as well as verbal acknowledgment - as a donor in the graduation/presentation agenda. See the fundraising policies for donations at <https://www.toastmasters.org/leadership-central/general-finance/use-of-club-funds> and download the letter at: <https://www.toastmasters.org/leadership-central/legal-and-tax-compliance/united-states-of-america>.

Grouping the Participants

Prepared speeches should begin in the second week. You cannot have all of the participants deliver a speech at every meeting, so assigning the participants into three groups will help. This can be done in advance or during the first session. After coaching the whole group on how to do evaluations and table topics, you can assign groups of speakers to do those activities at the next session. At any given time, each group is either doing prepared speeches, evaluations or table topics. **See Logistics Forms: Excel Admin Roster.** See the worksheet tabs at the bottom of the Excel spreadsheet for “Roster, or ABC Order-Session Grouping, etc., or **See Session Grouping Fill-in.**

Agendas

See the lesson plan folders with agenda templates. The agenda templates have text in red which should be customized (i.e. names, groups, etc.) Read through carefully as the lessons may not match the branded agenda.

You can either type in the individual participant names on the agendas each week, or create a static key with the names in insertable text boxes. Using the static key, you can simply enter the group on the agenda: Group A Icebreaker Speeches, Group B Evaluations, Group C Table Topics, leaving the names spaces blank under Table Topics.

The times should be inserted to customize agendas, estimating four to five minutes for Prepared Speeches and one to two minutes for Table topics and Evaluations. Times can be filled in on the side (@ the very left side of the agenda items). Just click next to the word, arrow over once to the left and input the start time of the main blocks (starting the meeting, speakers, Table topics evaluations, lessons, etc.).

The optional eighth session can be done as a “Marathon of Speaking Excellence.” This speech marathon gives the participants an extra speech and evaluation practice prior to the final speech delivery. If you choose, this can be done along with a debating exercise if time allows. The debating lesson may encourage them to join their school speech and debate team. **See Lesson Plans: Week 8 for Speech and Debate Discussion.**

Leading the Program

The paragraphs below discuss the Orientation, Curriculum, Attendance, Make-Up Speeches, Elections, Leadership, Speech Topics, Table Topics, General Evaluator, Classroom Management, Behavior, Planning The Final Session, Certificates, and the Graduation Agenda.

Orientation

You will need to have an orientation. An orientation for high school participants can be done in five or ten minutes and requires less effort than for younger participants. When you have younger participants, parental support really helps the participants to get more out of the YLP. A separate 30-minute orientation is advisable to impress the commitment level upon the

participants and parents. Whichever age group, the participants in the YLP should not miss more than two sessions to be able to receive the certificate (See section regarding attendance below).

Two important forms need to be completed: an emergency contact form and the Video/Photo Release. Ask the participants (or parents) to fill in their names, email addresses, and phone numbers during the orientation. Be aware that schools may have an emergency contact form, so please ask to use that or determine whether you will have access to what is on file. This is an optimal time to get the signature on the Video/Photo Release Form. **See Orientation Forms: Orientation Info, Contact Info Slips and Video/Photo Release.**

Cover the ground rules. Remember how nervous you were when you gave your first speech? Some of the group will be very nervous about speaking at all, much less delivering a speech. Using the **Toastmasters Promise** as a guide to establish ground rules for the group. All of the participants need to feel safe and supported, so the rules need to include the ideas that there will be no ridicule, no talking out of turn, and no mean or critical words said to people outside the group who are not part of the YLP. Support each other in facing fears together.

Participants should bring a binder or folder with their workbook weekly. You will need to remind the younger ones a lot. It's best to have a pad of the extra evaluation forms (item #806) handy if they forget their workbooks. Handing out extra workbooks can be a costly mistake.

The Curriculum

The **Coordinator Guide** has a lot more material than can be covered in a two hour session. This material is supplemental to what the participant sees in his/her workbook and provides you with information that is helpful in leading the sessions. Prepare for each session by reading over both. Some Coordinators found that a version of the **Coordinator Guide** is fairly different from the participant **Workbook**, but the material is essentially consistent. By reading ahead of time, it is easier to avoid confusion during the sessions.

Covering the elements of a good speech in the first session(s) is extremely helpful. If possible, recruit another Toastmaster to deliver a four to five-minute model speech, too. If time permits, a model evaluation can also be done. This provides an opportunity to demonstrate the use of timing cards and a stopwatch. Make sure to let the participants know on the first day that the last page in their workbook has a good outline of a speech.

Attendance

Taking attendance is important. If you have a small group, you can quickly note presence on your agenda, but it's more efficient to track it on a roll sheet. With a larger group, this can be done by your liaison or by the YLP Secretary. Again, the participants should not miss more than two sessions, as they would miss too much of the program. Please let them know they can still attend. Any allowance otherwise would have to be done on a case by case basis. Participants in middle school have little control over their own schedules. **See Logistics Forms: Admin Roster Fill-in or Excel Admin Roster.**

Make-up Speeches

Sometimes participants will have to postpone or reschedule due to absences. Please accommodate them by fitting them into the schedule. You can always spread them out to another session date.

Elections

One of the best practices is to elect officers during the first session. You can use the parliamentary procedures lesson/script (page 22 in the **Coordinator Guide** and pages seven to eight of the Participant workbook) to have the participants nominate peers/friends. Make sure that no one serves as an officer more than once so that more participants experience leadership roles.

The participants nominate officers in two slates at the top of the session. The first slate leads through the fourth session, and the second slate leads the fifth through eighth sessions. Use the Chairman Nominations form to tally the votes/nominations if there is a run-off. If more than one person is nominated for a role, the nominees can do a one to two-minute campaign speech. **See Orientation/Voting Forms: Voting Slates and Chairman Nominations.**

You can choose to do elections at the end of the first and fourth sessions still using the script on page 22. That may take a little time but it's quicker the second time. The participants like it and sometimes get more involved (even getting the quieter participants laughing and talking). **See the Orientation Forms/Voting Forms: Voting Ballots.** You can tally votes on the **Chairman Nominations form.**

Leadership/Student Run Meetings

Your involvement in each session will depend upon the education level of the participants. The first session will need experienced leadership to get the program started. You can lead it lightly, coaching in the parliamentary procedure (i.e. "I'm calling this meeting to order/adjourning this meeting.") The elected officers should lead as much of the meeting as possible, from the President calling the meeting to order and the Sergeant at Arms (SAA) leading the Pledge of Allegiance. **See Misc.: US Flag**, to the President adjourning the meeting. Performing in their official roles should begin as soon as elected. The checklist on page 34 is a good reference regarding responsibilities. The following review may be helpful:

- **High school:** The president calls the meeting to order and ensures that the other meeting roles will be covered for the session. The VP should have the timer, flags and Time Keeper Report. The SAA needs to be ready and responsible for assisting with props and handouts including Best Table Topics ballots (et. al. including Speaker and Evaluations). The secretary is ready to read the minutes the president reminds participants with speaking roles to hand their workbooks to their evaluators. They will also announce the speakers, which you can model the first time or two. **See Misc.: Time Keeper Report and Best Speaker, Table Topics, etc. Ballots.**
- **Middle school:** You may have to remind the officers of their responsibilities.

- **Elementary school:** You will likely have to remind the president of opening with flag salute and a word of encouragement to the participants. You may also need to remind the participants and yourself of all the duties above in the high school list (i.e. timekeeping, minutes, and passing workbooks to evaluators, etc.). Elementary level officers are too young to pay attention to these things but the agenda will help a lot with this. Also feel free to adapt even more for the younger ones. They don't need to follow the line to the degree that the older participants will be doing. In fact, it's likely easier for you to do the timekeeping, along with taking notes as general evaluator.

Speech Topics

Most YLP participants need help in selecting a topic for the first speech. Leaving the choice open-ended may be overwhelming for some participants. Several approaches to solve this problem have been used effectively. Participants may want to deliver a speech on a project that has been assigned in another class; this is good practice because the project may require a presentation already. Another way to deal with the indecision is to assign the same theme to all participants for the first speech.

One way that has been used in several YLPs worked well. Without telling them why they are doing the exercise, you tell them to write their whole name vertically on a piece of paper and quickly think of a noun for each letter. Tell them to pick a subject from that list. The variety of subjects presented keeps the whole group engaged.

For younger participants, an easier topic would be to have them do an Ice Breaker Speech.

Table Topics

Table Topics usually start in the second or third session. After demonstrating how to lead the Table Topics portion of the second session, the participants may be ready to lead it going forward. We included a PowerPoint lesson that shows good speech structure for middle school and older participants. This lesson gives them a great starting point. **See Table Topics: Techniques for Table Topics and Speeches.**

Table Topic questions can be drawn from a variety of sources. Ask questions from a deck of Table Talk Cards (item #1318) or the More Chat Pack (item #1334). You can get creative and do a theme based on a book that is a current hit. Prompts may be drawn from familiar children's books, such as the *Cat in the Hat* for elementary or middle schoolers. After gaining some experience with Table Topics, participants in high school can come up with great topics. Numerous lists of topics can be found on the internet.

Be sure to review whichever list you choose to be sure the topics are age appropriate. We recommend that the Secretary or the Liaison keep track of who speaks on which Table Topic, so that you continue to use new ones. **See Table Topics: Cat in the Hat Table Topics or YLP Table Topics List** or download 365 topics at <http://bit.ly/39FQ6fS> (right-clicking on the link.). You can also google it at any time.

You can also have the participants vote and give out a "Best Table Topics Speaker" ribbon. You can print voting slips. **See Table Topics: Best Table Topics Speaker Slips.**

General Evaluator

As Coordinator, you need to serve as the General Evaluator (GE) in all of the sessions. For the first session, ask another Toastmaster to assist you by delivering a model speech which you will evaluate. In the next session, you can lead round robin evaluations as the participants learn how to give constructive feedback. If you have confidence that the participants are able to give effective evaluations, you can then assign individuals the Evaluator roles.

As GE, remember the elements of Effective Evaluation. You will tell the evaluators what they did well and what would take their evaluation to the next level. Always be sure to end on a positive note. Give the speakers your tips if needed and especially praises. By doing this, you're teaching all the participants how to evaluate speakers. It's better to do it in that order because the evaluators may have addressed things you would have said to the speaker. This helps the evaluators to shine. Be sure to evaluate the session overall, and give particular praise to anyone who has done an exceptional job.

Classroom Management

If you have ever been in a classroom, you know children come with different temperaments and behaviors. This demographic may not have too many issues as they are likely high achievers, but it helps to become familiar with some attention-getters for the younger participants in a larger class size. Try to rein them in quickly when they do start chatting or getting off task. It's best to train your president to quiet the others with the gavel but the president may have joined the side conversations. If so, you may need the attention getters, which they may recognize, such as:

- **“If you hear my voice clap *once*. If you hear my voice clap *twice*.”** (This is very effective at a low volume, getting louder if necessary, but it works well with any age)
- **Patterned clapping** (i.e. clap//pause//clap//pause//clap-clap-clap) which the participants may know and echo back—or just start clapping until everyone follows along
- **“Give me *five*”** (modeling your raised hand with five fingers outstretched to represent five points of attention: Eyes, ears, lips zipped, hands still, and feet still) which includes having them face you—with their body and not just their head, because some participants will test you in recognizing rebellious body language
- **“*Shave and a haircut*”** (participants echo, “Two bits”) which can also be done as “bump-bada-bump bump”
- **“*Class, class, class*” or “*Class, class!*”** (participants echo, “Yes, yes!”)

You set the expectation level **teaching them the method that you choose** or just stick with the first if it works well. Again, if your president can rein them in with the gavel, that's optimal.

Behavior

If you have a participant whose behavior needs addressing, your first strategy is to tell them to stop the behavior. The second strategy is to relocate one of the participants involved. You may

have to remind the participants again in the next session, as they sometimes will challenge you in that they'll try to sit together again. You might get them to agree that they'll be quiet but if it continues, relocate them again. Feel free to speak with the parent or email them, asking them to talk with their child. When you work with the parent, they are usually supportive, enabling you to run the session with ease.

You might get to the end of a session and strain to remember what happened with a particular participant, so having a log sheet can be helpful to remember the behaviors. Ask your liaison to keep track of the challenges. You can email or call parents. Chances are good that this would only be needed for younger grades and you can keep that log sheet from session to session. Most middle/high schoolers will respond to your first warning. It's doubtful you'll need this very often. See ***Classroom & Behavior Management: Behavior Log Sheet***.

The Final Session

Two or three weeks before graduation, decide what kind of event will work best for your group. If you decide to meet at a restaurant be sure to include the no-host qualifier in your invitation, and the name of a contact person to sign up for the event. If instead, you decide to offer refreshments include guidance on whether you will provide them or you will welcome potluck items or store bought finger foods (without peanut allergens); recruit someone to supervise the food table at the event. School policies will need to be consulted regarding what foods are allowed from the outside.

Ask your liaison or a participant to design a graduation invitation. The invitation needs the typical information. Encourage families to bring relatives and friends if you will have sufficient room. We have templates in MS Word that are easily editable with text boxes.² Invitations can be emailed. The email list can be imported from the Excel Admin Roster. Sending a reminder the day before the event will increase attendance. See ***Invitations: Graduation Invitation Templates***.

Plan the program ahead of time as well. Not all of the participants will be able to speak at the event. You will want to ask for volunteers ahead of time, hoping for two or three if doing a potluck. You have several options as to what time to hold the last session: During class, as a luncheon or dinner at a restaurant, or at an evening presentation. Doing the presentations in the evening means both parents may be invited to check out Toastmasters.

A printed program can also be designed and prepared by your liaison, parent volunteer, or a creative participant. If not, you can use the agenda from the lesson plans.

² If anyone is emailing invitations, you can suggest that once they have one of the panels in the Word doc templates edited, they can do a "snip" (Snipping Tool or Snip & Sketch on PC—found by typing "snip" in the Window Search bar at bottom of the screen). Once the template is edited, open the "Snip" app. Using the square selector tool, draw a box around the item (which crops it). Save it as a jpeg or png file to email. Another method is to take a screenshot of the edited template (using the "PRT SC" [print screen] button), then paste and crop in Paint or Photoshop type of program to save as a jpeg or png file to email.

Certificates

These are available by ordering (item #810) from Toastmasters International. The certificates can be completed electronically. Check placement of one on a blank paper against the linen certificate paper before using your \$.60 certificate blank. Using an inkjet printer may look better, as the certificate is linen paper and laser toner tends to slough off.

If you have a larger group, you may save time by using the following method to do a “mail merge” (using MS Word’s “Wizard”). You can input participants’ names into the Excel Admin Roster and do the mail merge by importing the Excel list as a CSV file into our Word template to print on the certificate. If you have only eight to ten participants, you may choose not to do the mail merge. You can just type over the << Student_Name>> bracket holders. Make sure to input your sponsoring club president and coordinator(s) names on the certificate template. If you only have one Toastmaster coordinator, take off the top one (or make it white) making sure to line up the bottom of the text with the president’s name. **See *Logistics Forms: Excel Admin Roster and Graduation/Certificates: Graduation Certificate Template_Mail Merge.***

If a participant had more than two absences, a generic honorable mention template (item #511) can be created. **See *Certificates: Honorable Mention Certificate Template.*** Center the text block and print on sample paper before using your blank to print.

Final Session/Graduation Agenda

You take the lead and welcome the parents, dignitaries, and guests (remembering to invite your club members). Tell the audience briefly about the YLP. Tell parents that the participants have grown in both leadership and communication skills and that the participants will lead the meeting.

Ask the SAA to begin the program by requesting that all cell phones be silenced. The president calls the meeting to order. If there is a flag available, have the SAA lead the pledge. The president can introduce speakers; The VP can lead a Table Topics session. You and your liaison give out certificates, saying something about each graduate.

Thank your participants, sponsoring club, donors, volunteers, and especially your liaison. Invite the audience to visit your club. And if there is time, you can do a one-minute “Toastimonial” or a “#MyWhy” (i.e. a small snapshot of why you started and/or keep going to Toastmasters). Finally, have the president come back up to “adjourn the meeting”. **Ask the students to assemble for a group photo and have the liaison take your camera for a shot.** The students can hold up their certificates. And don’t forget to email the parents now and then to invite them to your club.

Conclusion

We hope these suggestions and tools help to save some administration time. Our next step will be an update incorporating suggestions and lessons learned through conducting a YLP as part of the distance learning effort during the 2020 Covid-19 Pandemic. You can adapt the YLP, hosting in Zoom or another online platform such as MS Teams or Google Meet. We especially hope you will consider doing one or more YLPs per year because it is so fulfilling!

FAQs

You may have questions above and beyond these, which can be answered by contacting us directly or by contacting the education department at Toastmasters International. Please check these first:

Q: Do you need to be a teacher?

A: No experience is required other than being a Toastmaster. It's best if you have done a few speeches and evaluations. You will definitely feel more suited to leading the class after reading this guide.

Q: How many sessions are in the YLP?

A: It depends on your availability and the school or venue, as there may be holidays or days off. There are eight sessions in the curriculum, with the 8th session being optional if you have to abbreviate for any reason. We still suggest holding a graduation ceremony in the evening. Read over the guide to see how adaptable the program is.

Q: Do the participants need permission slips?

A: Toastmasters International does not supply permission slips, but it's best to provide our information slip to get parental contacts in case of emergencies. You may offer one that has a release of liability. You will want to check with the school administration regarding an extracurricular activity form if the YLP is after school hours. Also check with them to see if they need a copy on file. Their office staff may be gone before you leave so this is important.

Q: Do I need a TB test to volunteer with children?

A: School districts will typically require volunteers to have a current TB test. Check with the school administration. Also check with the administration if doing the YLP in other organizations.

Q: Do the participants pay for the program?

A: No. Participants do not pay anything. A Toastmasters club must sponsor the YLP. You or your club can pay for the participant **Workbooks** and **Coordinator Guide**. You may do fundraising by passing the hat to get donations from club members or get donations from a small business owner if someone donates funds, he/she may be listed as a donor or underwriter. Only Toastmasters can be listed as a sponsor. See the guide for more information.

Q: Am I required to carry insurance to lead the YLP?

A: Insurance is not necessary, unless the group or school requires it. If so, contact Toastmasters International. They provide \$2 million in general liability insurance for all qualified Toastmasters club and district events and meeting sites around the world. Refer to: <https://www.toastmasters.org/leadership-central/general-finance/liability-insurance>.

Q: Can I take pictures and post on social media?

A: You can use it for promotion, per International as long as you have the signed photo release.

Q: What if I have behavioral participants?

A: Remind them of the Toastmasters Promise and see the section on Classroom Management.

Coordinator “Toastimonials”

#OurWhy

There are a lot of reasons why coordinators will keep volunteering year after year. The feeling of helping participants to rise to their best self is one of those reasons. Read what our team of coordinators says about why they volunteer to teach the YLP.

Connie Leni: The experience of leading a middle school YLP is very fulfilling. The YLP does much more than provide opportunities for youth to improve their communication and leadership skills. Some students find new interests, learning to express creativity while others are finally able to speak about their own struggles. The experience gained in the YLP enabled other students to participate early in advanced classes as well as speech and debate teams in high school.

We have seen and heard exceptional progress in the last 10 years. One young man began participating for the *first* time in *any class*, because he felt that the others were listening to him without judging him. A young girl shared her daily fear for her father as he leaves for work as a police officer and shared how it hurt when others said awful things about officers. Just this year, a girl told us of her struggles with diabetes and the challenge of trying to maintain friendships when no one understood how precarious her condition was. She found acceptance from the entire YLP class.

Leading several YLPs for high school students has been an exceptional pleasure. A corporate foundation hired teenage staff for nine-week internships during the summer. Toastmasters voluntarily led YLP sessions as part of that program. The young people in the program had to overcome major life changing events to be selected for the program. Even those who had prior experience in drama class or student leadership found that the experience of participating in the YLP built their confidence on the job, making it easier to speak to coworkers and patients. The experience even made employment and college admission interviews more successful.

Deborah Littleton: Some of these kids really remind me of how quiet I was at their age. My most memorable participant was rather quiet and had a hard time looking at the other participants when delivering her speeches. At our very first presentation for families, ‘Katelyn’ read her entire speech into the microphone at the lectern on the stage. The principal was speaking with me and my co-leader after the program. He stated excitedly, “I don’t know what you ladies did with ‘Katelyn’ but she’s one of the shyest participants we have here.” Not only did she come back and repeat the program, but that time, she was able to look at the participants and parents with great eye contact, rarely looking at her index cards. The YLP is a powerful tool that helps kids bloom and grow!

Appendices

Appendix A: Corporate YLP

The corporate YLP uses the YLP Coordinator Guide and YLP Program Workbook. Delivery of the program is different in expectations, formality, content, venue and participant. If contacted about coordinating this kind of YLP, you must meet with the liaison BEFORE committing to take it on. The allotted time may be significantly less than suggested in the guide and not sufficient to provide a quality experience for the participants. The following observations are based on our experience with a large corporation that has multiple campuses in our region.

A corporate YLP requires a higher degree of formality than that needed in a high school or middle school. The coordinator needs to possess a high degree of professionalism for this kind of YLP. Any interested Toastmaster will need to seriously consider whether he/she has the experience and the resources to take on the role. Remember you are the face of Toastmasters International in all that you do.

In our experience, the participants in the program are employees of the corporation for eight weeks in the summer. The liaison may have set up training days in which paid staff or guest speakers may offer presentations. Toastmaster coordinators are volunteers and not earning payment.

The liaison may suggest changes to the program in seeking specific speech content and may or may not want to participate in sessions. The liaison may want to see your slide deck or videos in advance and the files will need to be sent ahead of time. Usually, the audio/visual equipment that is available is excellent. Most of the time, your tutorials can be accessed via the internet if need be, but load times are sometimes too slow for ready access. Be sure to check with the liaison regarding supplies. The corporation may have already purchased some of the YLP materials. You will have to purchase the Coordinator Guide, unless the corporation has a Toastmaster member that can order the guide.

Request a regular meeting time and place, though be aware this is often not possible. Changes to the agenda may have to be made at the last minute due to internal scheduling conflicts. It is vitally important to begin and end on time, wherever your session is placed in the schedule. Sessions may be held in one room or in a variety of meeting rooms.

The participants are high school students who range in age from 16-18 and have demonstrated high academic potential. They have been selected through a very competitive process. Often, the participants are dealing with, or have overcome, some exceptionally challenging life circumstances. While embarking on this adventure in communication and leadership, they may also be experiencing their first employment in a business or medical environment. Be sure to ask for a roster as soon as possible so that name tents can be made ahead of time.

The Coordinator needs to be mindful of the challenges present in a work environment. Be sure to recruit fellow Toastmasters to serve as your back up, to deliver a tutorial, or to help lead the YLP. Two or three Toastmasters are needed for up to 10 participants. For a group of 20, you will need several Toastmasters to run a smooth program. Leading a corporate YLP is a great opportunity to expand your skills as a trainer and to share your already fine tuned skills as a Toastmaster.

Appendix B: References to Develop Supplementary Lessons

We have drafted several supplementary lessons based on the skills learned in Toastmasters.

See Lesson Plans: Agendas.

You can use the supplementary lessons we have developed, but it would be helpful to review the references that we have pulled these lessons from. You can review the following list of downloadable documents. They are a great starting point:

Modules

- Item #199-Your Speaking Voice
- Item #202-Effective Evaluation
- Item #225-Former Competent Communicator Manual* (Project 4 "How to Say It")
- Item #237-Parliamentary Procedure in Action
- Item #242-How to Listen Effectively
- Item #270-Beginning Your Speech
- Item #271-Concluding Your Speech
- Item #272-Controlling Your Fear
- Item #273 Impromptu Speaking
- Item #276-Organizing Your Speech
- Item #277-Creating an Introduction
- Item #279-Using Body Language

*This manual is obsolete but may still be found by Googling for "Competent Communication Manual".

Articles

"Debate Matters" (find via search engine at toastmasters.org)