

D71 UK Youth Leadership Program Workshop Handout

27 October 2022

What is the Youth Leadership Program?

It is a workshop-based program where young people are supported in developing their speaking and leadership skills. It is based on the Competent Communication and Competent Leadership manuals, but it is not essential to be familiar with them.

Age range: students from 13 years of age up to their 18th birthday.

Where and when do the workshops take place? Mainly in schools, during school hours but dependent on the school's preference. NB some schools prefer a teacher to be present in the room during the workshop, so school location and school-hours will be the requirement.

Workshops: 8 to 10 workshops. Bear in mind that schools plan their timetables well ahead of each term so if agreement is gained to proceed it might be necessary to wait for a term before starting. Also school holidays and exams might interrupt the flow. A shorter number of workshops can work but parts of the program may have to be omitted.

Workshop duration: 1 to 2 hours. Student speeches initially 2 minutes then progress to 3 minutes.

Showcase: The final event is a celebratory showcase when parents, teachers and students' friends are invited to listen to their speeches and completion certificates are presented.

Three steps to getting started and the order in which to work

Step 1 - Co-ordinator support: The program is delivered by two co-ordinators so find a Toastmaster who is interested in working with you. The initiating Toastmaster will be classed as the lead co-ordinator and in this role will tick the box required on the route to DTM.

You will both need to be available at each workshop, although if a problem arises another Toastmaster can be asked to help out, depending on DBS eligibility.

Top tip: Many people have flexible working arrangements these days and some companies have Corporate Social Responsibility policies where, in several different ways, they commit to playing a positive role in the community. A school project could fit the criteria.

Step 2 - Approach a school

The main people to approach are the Head Teachers, Heads of English or Oracy Leads which some schools might employ. An example letter can be found in the resource pack.

The following may well be important to schools:

Oracy: which is defined as ‘the ability to express oneself fluently and grammatically in speech’ – which is what we are about.

In February this year a government White Paper was published proposing the improvement of oracy in schools so that every child has the opportunity to succeed in school and the life beyond. So, there is a recognition and movement to promote oracy.

The need for speaking and listening work is very important. Teaching and learning research reveals that there is a lot from a literacy point of view that demonstrates if a student can't say it, they can't write it. As a result, in schools a greater focus on oracy and being a good orator is in place.

Links to GCSE in English: YLP links to the KS3 and KS4 curriculum in English. At GCSE level all students are expected to deliver a presentation if they take the AQA (Assessment Qualification Alliance) exams. The AQA is one of the main examination boards in the UK and currently accounts for more than half of the GCSEs and A-Levels that are taken and marked, and for students their GCSE English pass is dependent upon that presentation.

Pupil Premium: This is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often don't perform as well as other pupils. Commitment to ensuring a certain percentage of a cohort group are pupil premium could help tackle inequalities in school and may well bring about a lot of interest.

The Disclosure and Barring scheme (DBS) will be of great importance. When approaching a school, DBS must be part of your discussion. DBS is the check on whether an individual has a criminal record, and in this instance, whether they are suitable to work with children. Note: they are classed as a child up to their 18th birthday. It is strongly recommended that the school carries out the check and some schools will have a budget for it. If any difficulties are encountered, please contact a member of the YLP Team.

Step 3: Sponsoring and the Smedley Fund Subsidy

Normally the lead co-ordinator's club will act as sponsor and will pay for the materials ie manuals, kits and workbooks.

However, there is a Smedley Fund Subsidy available for these materials. Application form on Toastmasters International website.

This is the third point in the process because the subsidy can only be applied for once there is an agreement with a school to run the program.

Program Content – first session includes:

Chairmanship principles: the important aspects of holding good meetings are covered. Examples include having an agenda, keeping to time and keeping discussions on track, involving everyone and ensuring the meeting's purpose is accomplished.

Election of officers: It also includes the election of officers, nominations and a vote is held for a number of roles but particularly the president either for the whole program or a second President at the mid-point of the program.

Personal evaluation of current speaking skills - mini questionnaire for completion at this session and towards the end of the program

Co-ordinator demonstration speech and evaluation - simple 3 minute speech by one co-ordinator, including a few areas for improvement. Evaluated by second co-ordinator to demonstrate good listening skills and commend, recommend and commend.

Speech structure handout – basic document explaining opening, body and conclusion with a second page template for planning.

Explanation of meeting roles: quotemaster, grammarian, ah counter, timer. Slips detailing respective scripts and timings provided at each meeting. Plus role and speech assignments for Week 2.

Subsequent sessions introduce:

Vocal variety, pace, gestures, evaluating, student speeches, speeches assignments for the following week. Also, impromptu speaking and debating (if time permits).

Evaluations: students initially start evaluating speeches using mini feedback slips, providing a brief evaluation. As they develop, they then start providing more greater feedback so an A4 document is then used. Co-ordinators also evaluate at each meeting and their feedback is shared with the students via email through a school intermediary.

Overall aim for the program: to provide each student with the opportunity to gain confidence and deliver and finetune their speech at least four times over the duration of the program.

Materials

The Youth Leadership kit comprises: 1 co-ordinator guide, 5 student workbooks, evaluation forms and 5 completion certificates. Extra workbooks and completion certificates can be ordered separately. However, as the TI shop is not accessible at the moment we suggest that until it is, you use the materials in the resource pack that the UK team has put together.

Resource pack includes:

1. Draft letter/proposal to send to a school*
2. YLP Co-ordinator Guide and YLP Student Workbook – Word version*
3. Register and Planning spreadsheet*
4. First workshop session plan
5. Agenda Template general and agenda example showcase
6. Personal evaluation of current speaking skills, pre-program and towards end of program
7. Speech structure handout and template
8. President (Toastmaster) generic script
9. Scripts for quotemaster, grammarian, Ah counter, timer
10. Top Speech Tips for students
11. Evaluation slips for students (mini version for early evaluations)
12. Evaluation slips for students (A4 version for more detailed evaluations)
13. Checklist and tips for Co-ordinators

Useful websites:

<https://schoolsweek.co.uk/the-schools-white-paper-must-have-oracy-at-its-heart/>
www.gov.uk/government/organisations/disclosure-and-barring-service
toastmasters-381b-smedley-fund-subsidy-application-ff.pdf
<https://www.toastmasters.org/education/youth-leadership-program>
www.toastmasters.org/shop
<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

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