

Slide One: Context

- This slide provides an opportunity to introduce the Youth & Philanthropy Initiative – YPI Scotland – a programme their whole school year group will be participating in, with a very real **£3000** up for grabs.
- At this point you may also state: the number of years the school has taken part; why the school believes YPI is important (where YPI fits with respects school curriculum & culture); whilst highlighting that the school is one of over 200 schools taking part in YPI across Scotland.
- Although the programme originates in Canada with the Toskan Casale Foundation, YPI in Scotland is managed by The Wood Foundation*, Sir Ian Wood’s charitable trust.

Opportunities for Interaction

- Explore their current understanding of philanthropy...
 - Does anyone know what philanthropy is?
 - Does anyone have any awareness of the YPI programme?
 - Has anyone ever felt the need to help someone else?

Impact Statement

“I have no doubt that many of you will have come across a great many problems and issues in your community – homelessness, drug & alcohol misuse, vandalism, bullying, unemployment. You may have lost a relative or friend to cancer, heart disease or suicide. You may have a parent or grandparent who has suffered from dementia or Alzheimer’s. You may know somebody who struggles with their mental health; whether anxiety, depression, self-harm or an eating disorder. You may simply feel there’s a shortage of community facilities or opportunity in your town, city or region.

Whatever the problem, YPI gives you the chance to do something about the social issues you care most about. Through YPI you will be given a hands on experience of philanthropy. Through YPI your year group will direct £3000 to the local charity that needs this the most.”

***The Wood Foundation: Principal Funder & Operational Manager of YPI Scotland**

The Wood Foundation, Scottish Registered Charity No. SC037957, was established in March 2007 by Sir Ian Wood and his immediate family. The Wood Foundation invest into three portfolios of activity: Making Markets Work for the Poor in Sub Sahara Africa, Facilitating Economic & Education Development in Scotland, and Developing Young People in Scotland.

Slide Two: Context

- This slide provides an opportunity to introduce and explore the word ‘Philanthropy’ in greater detail, and highlight the distinction between philanthropy & charity.
- There are a number of definitions of philanthropy:
 1. The effort or inclination to increase the well-being of humankind, as by charitable aid or donations.
 2. Love of humankind in general.
 3. Something, such as an activity or institution, intended to promote human welfare.
- In short Philanthropy is the giving up of your **time**, **talent** and **money** in order to find **solutions** to problems in society – *Time, Talent & Money will be emphasised throughout.*

Opportunities for Interaction

- Has anyone ever given money to charity? A show of hands please...
- Has anyone ever taken part in: a dress down day; Comic Relief; Children in Need; sponsored walk, run or silence? A show of hands please...
- Has anyone ever bought a charity wrist band, a copy of The Big Issue, or given clothes to a charity shop or clothes bank? A show of hands please...
- These are all examples of charity in action – raising funds for & supporting good causes – and as you can see there wasn’t a hand in the room that stayed down.

Impact Statement

“Now Philanthropy is like charity, however philanthropy is far more involved. Philanthropists are equally interested in supporting good causes and the issues they care most about. However, philanthropists acknowledge that money alone cannot solve the big issues that affect society. Philanthropists aim to understand the **root cause of problems**, and through using their time, talent & money they aim to make a significant and lasting impact on the issues they care most about. It is only by really understanding the problem or issue that philanthropists can decide how to make that impact.

Philanthropists are really engaged and passionate about the issues they care most about. Philanthropists are creative in how they approach problems and find solutions. Fundamentally, philanthropists care deeply and want to do far more than simply write a cheque or put their hand in their pocket.”

Slide Three: Context

- This slide provides an opportunity to introduce a number of high profile philanthropists and highlight their approach to philanthropy and philanthropic work.

Opportunities for Interaction

- With each click a famous philanthropist will appear. Open discussions by asking whether anyone knows who he/she is, and what they are famous for? Raise a hand please...
- As each philanthropist is identified you can provide a brief biography of their philanthropic work, reiterating that each of them have one thing in common – that they use their **time, talent & money** to make a difference.

Bill Gates

- Founder of Microsoft & worth approximately \$56 Billion
- It is Bill Gates intention to give 95% of his family wealth to charity.
- Together with his wife, Bill Gates established the Bill & Melinda Gates Foundation- the largest charitable foundation in the world.
- The primary focus of the Bill & Melinda Gates Foundation is their Global Health Programme that supports global vaccination programmes targeted at TB and the eradication of Polio, in addition to HIV research.

Julie Toskan Casale

- Less recognisable person, although many will recognise a MAC Cosmetics bag.
- Founder of MAC Cosmetics & the YPI Programme
- Set up the Toskan Casale Foundation
- Focused on creating and supporting more compassionate communities
- Their primary focus and belief that in order to make that change, it’s about engaging young people in the process – they are the change makers, the opinion formers and decision makers of the future.

Opportunity for Extension

- Are there any famous local philanthropists in your local area? (e.g. Andrew Carnegie in Fife)

Slide Four: Context

- This slide provides the opportunity to explore what connects those famous philanthropists and this year’s participating students.

Opportunities for Interaction

- Does anyone recognise these young people? A show of hands....
- Can anyone guess what connects these young people with the famous philanthropists we just discussed? A show of hands...

Impact Statement

“These students are just like you. A short time ago they were introduced to philanthropy and took part in YPI Scotland. Are they famous? No. Are they multi-millionaires? No. Have they launched a make-up line? Probably not. However, like Bill & Julie all these students are philanthropists.

Remind me again what are the three things you need to be a philanthropist? **Time, talent & money.** Through YPI Scotland your school and your teachers have provided you with the **time** needed to take part; through YPI Scotland The Wood Foundation has provided the **money** needed to make a genuine impact in your local community; and within this room there are undoubtedly the students with the **talent, skills and knowledge** needed to make a difference. You may not know it yet, but you are the next generation of philanthropists - the decision makers and opinion formers of the future – and over the coming weeks you will have an opportunity to contribute to your local community.”

Slide Five: Context

- This slide provides a brief opportunity for students to ‘think like a philanthropist’ and consolidate student understanding with regards the distinction between charity and philanthropy.
- Through a simple exercise/discussion we want to explore a number of examples that begin to draw out the difference between charity and philanthropy, and demonstrate a philanthropic mind-set.

Opportunities for Interaction

Please approach this exercise with your own delivery and presentation style in mind, and tailor as appropriate to the audience. The information below is provided purely as an example. There are a number of different approaches in support of the learning central to this slide.

- We are often drawn to give through a combination of: events in our life; our personal and collective values (what we care about); our heartfelt care & concern about a problem, experience or disaster (whether natural or humanitarian). This response to help and to give is very natural, very honest, very human.
- Can anyone think of an example they’ve experienced, or seen within their school & community or on the news, of that giving response? A show of hands...
 - *Examples will likely include: school fundraising events; collections & donations to local foodbanks; clothing appeals in response to natural disasters or humanitarian crisis (e.g. Syrian Refugees). With each response due praise should be given, the core message being that these are all fantastic examples of charity in action and our inbuilt reaction to help.*
- Now, giving to every cause that elicits emotion may feel right in the moment. However, unplanned or inconsistent giving may not create lasting charitable impact. Philanthropists are deeply moved by the issues they care most about. However they balance that heartfelt reaction to help, alongside their *head response to think, develop ideas, understand root cause, and problem solve.

(*http://changingminds.org/explanations/preferences/head_hands_heart.htm).
- **Philanthropists:**
 - Apply business-like methods when making decisions and social investments.
 - Invest more than simply money in their causes: time, talent and money being the core features of philanthropy.
 - Don't believe in giving handouts. They want to help others to help themselves.
 - Want to work in partnership with others: schools, government, and other organisations.

Please use any of the following examples to support & develop student understanding about philanthropy. All are examples taken from recent news & events. You may wish to develop and share examples that you have come across:

Disasters:

- The 2015 Nepal earthquake killed more than 9,000 people and injured more than 23,000. A massive programme of activity followed with regards global fundraising and logistical & emergency services support on the ground. So moved

by this disaster, a small group of adults in Central Scotland pulled together donations to fund their own travel to Nepal to help.

- What do you think about that response? A show of hands... *Most students would offer praise for such efforts.*
- The reality of this example of social action was very different to what they set out to achieve. This group unwittingly took up limited travel availability in and out of Nepal; on the ground they became a further logistical issue to contend with (where would they sleep, what would they eat, could they be kept safe, did they have adequate clothing to suit the environment). Critically, they didn't have the relevant expertise or skill set needed in country – medical training; skilled trades; language & cultural intelligence.
 - What are your thoughts now? A show of hands... *Students may suggest that this groups enthusiasm, commitment & fundraising efforts could have been directed more effectively. Perhaps local awareness raising was the better approach.*

UK Drowning:

- Around 400 people needlessly drown in the UK every year and thousands more suffer injury, some life changing, through near-drowning experiences. Putting this into context, one person dies every 20 hours in the UK and drowning is the third highest cause of accidental death of children in the UK.
 - How might a philanthropist approach this issue? A show of hands... *Examples may include: water safety education; programme of swimming lessons; enhanced lifeguard provision; increased investment in RNLI or local infrastructure.*

Homelessness:

- There are currently in excess of 35,000 homeless people in Scotland. Many of you will have come across people sleeping rough or begging in shop doorways or High Streets. Have any of you ever felt compelled to offer some spare change, a hot drink or a bite to eat? A show of hands...
- A recent news story highlighted an altogether different approach to this issue. Social Bite is a sandwich shop, much like Subway Sandwiches. However this business has a social dimension in that it is focused on the issue of Scottish homelessness. As opposed to directing money to individuals affected by homelessness, they direct company profits to organisations best placed to challenge the root cause of homelessness. Also, knowing that one of the principle causes of homelessness is unemployment, Social Bite provides opportunity for work experience, employment and training to homeless people.
 - What are your thoughts on this different approach to the issue of homelessness? A show of hands... *Students may suggest that the Social Bite model is more intelligent, targeted or impactful.*

Impact Statement

“I’m sure you will now be wondering what the overall point of this exercise was? In short, you demonstrated two very important things. When faced with a straightforward problem and a straightforward decision, your response was brilliant – you give, you act in charitable way, you help. You were then faced with a number of different examples and problems that required you to think very differently, this required you to think like a philanthropist. You immediately started to think about the root cause of different problems and how best to fix them. That’s what philanthropists do. You started thinking about the infrastructure needed to support the issue whether that be skilled people (e.g. engineers & emergency services) or equipment (e.g. medical supplies); and early intervention through education (e.g. teach them to swim or education around water safety). You also explored non-traditional ways of supporting and challenging an issue – looking at the root causes of big problems such as homelessness and finding solutions. What you have demonstrated is that you can indeed think like a philanthropist, and that is exactly what you will be asked to do through YPI Scotland.”

Slide Six: Context

- This slide provides an opportunity to detail the YPI process.
- Before doing so you may wish to play the 'This is YPI' video available at www.YPIscotland.org.uk. Please follow the link: <http://ypiscotland.org.uk/delivery-resources/videos/>

The Launch

- Students are introduced to YPI Scotland and philanthropy
- Students are provided with an overview of the process they are about to embark on, and given guidance & top tips about how best to get the most out of the programme

Form Teams

- Following the launch, the programme is progressed in the classroom and led by your teachers
- Students work in small teams (between 3-6 people) & begin to explore local social issues in greater detail

Research

- Each team works together to discuss and agree on the one issue they collectively feel most passionately about
- Each team begins to research and shortlist the local charities actively doing something about this issue in their community

Choose a Charity

- Once again each team will discuss and agree on **the charity** they will focus their efforts on for the remainder of their YPI programme
- Each team will confirm that their chosen charity is registered with OSCR and has a local community presence

Charity Contact

- Without question the most important part of YPI; the part that brings the programme to life
- Each team is actively encouraged to: establish contact with their chosen charity; to conduct interviews; to arrange visits & meetings; to establish a deep understanding of their chosen charity and what impact they are having.
- A visit to the charity premises is often cited at the most important part of YPI, however meaningful contact can also be established in school or via phone/email.

Present

- All teams package together a 10 minute presentation that pulls together all learning & research, and shares the story of their chosen issue and charity.
- Each presentation should aim to cover: information about the issue they chose and why; the charity they chose and why; an overview of the charity's local work/impact; and a clear business case with respects the £3000 YPI Grant.

YPI Finals

- Your school will host a YPI School Final where the best, most engaged teams will present against one another in front of a panel of judges chosen by the school. The winning team's charity will be awarded the £3000 YPI Grant.
- The main things that the judges are looking to see include: your passion and enthusiasm for your chosen issue & charity; they want to hear about your experience of working with the charity; and they want to know what local impact the £3000 YPI Grant will have.

Slides Seven-Twelve: Context

- These slides provides an opportunity to explore social issues in greater detail, and highlight that every community in Scotland is affected by a whole host of social issues – some obvious and some less obvious.
- This is also an opportunity to reiterate the importance of choosing an issue that they care about or have a connection with.
- Further, this slide provides an opportunity to reiterate that YPI is solely interested in social issues; issues that affect people. Therefore, animal charities (e.g. RSPCA, RSPB) or environmental charities (e.g. WWF, Friends of the Earth) are not eligible.

Opportunities for Interaction

- Each image represents a different social issue, the aim being to identify the obvious issue and explore a number of contributing factors/issues. The following example is based on homelessness:
 - o Can anyone identify the social issue this image depicts? A show of hands.... Homelessness, correct. A very obvious and significant issue that affects communities the length and breadth of Scotland.
 - o However, you don't all of a sudden become homeless. Can anyone think of other social issues that may contribute? A show of hands... This exercise allows students to begin to explore the range of social issues out there. Suggestions of contributing factors to homelessness will likely include: unemployment, family breakdown, drug & alcohol misuse, abuse, lack of education, mental health, and disability.
- The same exercise can also be applied to the other images. In the context of cyberbullying other issues including mental health (self-esteem, depression), loneliness/isolation, addiction to social media and internet safety can be explored. In the context of dementia or care for the elderly other issues including respite, palliative care, or poverty can also be explored.
- Finish the series of slides by offering students a moment to consider all the issues they can think of in their community. Encourage students to think about people they may know who have been affected by a social issue – peers, family members, neighbours. Encourage students to think about recent news headlines that highlight local social issues – e.g. recent redundancies, community facilities closing, a foodbank opening, etc. Impact Statement “Whatever the issue you choose as a team, it is important that you choose something you all agree upon and care about; an issue you all feel is relevant & important; an issue that gives you that spark of enthusiasm.”

Impact Statement

“Whatever the issue you choose as a team, it is important that you choose something you all agree upon and care about; an issue you all feel is relevant & important; an issue that gives you that spark of enthusiasm.”

Slide Thirteen: Context

- This slide provides the opportunity to highlight and explore the sheer number of registered charities in Scotland (stats taken from OSCR.org March 2017)
- With over 24,000 registered charities in Scotland, the third sector is both a significant service provider and employer
- Highlight that each and every one of these charities exist as a result of identified local need, with most social service charities filling gaps or shortcomings in statutory provision
- This slide also shares a breakdown of total registered charities in each of Scotland's local authority regions. Once again this is important in highlighting the scale of the third sector within each and every Scottish region

Impact Statement

“There are literally hundreds of local charities on your doorstep. Some are obvious with shops on the High Street or a presence in your school; whereas others you will never have heard of and will be surprised to learn that they even exist. Once you have chosen your social issue, selecting and researching the right local charity is the next big step. Remember, as well as identifying an organisation that is doing good work locally you also have to consider the actual impact £3000 may have upon their services.”

Slide Fourteen: Context

- This slide provides the opportunity to emphasise the importance of choosing a charity where maximum financial impact might be achieved.
- As our 'pie chart' demonstrates, with 57% of registered Scottish charities operating on less than £10,000 per year, it is important that students are encouraged to explore their chosen charities finances as well as their remit and charitable objectives.
- In the context of YPI Final Presentations, a key fact to include would be your charities annual income, and the potential impact of the £3000 YPI Grant. To a charity with an annual income of less than £10,000 one could suggest that £3000 would have a significant impact on their overall service. In contrast, it may be difficult to argue the impact of £3000 on a charity with a six figure or multi-million pound annual income.

Impact Statement

“So far we’ve identified that social issue and charity choice is important. However, a core feature of YPI Scotland is that you are responsible for a very real £3000; and you are responsible for ensuring that money is directed to the local charity that needs it most. Whilst considering the services your charity provides, you must also research and explore the income and expenditure of your chosen charity. With 57% of those 23,000 Scottish charities operating on less than £10,000 per year it is important you pull together the facts and build your argument as to why your charity should receive that £3000. Will £3000 make a significance difference to a charity with a multimillion pound budget? Possibly not.”

Slide Fifteen: Context

- This slide provides the opportunity to reiterate that all charities eligible to receive the £3000 YPI Grant must be **social service** focused and **registered on OSCR** – the Office of the Scottish Charity Regulator.
- To confirm that your chosen charities are registered you must access the OSCR database
- The OSCR website – www.oscr.org.uk – is also an invaluable tool when it comes to researching local charities. The website provides:
 - o Searchable database of all registered charities, with advanced settings to filter by region, remit, and budget.
 - o Details about each registered charity – registered address, webpage (where available), income & expenditure totals, purposes.
- At this point you may also want to highlight other approaches to identifying local charities, for example:
 - o Newspaper archives
 - o Community Noticeboards
 - o Community Learning & Development Teams
 - o Voluntary Action Scotland – www.VAScotland.org – the umbrella body for all 32 Third Sector Interfaces

Slide Sixteen: Context

- This slide provides the opportunity to emphasise the importance of charity research in relation to success through YPI Scotland
- It is important that class based research is supplemented by active research with your chosen charity through phone calls, emails, meetings and site visits
- At the YPI School Final the judges will want to see that each team has gone beyond simply reading a leaflet or visiting a website, they will want to hear about your charity visit or meeting, what you learned and what impact this had on you.

Impact Statement

“You have two real challenges when it comes to putting together your YPI presentation. The first is balancing class based research with direct charity contact through visits, meetings, emails and phone calls. At your YPI School Final the judges will want to hear about your experience of working with your chosen charity, as well as information about their local provision and impact. Through your research the judges will want to see how invested you are in your chosen charity. Did you go the extra mile? Also, remember

that your research will allow you to prepare a strong and compelling case about the impact £3000 might have on your charity: the judges will want to hear far more than “*the YPI Grant will make such a difference*”; they want to know how the grant will make a difference; provide examples; and be specific.”

Slide Seventeen: Context

- This slide provides the opportunity to emphasise the importance of creativity when it comes to YPI presentations, as there are many ways to present information in an interesting and engaging fashion.
- It is also important to highlight that teams will be presenting against one another, therefore how they stand out from one another is important and often a marker of success.
- Incorporating distinct, creative elements will undoubtedly add value. Examples include:
 - o Video diaries, animations or photographs
 - o Poetry, music or dance
 - o Props, PowerPoint or Prezi
- It can be tempting to use slick, professionally produced, charity marketing materials and video packages, however these offer no value when it comes to the judging process.

Impact Statement

“Your research is vital, however your presentation has to appeal to both hearts and minds. You may have undertaken the very best of research, but if your presentation puts the judges to sleep you are unlikely to secure the YPI Grant. As a team it is important you look at your strengths and talents, and identify how you can best deliver your YPI presentation in a creative and impactful way. Within your team you may have a photography enthusiast or a poet; you may have someone who could create an excellent video diary of your charity visit or someone who is a very natural & confident public speaker. Whichever way you choose to deliver your presentation it is important to stand out and showcase your talents. Think outside the box.”

Slide Eighteen: Context

- This slide provides a final opportunity to reiterate that a very real £3000 grant is at stake through YPI
- *You may wish to share a creative video example at this point.*
- Students must ultimately convince the judges that their chosen charity is most deserving of the YPI Grant. Students should demonstrate how they have ‘thought like a philanthropist’.
- To do this students must present a clear business case – a Killer Idea – that makes it clear what £3000 might do for their chosen charity.
- Students should again be encouraged to be explicit and realistic when presenting their ‘Killer Idea’ for the £3000 YPI Grant.

Opportunities for Interaction

- This is perhaps an opportunity to provide a number of examples and take feedback from students.
- For example, what would be your response if I was to state “*Our children’s charity would be so pleased to receive £3000. It will make such a difference.*” Does this excite you or fill you with enthusiasm?
- In contrast, what would be your response if I was to state “*Our children’s charity would benefit significantly if they were to receive £3000. This grant would allow them to open and facilitate an additional youth drop-in session each week for the next 18 months. With current demand outstripping capacity, this additional session would allow our charity to differentiate sessions and meet demand. The £3000 would cover staffing costs (300 hours at £7/hour = £2100), alongside the cost of 4 replacement iPad minis (4 x £225 = £900). The addition of this drop-in session will also alleviate pressures within the local community by providing a positive alternative.*” Discuss?

Impact Statement

“The Deal Clincher? Maker is the final piece of puzzle. You’ve worked well as a team. You’ve chosen a social issue you care about. You’ve researched your charity, you’ve made contact with them, asked them some tough questions, hopefully left the classroom behind and visited them yourself. You’ve pulled together all your learning into an interesting and creative presentation. You’re

well prepared, you know your stuff, you've made it to your YPI School Final. The judges like what they hear, they've bought into what you are saying. Now they want to hear why the £3000 should go to your chosen charity over anyone else's...

It is at this point where many teams have fallen down. The judges need to be convinced and this is your chance to convince them beyond doubt that your charity is the winning charity. Don't over complicate things, don't be over ambitious, but simply identify and detail the specific impact £3000 would have on your chosen charity. Examples shared at previous YPI Finals include: a 5 day respite break for 6 young people affected by poverty; replacement neonatal cot for the premature maternity unit; support charity volunteer training programme for the next 12 months; fully kit out a reserve lifeboat auxiliary volunteer."

Slide Nineteen: Context

- This slide provides the opportunity to wish the assembled students good luck, provide a summary of key points, and signpost them towards the YPI Scotland website & social media information.
- Key summary points are as follows:
 - o Philanthropy is the giving up of your **time, talent** and **money** in order to find **solutions** to problems in society.
 - o You are responsible for a very real £3000 YPI Grant
 - o How you work as a team and choose an issue you all care about is of paramount importance
 - o Do not underestimate the importance, value and impact of making a meaningful connection with your chosen charity – if you can, get out of the school and visit the charity.
 - o Be innovative and creative in how you prepare and present your YPI presentation
 - o Be clear about the potential impact £3000 would have on your chosen charity.

Good Luck!