YOUTH AND PHILANTHROPY INITIATIVE SCOTLAND

YPI Scotland
Delivery Resource

2026/2027 Edition





The Wood Foundation

Operational Manager
and Principal Funder
of YPI in Scotland

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The Wood Foundation

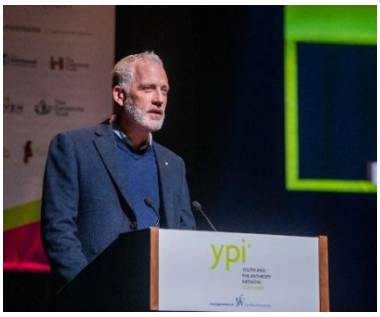
The Wood Foundation is a venture philanthropic organisation, a proactive investor, project manager, and partner in societal, education, and economic development in Sub Saharan Africa and Scotland.

It was established in 2007 by its Founder and President Sir Ian Wood KT GBE and his immediate family to empower communities, advance education, and foster enterprise to create long-term opportunities and brighter futures.

The Wood Foundation is a committed and connected partner in education, having engaged hundreds of schools in its innovative programmes and investments since 2008.

Identifying opportunities to optimise the potential of Curriculum for Excellence to empower the next generation of successful, active citizens has led to the development and delivery of programmes which address issues such as youth philanthropy, primary STEM, and transformational change to learning and teaching approaches.

The Youth and Philanthropy Initiative (YPI) is the biggest independent programme being delivered through Scottish education, empowering tens of thousands of young people each year to make a difference in their communities. Through teamwork, research, and competition, young people advocate for social issues in their communities in a bid to secure their school's £3,000 grant.



Thank you for your commitment to The Wood Foundation's Youth and Philanthropy Initiative (YPI).

As educators, you are at the heart of this programme's success. YPI would not be possible without your dedication, leadership, and support. Thank you for the vital role you play in making YPI such a powerful force for good.

With sincere appreciation,

Garreth Wood, Chairman, The Wood Foundation

With thanks to our Funding Partners

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This resource supports teachers to deliver an impactful, structured YPI programme which empowers students to be active citizens through a powerful learning and teaching experience.

Further materials and inspiration can be found at:
www.ypiscotland.org.uk

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Introduction to YPI

Youth and Philanthropy Initiative Scotland

The Youth and Philanthropy Initiative (YPI) is a powerful active citizenship programme, empowering young people to make a difference in their communities. YPI engages a full year group of students, developing skills and confidence through a contextualised learning experience. The programme raises awareness of social issues and local charities and is a vital means of devolved, locally driven grant-making.

280
schools delivering YPI in 2026/27

£9.3M
has been granted to charities across Scotland since 2008

430,000
students engaged in YPI since 2008

32
local authorities delivering YPI in 2026/27

Professional and Shared Learning Opportunities

The Wood Foundation is a GTCS-accredited provider of professional learning and is committed to promoting critical enquiry and innovation, acknowledging that informed and confident practitioners are essential for enabling young people to succeed in learning, life, and work.

YPI has been endorsed by Education Scotland as a programme offering high-quality professional learning and leadership opportunities. We offer opportunities to evaluate the impact of the YPI programme through our facilitated support model, practice sharing events, as well as regional sessions and national online events to support programme delivery and practitioner-led collaboration, inspiration, and continuous personal development. All upcoming opportunities can be found on the YPI website.

National Partnerships

We work with a range of likeminded partners including:

Young Scot has a national partnership with YPI which celebrates and recognises the contributions of young people taking part in the YPI:

- Students will receive 2000 Young Scot points for participating in the YPI process.
- The Young Scot Rewards points codes will be sent to the YPI Lead Teacher following their YPI Final Showcase. Young people who have a card can sign up to Young Scot Membership where they can redeem their points and access a range of opportunities.

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Using the YPI Delivery Resource

Successful Delivery of YPI

YPI is most successful when there are clear frameworks within which students can develop their autonomy and take responsibility for their learning. This YPI Delivery Resource is divided into four parts:

- Part One (*15% of programme time commitment*): Understanding social issues and my community
- Part Two (*15% of programme time commitment*): Exploring the third sector
- Part Three (*35% of programme time commitment*): Charity selection and active research
- Part Four (*35% of programme time commitment*): Presentation development and YPI showcase

Using the YPI Delivery Resource

YPI can be delivered to a broad age range (S1-S6) and through several different subject areas. As a result, YPI and our associated resources have been purposefully designed to be flexible in their use and application.

Within this resource you will find:

- **Example content plans, learning intentions and success criteria** for each part. These are designed to be adapted, acknowledging the variance in curricular models and delivery year groups. They aim to provide guidance on the core delivery themes. Please note: *each content plan is likely to extend beyond one lesson.*
- **References to student worksheets** (housed in the **Student Workbook**) **and the YPI PowerPoint.** These can be downloaded from the School Zone. The Student Workbook and PowerPoint are editable documents that provide an adaptive framework from which schools can develop their own YPI delivery materials ensuring they are fit for each context. There are also digital versions of the student workbook available.
- **Digital Student Workbook**. We have developed digital versions of the Student Workbook in Microsoft, Google, and iPad Keynote formats, allowing teachers to assign, track, and support real-time collaboration through Teams or Google Classroom. For access to these get in touch with your Programme Officer.

Skills Framework

YPI is a real-world learning opportunity that brings the curriculum to life whilst developing essential skills for learning, life, and work. Throughout the resources links are made between YPI and meta-skills, as outlined within Skills 4.0: A skills model to drive Scotland's future, and the Skills Experience Tool on My World of Work. By clearly identifying and defining how YPI is aligned to a skills framework, the resources enable learners to both understand and articulate their development and how this feeds into their progressive skills journey.

This resource highlights the most pertinent skills that are being developed within each part. These are not exhaustive but aim to provide a stimulus for discussion between teachers and students relating to their skills development. These YPI Skills Posters have been developed to support thinking and discussions about skills.

- **Manage yourself (Self-management)** - Taking responsibility for your own behaviour and wellbeing.
- **Work with others (Social intelligence)** - Awareness of others' feelings, needs, and concerns to effectively navigate and negotiate complex social relationships and environments.
- **Create change (Innovation)** - The ability to define and create significant positive change.



Image from: Skills Development Scotland. 2018. Skills 4.0: A skills model to drive Scotland's future.

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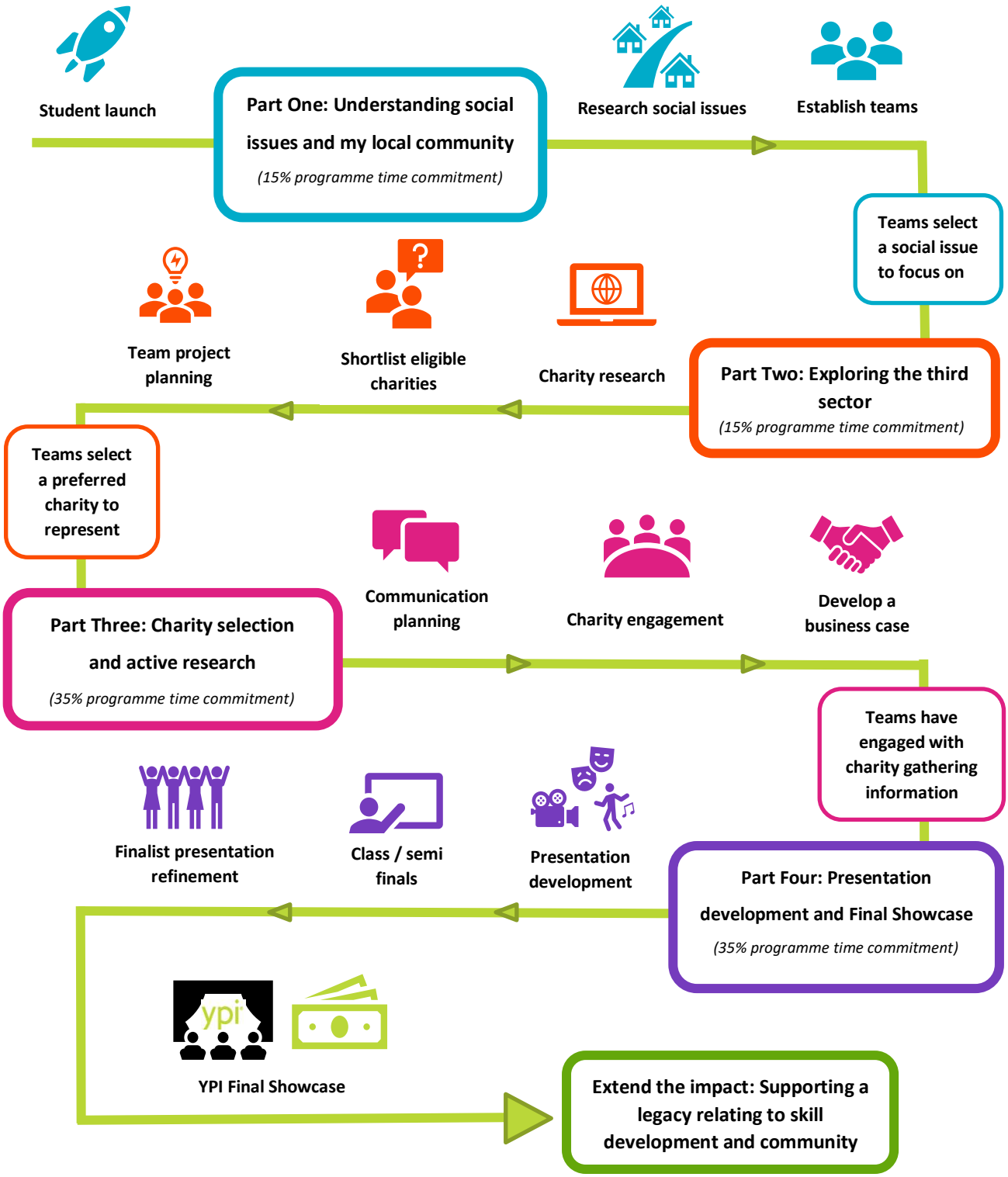
Using the YPI Delivery Resource

The YPI Lead Teacher is responsible for developing a clear programme timeline, which will be shared across the delivery team. This will include the following programme milestones:



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Student Care and Ethics

During the programme, students will be asked to identify, discuss and explore different social issues within their local community. It is important to recognise that everyone has the right to share their voice, experiences, and perspective. However, no one should feel pressured to reveal personal issues during YPI and teachers should be aware that sensitive and potentially triggering issues might be discussed.

Please encourage your students to let their teacher, a trusted adult or parent/carer know if they feel uncomfortable or upset by any of these discussions and appropriate support should be provided.

Personal Stories

Students do not need to share personal stories relating to a social issue, event, or charity in order to be valued or heard. A personal story is not necessary to help people understand that the charity is doing valuable work. How students speak about the charity, the information presented, and the creativity in the presentation are all valuable ways to share the charity's story. If it is felt that a personal story brings to life the work of the charity, students could consider anonymising it in such a way that protects the privacy of those involved.

Students may still decide that they would like to share a personal experience in a classroom setting or in their presentation. Although they may have felt empowered to do so in the moment, they may feel differently afterward. Consider who needs to check in compassionately with those who do choose to share something personal.

More information on personal stories, permissions, and digital imprint is available in our Student Resource – Self Care and Those Around Me. Please share and discuss this with your students.

Risk Assessment and Safeguarding

Empowering your students to have in-depth charity contact is fundamentally important. It is a pivotal part of the process and can be a turning point for students - it opens their eyes, brings social issues to life, and can be truly transformative. Meaningful charity contact beyond the charity's website should enable collaboration; this might be through emails, phone calls, a virtual meeting or an in-person meeting at the school or by visiting the charity.

Where this is possible, depending on age, stage and location, schools should follow their own safeguarding policy and carry out their own risk assessments accordingly. Often charities will have their own safeguarding policy for working with young people, ensuring that PVG disclosures are in place for example.

Teamwork

An important aspect of YPI is enabling young people the opportunity to work with others, thereby developing teamwork skills of empathy, compromise and communication. Students, therefore, should work in teams of approximately three to five people. If a young person has additional support needs and is unable to work within a team, they should be allowed to take part, given the appropriate support they require and thereby be eligible to win. If a young person does not want to work within a team for any other reason, they are more than welcome to take part in the YPI process, including representing a charity to raise awareness of the social issue up to the class semi-final, however they should not take part in a YPI final as they will not be eligible for a YPI grant. Should a student present on their own at a final due to absences in their team, they will still be eligible for the grant.

Teachers can decide how teams are formed, with the following considerations:

- Common interest in a particular social issue.
- Complementary student strengths, either based on an informal survey or existing knowledge.
- Asking students to identify one person they want to work with and pairing those pairs to form a team of four.
- Own choice of team.

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Student Launch

The launch timing and structure will be agreed with your school's YPI Lead Teacher, working closely with the Senior Leadership Team and YPI Programme Officer.

All launch resources, including a launch video, practitioner guidance and PowerPoint can be accessed at www.ypiscotland.org.uk/school-zone/.

Learning Intention

- To introduce the programme to participating students and delivery teachers, providing an overview of the YPI process as well as exploring the key concepts of philanthropy and social issues.

Success Criteria

- I understand the process of YPI and end goals.
- I understand and can articulate the difference between charity and philanthropy.
- I can identify some social issues that are impacting on my local community.
- I discuss social issues which I feel most passionately about.

Maximising the Impact of the Launch

- **Introduction from the Head Teacher or member of the Senior Leadership Team** - supports students' understanding of why they are taking part and emphasises the value and esteem of the programme.

- **A brief input from a group of previous participating students** - demonstrates first-hand the impact of the programme at a peer level.

- **Third sector input from a charity that has benefited from a YPI grant** (either in person or written/video testimony) - showcases the tangible local impact of YPI.

This multi-stakeholder approach to the launch enriches the introduction of YPI by demonstrating clear value, outlining what students can expect from the programme, and challenging them to engage and participate fully.

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Part One:

Understanding social issues and my local community

Learning Intentions

- To revisit the purpose of engaging in the YPI process.
- To understand what a social issue is.
- To understand the importance of teamwork for YPI.
- To select a social issue as a team to focus on for YPI.

Success Criteria

- I can explain the benefits of engaging in YPI.
- I can explain what a social issue is and research different social issues in my local community.
- I can evaluate the qualities required for an effective team and discuss these with my YPI team.
- As a team, we can evaluate and reach a consensus on the social issue that we will focus on.

Key Milestones



Skills

Manage yourself	Work with others	Create change
Focusing	**Feeling**	**Curiosity**
Concentrating	Social conscience	Observing
Engaging	Empathy	Questioning
Sorting	Respect	Researching
Filtering	Sense of responsibility	Recognising problems

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1. Understanding social issues and my community

Understanding Social Issues

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

YPI Delivery PowerPoint	**Appendix 1: Diamond 9 template** **Appendix 2: Social issues window activity**

Suggested Content Plan *(these may extend beyond one lesson)*

Use the **YPI PowerPoint** to share learning intentions and skills development opportunities for Part One with students.

1. Connecting back: Introduce YPI to the class

- **WHY?** Let your students know why your school is participating in YPI this year. Take an opportunity to give them insight into what excites you as their teacher about the programme.
- **WHAT?** Outline the skills and awareness that they will develop through a combination of in-class learning and practical, hands-on experience in their community.
- **HOW?** Provide an overview of the YPI process, highlighting any key dates and deadlines.

2. Think, pair, share

- Think: Ask students to think about what a social issue is. Can they give a definition? An example? Both?
- Pair: Ask students, with their shoulder partner, to share in 30 seconds what they thought a social issue was.
- Share: Anybody in the class can be called upon to share what their partner has said.

3. Class discussion

Social issues are challenges people face, often due to circumstances out-with their control.

- Brainstorm a list of social issues that affect your **local** community as a class.
- How are social issues interconnected with one another?
- Which local social issues are most important/troubling to the class?
- What is being done in our community to tackle these issues? Who is taking action?
- How do these social issues challenge the rights of people in our community? (e.g. homelessness challenges the right to housing: if this is a human right, why does it continue?)

4. Activity: Exploring social issues

There are a variety of ways that you can support students to discuss and prioritise social issues. The goal of this activity is to determine which social issues are important to individuals and teams. Example activities include:

- **Diamond 9**: Ask students to complete a social issue Diamond 9 (see Appendix 1: Diamond 9 template).
- **Put your money where your mouth is**: Ask students to reflect on how they would allocate a set budget across a range of social issues. The aim is to explore which social issues they feel most passionately about, this can be interactive.
- **Your social issue window**: Ask students to reflect personally on social issues they are aware of before reflecting on this within small groups. See Appendix 2: Social issues window activity.

5. Activity: What is important to me?

- Ask students to reflect on the biggest social issue that they feel is impacting their local community and why. You may wish to ask students to note this on post-it notes.

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1. Understanding social issues and my community

Social Issue Research and Team Planning

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

YPI Delivery PowerPoint	**Student workbook – 1. Team interests: social issues** **Student workbook – 2. Researching our social issue** **Student workbook – 3. Part one: My skills journey**

Suggested Content Plan *(these may extend beyond one lesson and access to IT would be beneficial)*

1. Reflection: Social issues

- Ask students to reflect and write down what they think is meant by the term social issue.

2. Activity: Understanding the importance of teamwork in YPI

- Develop an activity that has students reflect on the qualities of an effective team. Ask students to identify different roles and explore the value of these within an effective team. You may wish to:
  - Ask students to complete teamwork self-assessments to evaluate their strengths and areas for development.
  - Discuss and establish, as a class or within each group, a set of rules to adhere to.
  - Conduct a team building activity.
  - Ask teams to create a team identity.

3. Teamwork: Choosing a social issue to address as a team

- Ask teams to revisit their social issue research and complete **Student workbook - 1. Team interests: social issues.** The aim of the exercise will be for students to ultimately identify a social issue that they will focus on throughout the YPI process.
- Ask students to complete **Student workbook - 2. Researching our social issue** as a team.

4. Class discussion

- Why did you choose this social issue to research?
- What surprised, moved, or shocked you from what you learned about the social issue?
- What attitudes/behaviours do you notice in yourself and others about this issue? Does this surprise or bother you? Why/why not?
- What perceptions or stereotypes can you find about the social issue in the media?
- What attitudes/behaviours do you hope to challenge most around this issue?
- Does what you've learned on this issue open more questions you're curious about? If so, what?

5. Activity: Skills development

- Ask students to complete **Student workbook - 3: Part one: My skills journey.**

Part One: Possible extension activities

- **Social issues and the media**: What kind of articles or social issues do you see on social media, in newspapers or on tv? What social issues are highlighted and is this representative? You could explore media bias within this exercise.
- **Root causes of social issues**: Expand the discussion on possible root causes and interconnected effects of different social issues. The discussion can be supported, for example, with case studies, or by comparing news articles.
- **Persuasive communications**: Ask teams to debate why they feel their social issue is the most pertinent within the local community. There is nothing like a debate to get students animated.

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Part Two:

Exploring the third sector

Learning Intentions

- To better understand how the third sector and charities operate.
- To reflect on how charities evaluate outcomes and impact.
- To fully understand the YPI eligibility criteria.
- To research and further understand the impact of three shortlisted charities on the local community.
- To reach a consensus on which charity will be focused on for YPI and prepare a team project timeline.

Success Criteria

- I understand how the third sector operates.
- As a team, we can research and evaluate the impact of three eligible charities.
- I can evaluate charities in detail, considering outcomes and impact on the local community.
- As a team, we can evaluate and reach a consensus on which charity we will focus on for YPI.
- As a team, we can successfully work together to develop a project timeline.

Key Milestones



Skills

Manage yourself

Adapting

Positive attitude
Reflecting
Being resilient
Persevering

Work with others

Communicating

Listening and reading
Talking and writing
Working with technology
Giving information
Receiving information

Create change

Sense making

Analysing
Understanding
Recognising opportunities
Recognising patterns

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2. Exploring the third sector

Understanding Charities: Outcomes & Impact

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

YPI Delivery PowerPoint	**Student workbook – 4. Sample charity profiles** **Student workbook – 5. Sample charity profiles - worksheet** **Student workbook – 6. Shortlisting three charities** **Student workbook – 7. Charity eligibility**

Suggested Content Plan *(these may extend beyond one lesson and access to IT would be beneficial)*

Use the **YPI PowerPoint** to share learning intentions and skills development opportunities for Part Two with students.

1. Understanding grant criteria

Before the teams begin their research, provide an overview of the YPI grant criteria referring to **Student workbook – 7. Charity eligibility.** Explain that recording many eligible charities during their research will help them better understand approaches to tackling their social issue and will give them a variety of charities to choose from for their project in case their first choice is unavailable to engage in the process.

2. Activity: Comparing sample charities

Have students review and consider each sample charity profile in **Student workbook - 4: Sample charity profiles.** How are they similar? How are they different? Students complete **Student workbook – 5. Sample charity profiles - worksheet**, followed by a class discussion guided by the questions provided in the worksheet, and focused on:

- Which charity has the greatest outcomes and impact in its community?
- If you had £3000 to grant to one of these charities, which one would you choose, and why?

3. Teamwork: Researching eligible charities

Teams should begin investigating eligible charities that they would like to research further. **This will require students to have IT access.**

- You could create a 'Need to know' list – these are questions the teams might have around charities.
- Search for up to three charities registered in the local or surrounding area. Find out what they do and who they help. Remember to use the OSCR website to check if a charity is registered and therefore eligible.
- Encourage students to think outside the box and avoid only using Google search. How might they access charities that are struggling to raise awareness in the area? Some small charities may only have social media platforms.
- Have students record the names of their top three choices in the first row of the table in **Student workbook - 6: Shortlisting three charities.**
- You might want to consider assigning members of the group roles at this stage or explore how to encourage deeper dialogue and discussion. This resource might help.

4. Class discussion

- From what you've learned so far about charities, what are some programmes, actions, or impacts that you've found inspiring? Why?
- How do you think you might be able to help charities, whether or not your team wins the grant?

5. Reflection and task

Ask students to share with their shoulder partner the most interesting fact they discovered during their research.

Task: Ask family and friends about their shortlisted charities. Have they heard of them? What is their understanding of the services that they offer? This will provide insight into perceptions that the wider community may have.

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Charity Research and Team Planning

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

Student workbook – 6. Shortlisting three charities	**Student workbook – 8. Team project timeline**
Student workbook – 7. Charity eligibility	**Student workbook – 9. Part two: My skills journey**

Suggested Content Plan *(these may extend beyond one lesson and access to IT would be beneficial)*

1. Think, pair, share

- Think: Ask students to reflect on what their families and friends knew about their shortlisted charities. Had they heard of them? Were they aware of the services they provide in the local community?
- Pair: Ask students to share in 30 seconds, with their shoulder partner. What surprised them about the responses?
- Share: Feedback to the class. Are there similarities within the class? What does this say about the charities operating locally? Are they well known? Well understood?

2. Activity: Researching three eligible shortlisted charities

Building on previous research and discussions, students will continue to investigate and compare the charities. Ask students to continue this process narrowing their choice to three charities. Ask students to complete **Student workbook 6: Shortlisting three charities.** By the end of this exercise students will choose the one they would most like to support and advocate on behalf of during the YPI process.

3. Class discussion

- Ask students to provide examples of where a charity is doing something unique or special within the community. What impact are these examples having in the short, medium, and long-term?
- What sources did students use to find out information about their social issue and charities? Discuss how to tell whether a source is reliable and why using a variety of sources is important.

4. Activity: Prepare a team project timeline

Have students complete **Student workbook - 8: Team project timeline.** This exercise aims to provide clear deadlines for students. The planning exercise is important to ensure that charities are provided with enough lead-time to engage with students successfully. *Note: this resource is available in the Student Guide as an editable document, and you can customise the items on this timeline to suit your own context.*

5. Activity: Skills development

- Ask students to complete **Student workbook – 9. Part two: My skills journey.**

Part Two: Possible extension activities

- **Financial stewardship**: Students could address the question of different kinds of impact a £3000 grant could have – e.g. Should £3000 be used to send one child with a terminal illness on a trip of a lifetime? Or should it be spent on supporting a social worker's time who would provide 100 support sessions to survivors of domestic violence?
- **Volunteering:** Ask a student in school who volunteers their time to talk about why they do this and what they get from it. Alternatively, a local philanthropist or YPI alumni may be able to give time to support this part.
- **Teamworking:** Incorporate an activity that allows students to reflect on the qualities of a team that works well. Students could be asked to complete self-assessments to evaluate their strengths and areas for improvement.

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Part Three:

Charity selection and active research

Empowering your students to have in-depth charity contact is fundamentally important. It is a pivotal part of the process and can be a turning point for students - it opens their eyes, brings social issues to life, and can be truly transformative. Meaningful charity contact is a programme requirement of YPI, and this can be approached in a variety of different ways. Connection beyond the charity's website should enable collaboration; this might be through emails, phone calls, video calls or in person either at school or at the charity's premises.

We do recommend providing **at least three weeks** for students to contact, connect with, and ideally visit their charity of choice, where possible. This does need to be flexible depending on your timetabling, charity availability and wider school support. Providing adequate time for communication with the charity representative, as well as room to change their charity selection if the first choice is unavailable is very important.

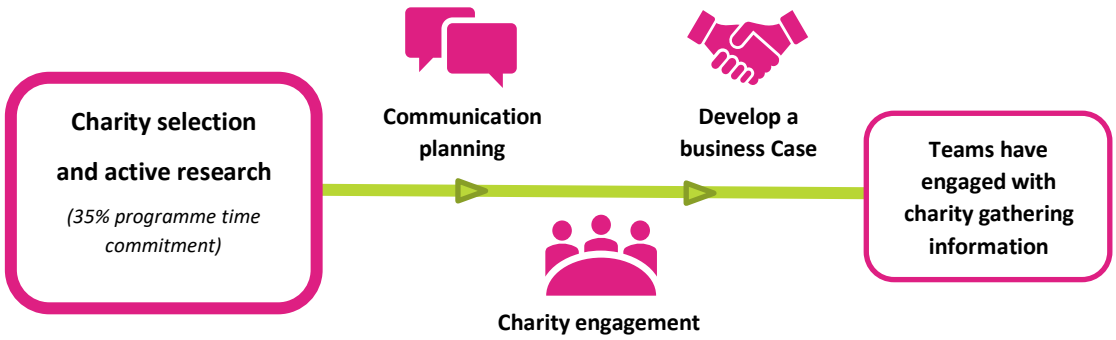
Learning Intentions

- To successfully engage with selected charities using both verbal and written communication.
- To coordinate successful charity contact.
- To gather information from the charity which will support the development of a compelling presentation.

Success Criteria

- I can coordinate and organise charity contact.
- I can use my verbal and written communication skills to successfully engage with our chosen charity.
- As a team, we can evaluate what information we require from the charity to develop a presentation which meets the judging criteria.

Key Milestones



Skills

Manage yourself	Work with others	Create change
Initiative	**Collaborating**	**Critical thinking**
Being resourceful	Building relationships	Logical thinking
Self-motivation	Teamwork	Using judgement
Taking responsibility	Compromising	Evaluating
Decision making	Cooperating	Problem solving

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3. Charity selection and active research

Charity Engagement: Initial Contact and Interview

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

YPI Delivery PowerPoint	**Appendix 3: Phone scripts**
Student workbook – 10: YPI judging sheet	**Appendix 4: Email templates**
Student workbook – 11: YPI success criteria	**Student workbook – 12: Contact your chosen charity**
	Student workbook – 13: Charity interview planning

Suggested Content Plan *(these may extend beyond one lesson and access to IT would be beneficial)*

Use **YPI PowerPoint** to share learning intentions and skills development opportunities for Part Three with students.

1. Reflection: Social issues

Have students review their shortlist of charities and reflect upon the reasons their team had for choosing its top choice. How are they positively impacting social issues in the local community?

2. The success criteria for YPI

Students review **Student workbook – 10: YPI judging sheet** and complete **Student workbook – 11: YPI success criteria.**

3. Activity: Preparing for initial contact with charities

You may wish to share **Appendix 3: Phone scripts** and/or **Appendix 4: Email templates** with the class**.** These are comprehensive resources designed to prepare students to contact their charities. Introduce students to what they should consider when reaching out to charities, and what information they need to share. Students may also share What is YPI? An Introduction for Charities to give the charity more information. Ask the teams to complete **Student workbook - 12: Contact your chosen charity.**

Unless the charity asks, it is recommended that students don't send interview questions and expect them to respond with answers via email. YPI, as an experiential learning opportunity, and should involve meaningful contact with charity representatives. *Try to help students not to be discouraged if their first-choice charity is unavailable or does not return their phone calls/emails. Often charities, for various reasons are unable to respond timely or take part in YPI. Students should move on to contact another charity from their shortlist rather than wait weeks for a response.*

4. Activity: Planning for effective charity contact

- Ask teams to create their interview questions, based on the information they need to collect and have them complete **Student workbook - 20: Charity interview planning.**
- Have students role play with these questions by doing mock interviews in advance of their visit or meeting.

5. Group discussion: Engaging with your charity

- Share definition of charity engagement: "Charity engagement is connection with the charity beyond their website which enables collaboration; this might be through emails, phone calls, video calls or in person either at school or at the charity's premises."
- Ask students to consider the following: What might engaging with your charity look like? What would make this meaningful? How will your team build a strong relationship with the charity and its staff?
- What questions can your team ask that will help you to understand the charity and its local impact?
- What else can you learn or gather from your visit that will help your team to prepare a compelling presentation?

6. Activity: How do you feel?

Ask students to reflect on their upcoming charity contact and YPI journey so far. Ask them to note down on a post-it note one thing they are excited about and, if applicable, one thing they may be apprehensive or nervous about.

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3. Charity selection and active research

Charity Engagement: Debrief & Follow-up

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

YPI Delivery PowerPoint	**Student workbook - 12: Contact your chosen charity**
Appendix 4: Email templates	**Student workbook - 13: Charity interview planning**
	Student workbook - 14. Part three: My skills journey

Suggested Content Plan *(these may extend beyond one lesson and access to IT would be beneficial)*

1. Reflection: Skills

Ask students to reflect on the skills that they demonstrated, both individually and as a team, to plan, coordinate, organise, and engage with their charity. You could draw on a team skills audit if this was undertaken previously.

2. Activity: Follow-up communication

Encourage students to thank the charity representative(s) they visited with for sharing their time and knowledge with their team with a thank you email.

Charity representatives should be kept up to date, whether a group of students makes it to their school's YPI Final Showcase, and what the results of the Final are, regardless of whether they end up winning the grant. Students should also be supported to invite charities to the YPI Final Showcase. See **Appendix 4: Email templates** for examples.

3. Class discussion: Regrouping and evaluation

- Ask students to consider: How did you feel during your experience of contacting, interacting with, and visiting a charity in your community? What challenges did you have? How did you feel after you visited the charity? What surprised you most from what you learned? In your YPI presentation, what would you want to get across to your peers? To adults? Now that you know more about your chosen charity, how do you think your skills, time, or resources could help?

4. Activity: Lasting impact

Emphasise that YPI isn't just about winning £3000 for your chosen charity, but that it is an opportunity for them to make a positive difference to a social issue, one that they now know more about after engaging with their charity. They can engage and impact their whole audience and beyond about an issue AND raise awareness for their charity.

- Ask students to write down how they could/ or plan to use their time and talent to positively impact the charity (i.e., fundraising efforts, supporting their social media campaigns, awareness raising).

5. Developing a business case

Developing a robust business case is an important part of the YPI process. Ask teams to reflect on the information that the charity was able to provide on how they will spend the money. Ask them to consider:

- How can they share financial information about the charity in an engaging and thought-provoking way?
- How can they share a convincing business case, reflecting on the tangible impact that the £3000 grant would have on the charity's operations and deliverable impact for the local community?

6. Activity: Skills development

Ask students to complete **Student workbook – 14. Part three: My skills journey.**

Part Three: Possible extension activities

- **Role of the third sector**: Having observed first-hand the vital role of the third sector, you may wish to explore the relationship between such services and those provided by the government for vulnerable/marginalised groups.

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Part Four:

Presentation development and Final Showcase

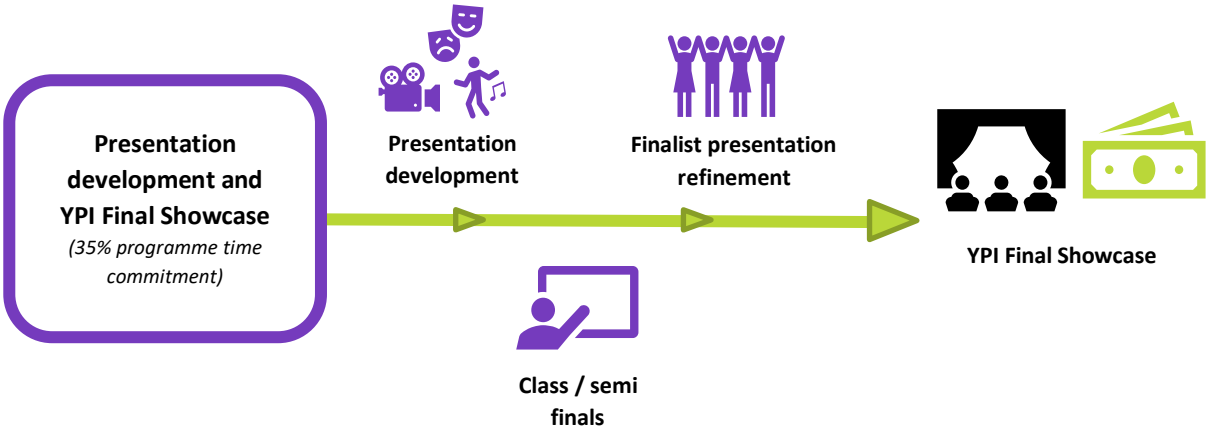
Learning Intentions

- To deliver a presentation which demonstrates a clear understanding of the chosen social issue and respective charity, including information relating to impact and outcomes.
- To develop and deliver an engaging and creative presentation which fulfils the judging criteria.
- To ensure all team members are actively involved in the presentation development process.

Success Criteria

- I can decide how best to share key facts, information, and themes that I have learnt throughout the YPI research and charity engagement.
- I can choose effective methods of creating an impactful presentation.
- I can deliver an effective presentation, with my team members, which engages an audience.

Key Milestones



Skills

Manage yourself	Work with others	Create change
Initiative	**Collaborating**	**Creativity**
Being resourceful	Building relationships	Imagination
Self-motivation	Teamwork	Generating ideas
Taking responsibility	Compromising	Designing and innovating
Decision making	Cooperating	Being resourceful

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4. Presentation development and Final Showcase

Creativity Guidance

Having opportunities to develop creativity is essential in preparing learners for the future. Creative learners and thinkers are inquisitive, open-minded, harness their imagination, and can solve problems effectively. Students can be supported throughout YPI to develop such skills, the culmination of this being the delivery of a creative product to showcase as part of their presentation. Creativity knows no boundaries, and everyone has the opportunity to use their own skills and talents to successfully engage the audience.

Visit our Inspiration Zone and Vimeo Page for inspiration, and see below for some guidance and suggestions. We also recommend sharing Conquering Creativity with your students to help them generate their own ideas.

Spoken word

Support students to consider how they can use spoken work to challenge thoughts and ideas and create a powerful impact. Media such as stories, poems, monologues, slam poetry, and rap are some of the best ways to be persuasive and elicit emotion.

Interactivity

Students could explore how to integrate interactivity within their presentations. For example, this could include a quiz for audience participation, a vote or show of hands, or using props to demonstrate social issues (examples of this have included using blindfolds, or asking audience members to complete a task such, showcasing what is included in a food parcel, or passing around neonatal nappies).

Creation of a video or animation

Video or animation can be very powerful in terms of storytelling, these could form part of the presentation but there is still an expectation for students to be present on the day to engage with the judges. Below are some examples that you may wish to share with your students to inspire them.







You may also wish to encourage students to use platforms they are comfortable and experienced with, such as TikTok – see this example which was developed during lockdown.

Emotive dance and music

Storytelling doesn't always require words. Dance and music can be highly effective ways to elicit emotion through creative expression and movement.

Production of an infographic or poster

Posters or infographics can effectively engage an audience by sharing key message, facts and figures in a visually impactful way.

The example opposite was drawn live on stage during the YPI 2019 National Event. It captures key themes, messages, and quotes.



Additional resources focused on creativity are available from Education Scotland:

- What are creativity skills? and Why are creativity skills important for attainment?

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4. Presentation development and Final Showcase

Presentation Development

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

YPI Delivery PowerPoint	**Student workbook – 15: Engaging presentation: planning**
Video content – YPI Presentations	**Student workbook – 16: What makes an impactful presentation?**
Student workbook – 10: YPI judging sheet	**Student workbook – 17: Part four: My skills journey**

Suggested Content Plan *(these may extend beyond one lesson and access to IT would be beneficial)*

Use **YPI PowerPoint** to share learning intentions and skills development opportunities for Part Four with students.

1. Class discussion: Impactful presentations

Once students have completed their visit, interview(s), and research on their chosen charity, they will need to develop a creative and engaging 6 – 10 minutes presentation that meets the judging criteria.

You may wish to look at presentation skills with the teams and look at what makes a good presentation. This resource may help. Ask the class to consider the most impactful presentation/performance that they have seen (this could be in-person or on TV). Ask them to consider what made it impactful, engaging, and memorable? You may wish to show examples at this stage to inspire the students (e.g. Tony Walsh or George the Poet).

2. Activity: What makes an Impactful Presentation?

Watch two examples of YPI presentations and ask students, on their own or in teams to complete **Student workbook – 16: What makes an impactful presentation?** You can also watch some creative content from our Inspiration Zone.

- Discuss and explore what elements of each presentation were engaging or indeed not engaging?
- What could improve the content, delivery and engagement?

3. Teamworking: Presentation planning

Teams should consider how they will make the biggest impact, stand out from the crowd, and use their talents to be persuasive and demonstrate passion for the cause.

Review **Student workbook – 15: Engaging presentations: planning as a class, and then ask groups to consider:**

- How can you use your skills and talents? Is there a budding film editor, animator, poet, artist, or performer?
- How can you develop the story behind the facts, and figures?
- How can you communicate a clear business case, that is going to have a positive local impact?
- What is your closing message? What do you want your audience to do – your call to action?
- Could you create something that the charity can potentially utilise to promote their cause?

4. Ready, set, present!

It's the moment you've all been waiting for! It is now time for students to deliver their YPI classroom presentations. You must use the **YPI Presentation Judging Criteria** (available in the YPI judging pack) if you would like the class to give feedback on the class or semi-final presentations. The winning presentations at this level will advance to a schoolwide YPI Final Showcase. Finalists can be chosen by student vote; the teacher's marking scheme; a judge or panel of judges; or a combination. Please remind students that judges may ask clarifying questions if any criteria is missing.

5. Reflection

Students could be asked to reflect on their experience of delivering a presentation to the class. How did it feel? What were the successes and challenges? Ask students to complete **Student workbook – 17. Part four: My skills journey**

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4. Presentation development and Final Showcase

YPI Final Showcase

Your YPI Final Showcase is the culmination of the programme delivery for the academic year and is one of the best parts of being a YPI teacher. An event that not only showcases the top presentations at your school and realises a substantial grant for a deserving charity, but also a true celebration of all the contributions that your YPI students have made – and can continue to make – to help people in need in your community.

The YPI Lead Teacher will coordinate the event but will undoubtedly require support from students and staff to make the event a success. See YPI Final Showcase Guidance for further support and guidance.

Maximising learning for all

Depending on the size of the school, not all teams will progress to the YPI Final Showcase (we would recommend that there should be between four to six teams represented). We have included guidance on how to maximise engagement across the whole school year group between the class finals and YPI Final Showcase:

- Critical friends: How can the class mobilise around the finalist teams, and support them to develop and enhance their presentations? It may be that one group per class will progress to a final, so the class could play an important role in supporting their class representatives. This format can encourage a degree of healthy competition, particularly if this is aligned to houses within the school.

- Action and engagement plan: Consistently, feedback from charities demonstrates that the opportunity to raise awareness and the development of partnerships with schools and young people is a key benefit of YPI. Therefore, how can students be supported to maintain partnerships with their chosen charities and continue to make an impact? Students could be tasked with developing an action plan of how they will continue to engage with the social issue and/or charity.

- Awareness raising: Students can be tasked with creatively capturing their learning. Could they develop poster presentations and infographics to raise awareness of their chosen social issue and charity? These could be displayed at the YPI Final Showcase and throughout the school.





- Event support and planning: What role could student play in coordinating and running the event. Could groups be given certain responsibilities including invite management, hospitality, hosting, and IT support?

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Extending the Impact

Coming to the end of YPI programme doesn't mean the end of students' learning about philanthropy or their ability to continue creating positive change within their communities. Consider how students could:

- Reflect on their YPI experience in a structured way – see the example plenary session plan over the page.
- Consolidate what has been learned throughout the project, including skills and experiences, and how these can be applied in the future.
- Commit to future action and engagement in their community.
- Continue to raise awareness – can they share their presentations with other people at school, in the community, or through the charity they selected?

Next Steps

Your students have accomplished some impressive things through YPI and have generated interest and excitement about philanthropy and community engagement. You have built this momentum together, so how can your class and your school keep the spirit of YPI going after the project is complete? Here are a few examples to consider:

- Have students formalise the commitments they make to stay involved with the organisations they chose through YPI, or others they learned about through the project (i.e., commitments made during the 'mind, heart, and hands' activity or in student presentations). Record these commitments in a shared space (in the class, in an online space), and set check-in points for students to report back on their activities if appropriate.
- Are there further opportunities for students to share their presentations with others – at assemblies, parent evenings, charity information evenings?
- Whole-school engagement can be supported by arranging for students to deliver a selection of presentations to other year groups. This can further extend the impact of YPI.
- Identify how YPI can support existing accreditation opportunities or youth achievement awards.
- Guidance staff can put the skills developed through YPI into a real-life context. They can also discuss volunteering opportunities and the value of active citizenship in helping young people stand out from the crowd in an increasingly competitive job market.
- Customisable YPI Student Achievement Certificates.
- Students can continue connecting to YPI's social media channels. YPI encourages students to share photos and videos from presentations, events, and charity visits via social media, on Instagram (@YPI_Scotland) and Facebook (www.facebook.com/YPIScotland).

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YPI Plenary

Supporting Resources: *These can be found at the end of this document or accessed at ypiscotland.org.uk/school-zone/*

Student workbook – 18: YPI reflections: Head, heart, and hands.
Student workbook – 19: YPI: My skills journey

Suggested Content Plan *(these may extend beyond one lesson)*

1. Activity: Head, heart, and hands

Individually, in pairs, or small groups, ask students to complete **Student workbook – 18: YPI reflections: Head, heart, and hands.** Bring the group together for a larger discussion on the three questions.

- HEAD: What did you learn through participating in YPI? What knowledge? What skills?
- HEART: How did participating in YPI make you feel?
- HANDS: How has YPI changed your behaviour/actions? And how will you continue to help your community?

2. Applying your skills

Ask students to reflect on the skills they've gained through participating in YPI. **Student workbook – 19: YPI: My skills journey** asks them to choose one skill, and to describe their experience of developing and demonstrating this through YPI. They can also be asked how they think they can use these skills and assets for personal and for community benefit. Can they commit to an action for the benefit of their community?

3. Class discussion: Debrief and reflection

The following discussion questions will support students to reflect on, consolidate, and celebrate the ways they have become – and can continue to be – individuals more confident in their values, who see themselves as responsible, effective contributors to their community.

- What did you learn about your values through YPI? What (if any) new values did you develop during the project?
- What skills have you developed that you will continue to use in other areas of your life?
- How have your attitudes/behaviours changed towards social issues and people in need? How might those changes impact your class, school, family, and community?
- What did you learn about social issues in your community through YPI? What do you see as your role in your community in relation to social issues you care about?
- Will you continue to help the charity you chose for YPI? Why or why not? If so, how?
- What was your greatest learning from your experience with YPI?

4. Lasting impact

Ask students to record a commitment that they will make to benefit their community. Discuss different examples and types of commitments with the class. This commitment could be a small everyday action like making a point to reject derogatory slang; or a promise to stay engaged with the charity they represented for YPI in a specific way; or something over the longer term, like paying attention to local policies

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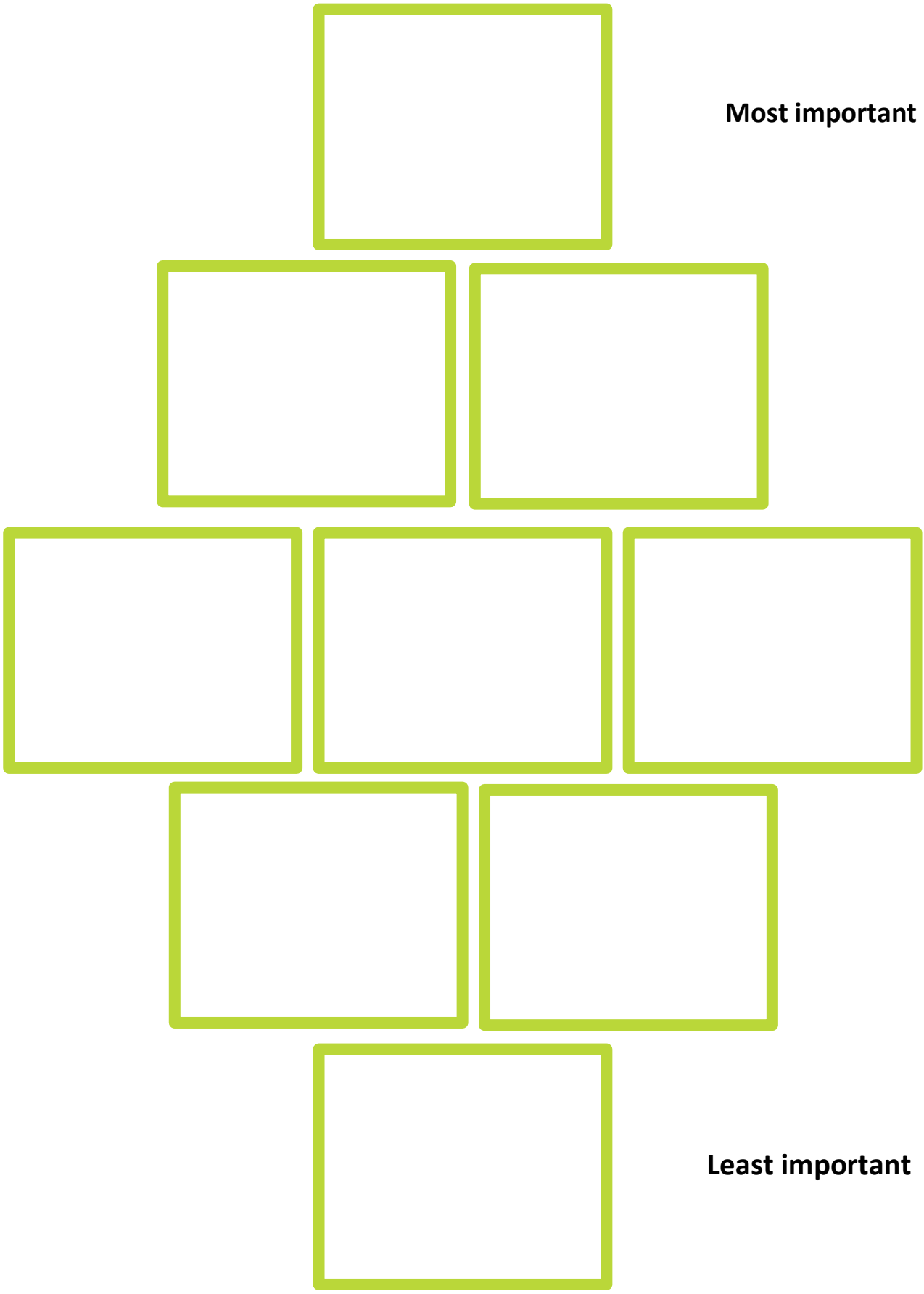
Appendix 1 - Diamond 9 template



Most important

Least important

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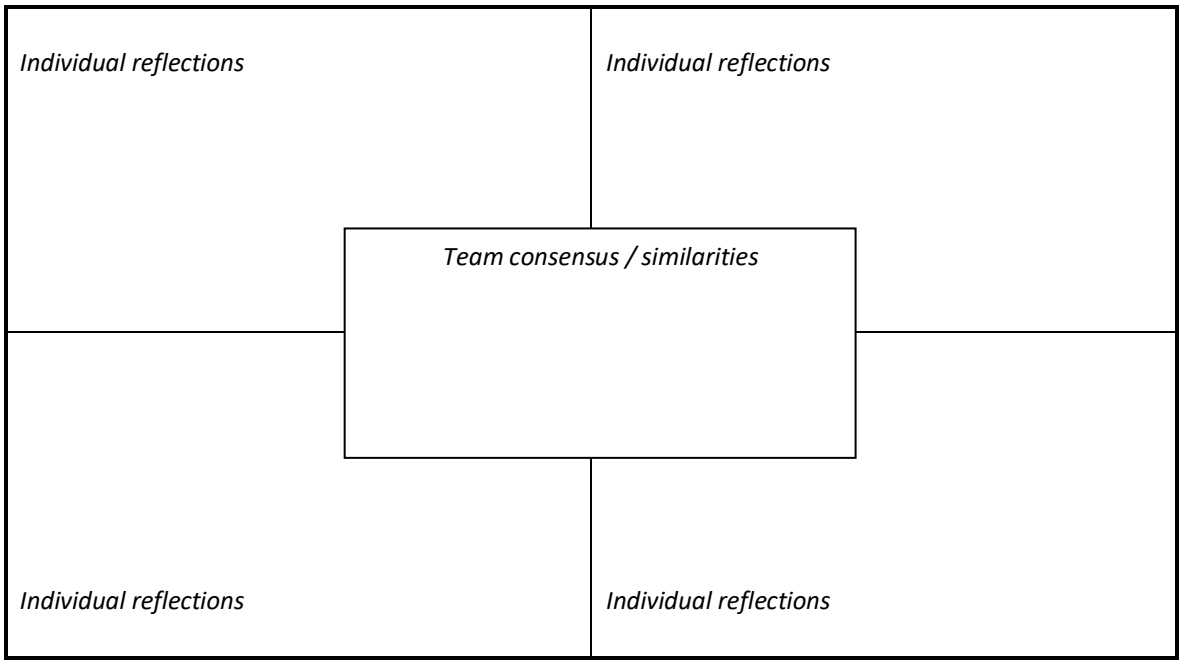
Appendix 2 – Social issues window activity

In teams of four, divide an A3 sheet of paper as detailed below.

1. Individually, in separate sections of the paper, write social issues that are important to you and ones that you are aware of in your community.

2. As a team, discuss the social issues that have been identified. You may wish to share why you feel the issues are important and what you know about them.

3. What were the similarities and differences? Discuss and note down, in the centre, the issues as a team you have agreed are most important in your local community.



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Appendix 3 – Phone script

This resource provides a practice script and tips to prepare to phone your charity and leave a voicemail message.

Telephone Call Scenarios

Example phone calls: Which one is more effective?

Scenario One

Charity representative: Hello Example Charity, James speaking.

Student: Hello, my name is (your name) and I'm calling from (name of school). Do you have a moment to speak?

Charity representative: Yes, certainly. How can I help you?

Student: Thank you. My school is currently taking part in a programme called the Youth and Philanthropy Initiative (YPI). We have been examining the social issues affecting our community and the local charities working in the area. Each team has chosen one charity to research and support and my team wondered whether it might be possible for us to visit your charity to ask you some questions about your work. We will use the information to create a presentation which we will deliver in a competition with our classmates. The team that gives the best presentation in the school will be awarded a grant to donate to the charity we have researched.

Charity representative: That sounds like an interesting project – could you email me some more details?

Student: Of course, I have an information sheet. What is your email address please?

Charity representative: It is examplecharity@phonecallexample.org

Student: Great – I will email some more information to you straight away.

Charity representative: And so, your team has chosen to research the Example Charity?

Student: Yes, that's right. We really wanted to support a charity that works with young people in the area.

Charity representative: Fantastic, thank you. When would you like to come and visit?

Student: Would September 14th at 4:15pm be possible? Our whole team is free then.

Charity representative: Let me look at my calendar. No, sorry I am afraid I am busy on that day. Do you have any other dates?

Student: Yes, we have a couple dates that we are all free. Could we come on the 17th at 3:45pm?

Charity representative: That is fine. How long will you need?

Student: Around 45 minutes would be great. If we were able to ask you some questions and have a look around we would really appreciate it.

Charity representative: That will be fine. I look forward to meeting you on the 17th. Bye.

Student: Yes, you too and thank you very much

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Appendix 3 – Phone script

Scenario Two

Charity representative:	Hello Example Charity, James speaking.
Student:	Hi, I'm calling about this charity thing.
Charity representative:	Sorry, I don't understand. Where are you calling from?
Student:	I'm calling from (name of school). We're doing this project where we choose a charity to visit, and you get a grant maybe.
Charity representative:	How can I help you?
Student:	We want to come to your charity to, you know, talk.
Charity representative:	I am afraid I don't really follow. Perhaps you could call back another time?
Student:	Alright, bye.

How to leave an effective voicemail

Charities can be very busy places and you may have to leave a message clearly stating the purpose of your call and an appropriate way to be reached so that they can return your call at a convenient time.

These are important things to consider when leaving an appropriate message:

- Get a specific person's name or position that you can ask for.
- Use a formal greeting: "Good morning/afternoon".
- State your name and where you are calling from.
- The purpose of your call.
- A phone number for the school where you can be reached. *(For safeguarding this should not be the students own number)*
- An appropriate time when they can return your call.
- Thank you and formal close.
- And remember, speak slowly and clearly.

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Appendix 4 – Email templates

When you speak with your charity, it's a good idea to ask for an email address so that you may send an introductory email about YPI and provide more details about why you would like to research and visit their organisation. Here are some helpful sample introduction email templates:

Sample Email One: Introduction Email

Dear [Name of charity representative],

I am a student at (name of your school), and my class is working on a project called the Youth and Philanthropy Initiative (YPI). For more information about YPI, please visit www.ypiscotland.org.uk.

During YPI, students work in teams to understand more about local social issues, and then choose one charity to research, visit and make a presentation about. We are aiming to learn more about the important social issues you address, your goals, challenges, and hopes, so we can show others the impact that you are having in the community and how they can support you. Through YPI one team will win a £3000 grant, and we are hoping that we will be able to win this for your charity.

Our team would like to research your charity because _____

We are hoping that it may be possible to arrange to visit your location and interview you or another staff member about your charity. May we ask if there are dates and times convenient for you in the next week or two? Here are a few dates and times that our whole team is available: _____

Please let us know what would work best for you. We respect your time and are organising our questions thoughtfully before we meet.

Thank you again for your time and attention. We look forward to your reply.
[Student names] / [School name] / [year, subject area, Class of (teacher name)]

Sample Email Two: Follow-up Message

Dear [Name of charity representative],

Thank you very much for your response and for offering us a time when we will be able to meet you and visit [Charity Name], to understand your work, vision, impact, and goals.

We are confirming here the details of our visit to [Charity Name]:
Date: _____ / Time: _____ / Names of students in our team:_____

As we prepare for our visit, we wanted to ask the following. May we bring a camera and/or video camera to take photos or to video our interview with you, or of the facilities? Would you or other members of your charity be willing to share any stories about your work, or people that you've worked with?

Please let us know if anything changes regarding the details of our visit. Thank you very much again for your time. We believe the social issue of _____ is important to address, and we truly look forward to the opportunity to learn from your perspectives and experience.

Sincerely,
[Student names] / [School name] / [Year, Subject area, Class of (Teacher name)]

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Sample Email Three: Email after a visit / interview

Dear [Name of charity representative],

[Student names] would like to take this opportunity to thank you for your time and for providing us with all the useful information about the great work you do at [Name of Charity]. We were so pleased to learn more about how your organisation works, and just how far the work you do goes to making a positive impact in our community (tell them your reasons why you are thankful).

We are happy to tell you that we have put together an engaging presentation based on the information and experiences you shared, and we will be presenting it to our classmates on [date]. We look forward to spreading the word about what makes [Name of Charity] such a great organisation, and why you deserve the support of our community. We will tell you how our presentation goes, and whether we make it to the Final!

Thank you, [Student names]

Following up with your Charity

After charities have met with you, they will be invested in the results of your YPI project. They will want to be kept in the loop about their chances of winning the £3000 grant so it's important to communicate results. Here are examples of the kinds of messages you may wish to send:

Dear [Name of charity representative],
[Student names] are writing to let you know the results of our classroom presentations. While we did not make it to the final at our school, we were able to share your work with our class (add any other details about who else you have shared information with, any other contributions you have made so far). Thank you again for supporting us through this project by sharing the great work that you do.

All the best, [Student names]

Note: If you progress to the final, you may wish to invite the charity contact. Discuss this with you teacher first.

Dear [Name of charity representative],

[Student names] are writing to let you know that we successfully delivered our presentation to our class and have advanced to the YPI final at our school! This event will take place on [Date at Location]. Attending our final will be … (include further details about the final event). We are very much looking forward to sharing information about your work with this wider audience. Thank you again for your support!

Kind regards, [Student names]

Dear [Name of charity representative],

[Student names] are writing to let you know the results of our YPI final. While we did not win the grant for [Name of Charity] in the end, we were able to share your work with (number of people in the audience, details about who attended). Thank you again for supporting us through this project by sharing the great work that you do through [Name of Charity].

All the best, [Student names]

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